

Diversity, Equity and Inclusion Strategic Plan

Five-Year Strategic Objectives, Measures and FY20 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, 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. Patricia M. King and Catalina Ormsby (Fall, 2018)/Mr. David Humphrey, SOE Diversity and Inclusion Officer (starting April 15, 2019)

Planning Team

- SOE's Education Diversity Advisory Council (EDAC) Co-chairs, Dr. Patricia King and Dr. Henry Meares
- SOE Educational Justice Intern, Mr. Carl Greer (Fall, 2018)

Planning Process Summary

- Process used to collect data

Our data collection processes include:

- aggregation and disaggregation of data regarding student enrollment and student, faculty, and staff demographics;
- meetings and colloquia by Dean Moje, Implementation Leads King, Catalina Ormsby, and David Humphrey;
- and the availability of online links for identified or anonymous feedback.

- Sources of data

The major sources of SOE *dije* data include:

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

- Data analysis and action idea generation activities

Dean Moje and Implementation Lead King (with Ormsby during the F18 term) had monthly *dije* implementation planning meetings during the 2018-19 academic year to analyze and discuss SOE *dije*-related feedback gathered from *dije* events, discussions, email messages, and online postings. Moje and King also used this time to discuss upcoming *dije* programming, organizational issues, and community member needs.

Implementation Co-Leads King and Ormsby held weekly meetings during the fall term year with the *dije* educational intern to plan *dije*-related programming and projects, and also reviewed SOE community feedback. The *dije* intern met with SOE student groups (e.g., GSCO, the Black Male Roundtable, GOSHE) to encourage and coordinate their *dije*-related efforts.

In addition, King and Meares co-chaired the Education Diversity Advisory Committee (EDAC), which met monthly. The main responsibilities for EDAC were to suggest revisions in the staff hiring protocol and to serve as the selection committee for the SOE Diversity and Inclusion search (King served as the hiring manager). This committee interviewed the top eight candidates, identified the top three for more intensive interviews, then helped construct the committee's recommendation for the hiring decision. On the basis of this experience, EDAC made additional recommendations to the staff hiring protocol. They also participated in faculty searches by conducting a group interview during a person-specific candidate's campus visit and by reviewing a new faculty search proposal and search committee proposal through the lens of *dije* considerations.

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

Dean Moje also met weekly with Associate Dean/Faculty Instructional Liaison Shari Saunders, and met quarterly with program chairs to advance strategic objectives by incorporating *dije* into faculty members' responsibilities in teaching and research.

- Summary of engagement activities

SOE *dije* engagement events include: all-school meetings, community conversations, program forums with students, fireside chats, faculty reading groups, academic colloquia.

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

Notable highlights included:

- In the 2018-19 academic year, we awarded over \$4 million in scholarship funds. This is a significant increase over the previous two years (\$1.3 million in 2016-17 and \$2.8 million in 2017-18), which is over a three-fold increase in the last two years.
- –Increased diversity of incoming student body with a 120% increase in underrepresented minority students from last year.
- Implemented *dije*-infused staff hiring protocols within SOE staff hiring policies.
- Launched the Social Justice Transformative Educator Summer Institute within the Master of Arts in Educational Studies with Secondary Teacher Certification program which was designed to build awareness among teaching interns about LGBTQ+ youth in schools and how to effectively teach and be allies.
- Infused the arts to increase the creativity and inclusivity of our *dije* programming.
- Hired a Diversity and Inclusion Officer.

III. Data and Analysis: Key Findings

Summary of Data

A) Recruitment, Retention & Development Data

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

- We have 215 incoming students for the 2019-20 academic year. 148 of these students (69%) come from underrepresented minority groups—an increase from last year (120%).
- In the 2018-19 academic year, we awarded over \$4 million in scholarship funds. This is a significant increase over the previous two years (\$1.3 million in 2016-17 and \$2.8 million in 2017-18), which is over a three-fold increase in the last two years.
- The new *dije*-infused staff hiring protocols are now in effect and have been implemented into SOE staff hiring practices.
- In the last year, our new *Education for Empowerment* minor attracted the interest of 154 students from undergraduates across campus, 105 of whom participated in at least one SOE advising appointment. A total of 22 students have declared this minor; with one exception, all are enrolled in schools or colleges outside the SOE. Among those who have declared this minor, 18% are males and 23% are from underrepresented groups.

B) Education and Scholarship Data

This domain encompasses SOE teaching, instructional, and research matters for undergraduate and graduate students, as well as faculty members. We are still concerned about the issues raised in prior student climate surveys.

- In our most recent end-of-year survey of students, we found that 50% of respondents disagreed or strongly disagreed with the statement, “A rich diversity of identities and perspectives are represented in the majority of my course syllabi.” Students strongly agreed with statements about their instructors’ strong capacity for *dije*-related *pedagogy* but results from the item about representation in our *curriculum* were markedly lower.

- In that same end-of-year survey, students were asked to respond to the prompt: “The following aspects of identity are NOT well-represented and discussed in the curriculum, overall (check all that apply).” Four of the identity categories were identified by 60% or more of our students as lacking representation in our curriculum: gender identity, sexual orientation, religious identity, and (dis)ability.
- Some data relevant to our Year 4 goals from the *All Student Campus Climate Survey* specific to the SOE student findings continue to include the following:
 - nearly 30% of SOE undergraduate respondents (n = 21 of 118 possible) indicated that they do not feel listened to by their GSI/TAs (compared to 20% of non-SOE students).
 - 23.8% of SOE undergraduate respondents (n = 21/118) strongly disagreed that they are treated fairly in their classrooms (compared to 4.4% at U-M overall).

It is important to note that the low response rate of 18.6% makes these statistics difficult to interpret. However, we are dedicated to building a more inclusive curriculum across the SOE especially in relation to the following identity categories: gender identity, sexual orientation, religious identity, and (dis)ability.

C) Promoting an Equitable and Inclusive Environment Data

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

- Relevant highlights from the last *All Student Campus Climate Survey* specific to the SOE student body continue to include the following:
 - 76.2% of our undergraduate respondents (n=21/118) feel satisfied or very satisfied with the climate at the School of Education.
 - Although 77% of our white graduate student respondents reported feeling “very satisfied” with the climate at the SOE, Latinx graduate student respondents were evenly divided in their

feelings of satisfaction. Of 20 student respondents, one third reported that they are very satisfied, one third were neutral, and one third were dissatisfied with our climate. (Graduate student respondents overall = 173/430, or 40% response rate.)

- There are other important gaps in the data between white student respondents and students of color who responded; for example, whereas 9.2% of white graduate student respondents reported feeling that their opinions were not valued in their departments, nearly double that number of graduate students of color who responded (19%) felt their opinions were not valued. Similarly, replying to the statement, “My department is a place where I am able to perform up to my full potential,” 72.4% of white graduate student respondents agreed, versus 57.7% of graduate students of color respondents.
 - 19% of graduate students of color who responded reported that they have considered leaving our programs because they felt isolated or unwelcomed.
- In May, 2019 we conducted a survey in the School of Education to understand faculty/staff perceptions of how the SOE climate has changed since 2016. We received 43 responses (22 faculty and 21 staff), yielding a response rate of 34% for faculty and 21% for staff.

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

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

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

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

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

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

In addition to these signs of progress, virtually all respondents indicated the need for improvement; three indicated no change and one believed that the culture had become much less inviting and inclusive. One

respondent indicated that there is too much focus on *dije*, and that this came at the expense of other important items.

- Informal qualitative data collected at fireside chats and other *dije* events suggest that “imposter syndrome” is a common experience for many graduate students, specifically women of color. There is also a high interest in exploring what it means to decenter Whiteness and continue building community, particularly by increasing opportunities for students to connect with other students from other SOE programs.
- We are still committed to addressing the results from our *All Staff Campus Climate Survey completed in Fall, 2018* where results revealed that more than 89% of staff respondents (n = 65/98) agreed with the statement, “my unit has a strong commitment to diversity, equity, and inclusion.” This result was over 20 points higher than the number of staff who agreed with the statement at U-M, overall.

Still, climate survey data convey a need for continued improvement in staff equity and inclusion initiatives. We will continue to make this a priority in FY20 with a focus on the following key survey results:

From Table 18 (re: workload distribution and perceptions by sex/gender; response rate = 68.4%)

- “My ideas are seriously considered in my unit.”
(female: 50% / male: 69.2%)
- “I have a voice in the decision-making that affects my work in my unit.”
(female: 48% / male: 69.2%)
- “The workload is fairly and equitably distributed in my unit.”
(female: 38% / male: 46.2%)

From Table 20 (re: workload compensation, support, & recognition; response rate = 68.4%)

25% to 46% of calculated SOE staff members agreed that:

- “There are fair and equitable processes for determining compensation in my unit.”
- “Support is provided fairly and equitably in my unit.”
- “Rewards for work performance are fairly and equitably distributed in my unit.”

D) Service Data

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

- The Mitchell-Scarlett Teaching and Learning Collaborative (MSTLC) is a unified K-8 campus harnessing the power of a diverse community and partnership with the University of Michigan School of Education to support continuous opportunities for student learning driven by high academic standards and innovations in curriculum, instructional practices, professional learning, and community involvement. Over the past five years, UM researchers (Monte-Sano and Schleppegrell) have worked collaboratively with MSTLC teachers to design and test the curriculum and address concerns about the test scores of Black and Latinx children as identified by the school by providing rigorous opportunities to learn for all children. During the 2018-2019 academic year, the Collaborative launched the *Read.Inquire.Write.* website sharing the curriculum developed in partnership with Scarlett teachers freely to teachers across the U.S. and internationally. Coordinated by U-M Professor Cathy Reischl and supported by U-M Professor Debi Khasnabis, the *Read.Inquire.Write* research and curriculum development project focuses on developing students' reasoning with evidence and argument writing in middle school social studies. This year, the *Read.Inquire.Write.* project focused on developing curriculum materials to support newcomer English learners as they work on these complex ways of analyzing texts and writing arguments

in social studies. Over 1,000 teachers worldwide have subscribed to the website. The curriculum is now freely available for teachers at readinquirewrite.umich.edu.

- Our proposal to develop an urban teaching school residency partnership with Detroit Public Schools Community District (DPSCD) has been formally established by an MOU. In addition to DPSCD, our collaborators to date include the Kresge Foundation, Starfish Family Services, and the Marygrove Conservancy, together with several other Detroit community organizations. Several U-M units have also committed to partner on educational, health, and other initiatives, and we continue to seek additional collaborators across campus.

Key Findings, Themes and Recommendations Based on Year Three

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

- A more robust administrative *dije* staff infrastructure, specifically, hiring a SOE Diversity and Inclusion Officer, and distributed leadership model for *dije* initiatives, in addition to the continued activity and organizing efforts of our diverse, equity-oriented student groups, proved very valuable.
- The increased number of (and visibility of) *dije*/DEI initiatives, programming, and dialogue among faculty, students, and staff, versus just from administrative leadership. This reflected the willingness of faculty, students, and staff to be proactive in initiating or suggesting additional *dije* activities.
- Our intentional focus on leveraging new partnerships to support recruitment efforts, *dije* programming, and new service possibilities and opportunities.
- The development and impact of hiring guidelines for faculty and staff that included attention to inclusion and diversity.
- Efforts to be more data-driven in identifying our goals and objectives.
- The "branding" of our diversity, inclusion, justice, and equity efforts as "*dije*" continues to cultivate common SOE language, boost our organizational culture, and increase our community's sense of ownership for SOE-customized, DEI efforts.

- Continued attention to questions of how the cultural values, sometimes referred to by community members as “white values,” shape our ability to create a truly inclusive community, especially as we continue to diversify.

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

Undergraduate Program and Curriculum Development

The SOE Associate Dean for Undergraduate and Teacher Education continued efforts to support our *Education for Empowerment* undergraduate minor and make it a viable tool for undergraduate students to “examine the critical role of education in building both individual and collective capacity to advance justice and democracy in civil society.”

The minor launched in Fall 2018. This year we focused our attention on increasing the number of schools from which we can recruit students to the minor and increase the visibility of the minor. Some of the things we did were a) adding the following schools/colleges to the edMINOR: College of Engineering, School of Kinesiology, School of Public Health, and School of Music, Theatre, and Dance and b) increasing our recruitment efforts to the minor by piloting a class talks series and c) creating a bi-annual edMINOR newsletter (fall and winter). We also hired a part-time staff member to recruit students to the minor.

A priority for the upcoming year is increasing the viability of the minor by expanding course offerings, increasing enrollment, increasing the number of internships, and making our edMinor website more robust. We plan to continue the class talks series and the newsletter and create online information sessions to inform interested students about requirements prior to scheduling advising appointments. We will also continue to consider the possibility of an accelerated pathway from our undergraduate minor to our graduate programs.

Our teacher education programs will continue efforts to strengthen and extend their *dije* curriculum and pedagogy work. This past year, several events were organized both in and outside of coursework related to supporting students with (dis)abilities and other special needs.

Graduate Curriculum Development

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

Our graduate program faculty will continue to examine all graduate curricula for attention to diverse representation of authors, issues, methods, and perspectives.

The graduate faculty is also engaging in study groups focused on understanding how our curriculum embodies and perpetuates white values to the exclusion of the values of other racial and ethnic groups.

We are in the process of developing a certificate program (available to both undergraduates and graduates) focused on supporting teachers in learning pedagogical practices to support students' social, cultural, and emotional well-being.

***dije*-related Staff Development**

SOE staff members were invited to school-wide *dije* events and staff attendance continues to exceed previous years. Although we recognize that on our most recent *All Student Campus Climate Survey*, 90% of our non-white student respondents report feeling valued by our staff in our most recent, we must be more intentional in developing *dije*-focused professional development opportunities solely for staff in the SOE. Staff-only *dije* professional development spaces will provide opportunities in an intimate setting for staff to continue to build their *dije*-related praxis and continue to advance the *dije* agenda of the SOE. A goal for Y4 will be to increase the availability of *dije*-focused professional development opportunities for staff.

***dije*-related Faculty Development**

Over the past year, we have continued to discuss issues of white privilege in regard to our curriculum during our regular faculty meetings. We have also begun to explore questions related to the conventions of academia and the extent to which those conventions (e.g., the nature and practices of systematic research, the written format required, the demand for independent work) privilege value systems often associated with whiteness and thereby dismiss or even repress the values of other groups. This conversation is clearly at the beginning stage because our faculty is unclear and/or in disagreement about the nature of the problem, the desired end result, and the steps that would be taken to achieve a result. That is, we must grapple with questions about the validity of the claim that our current practices are biased toward one way of knowing and are repressive to other ways. (An alternative argument could be, for example, that the independent research study is simply one way of knowing and that nobody has ever claimed it to be anything more than that, but it is the way of knowing valued by academia and thus is the standard for achieving the degrees associated with

academia.) We must also ask ourselves whether and what other practices would we count as valid forms of inquiry. Furthermore, we must examine whether those forms are allowable according to the requirements of the university. Finally, if we do pursue shifts to our procedures and practices, then we must develop timelines and plans for developing new practices. This work will not happen overnight but instead will roll out over the course of several years.

SOE-wide *dije* programming and offerings

DEI/*dije* Implementation Lead King spearheaded the development of many programs and offerings, including colloquia, community conversations, student roundtables on issues affecting disenfranchised groups, *dije* book clubs, and much more. The Arts Showcase was launched on 10/25/18 and had an arch of several months. The initial launch was a reception (10/25/18) introducing the initiative, and the culminating Arts Showcase (12/7/19) took place in conjunction with the annual SOE Dance Party which draws significant attendance across SOE students, staff, and faculty. The showcase included visual, performance, and video arts projects along with accompanying artist statements. Another event which facilitated school-wide *dije* discussions through the arts was the Global Education Discussion Group's Photo Stories Initiative which culminated in a gallery of photos submitted by students, faculty and staff coinciding with Campus Visit Day (3/15/19). This initiative raised awareness of a) photography as a means of storytelling, and b) the transnational nature of our everyday interactions with SOE colleagues. The photos and accompanying descriptions were submitted by a variety of community members. Individual departments and units also offered *dije* programming, including special speakers, presentations, workshops, and dialogues specific to their units and/or open to the entire SOE or U-M community. In addition, students organized several events designed to foster community and the sense of belonging, including our most popular annual event, *Outspoken*, which features spoken word and other performances by students, staff, and faculty. This event is entirely organized by students (but is supported by staff and faculty members, together with a dedicated budget for food and other supplies).

Partnership Development

SOE leadership, faculty, and staff continued in formal partnerships with Washtenaw International High School and Middle Academy to recruit students of diverse backgrounds and to provide professional development for the staff at these schools.

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

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

- Minority-Serving Institutions (MSI) disciplinary hub convening: The Center for the Study of Higher Education and Postsecondary Education is one of three disciplines involved in this university-wide initiative. Vasti Torres, accompanied by Patricia King and Melinda Richardson, is leading an effort to partner with specific MSIs, Florida International University, University of Texas, @ El Paso, and Morgan State, to pilot collaborative initiatives. The initial convening occurred on 9/25 in Ann Arbor, a follow up conference call was held on 12/12 with partners. A co-taught course on Access and Equity is tentatively scheduled for the Winter, 2020 term.

Review of Staff Hiring Protocols

Revamped hiring protocols have been implemented. New interview questions have been drafted and HR will share *dije*-infused questions with all hiring managers. Several possible questions are listed which assist with highlighting a candidate's commitment to diversity, inclusion, justice and equity. Hiring managers are made aware they must ask questions of candidates that ensure the candidate is committed to the *dije* efforts at SOE. EDAC will support hiring committees throughout the search process.

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

Scholarship Assistance

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

dije Mini-Grants

We identified funding for and launched a *dije* mini-grants fund to teacher education students attending or pursuing *dije*-related professional development programming, events, conferences, or workshops outside of the SOE. However, we did not have as much engagement as we hoped. We will continue to look for ways to increase engagement with the *dije* Mini-Grants in Year Four.

dije Staff, Student, and Faculty Awards

We awarded our third annual *dije* awards recognizing the diversity, inclusion, justice, and equity work of an especially committed staff member, student, and faculty member. This year we recommended that all current and former award recipients receive a plaque for this award.

Key Limitations

The mid-year departure of the half-time staff co-Lead and the *dije* Educational Intern complicated our efforts to enact our Y3 vision. In lieu of offering and expanding the kinds of programs we envisioned, Lead King invested in the search for the SOE Diversity and Inclusion Officer.

Our key challenge continues to be the lack of financial resources to address all of our key priorities, such as additional GSRA positions for students to engage more fully in faculty community engaged research and professional development support to sponsor workshops or for students to attend workshops and take advantage of comparable training opportunities.

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

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

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

The SOE plan for advancing diversity, inclusion, justice, and equity (*dije*) efforts includes pursuing the strategic objectives listed below for Year Four/FY 2020. These objectives align with the overarching goals detailed in our Five-year DEI Statement and Strategic Plan: i) diversifying who we are, ii) cultivating inclusive curricular and pedagogical practices, iii) facilitating an equitable and inclusive environment, iv) securing and sustaining the requisite leadership, v) and implementing and assessing the outcomes.

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

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

Year Four/FY 2020 Strategic Objectives

A. Recruitment, Retention and Development

1. Continue and enhance *dije*-based partnership development for recruiting a diverse pool of students.
2. Plan and host a 3-part seminar series on the theme of *Education for Empowerment*, open to the entire university and taught by faculty in our new minor. This will serve both as a service to our university committee interested in advancing education as a tool for justice, and as a strategy for recruiting undergraduates to our minor.
3. Continue developing baseline ways of tracking the impact of our new minor on diverse student recruitment.

B. Education and Scholarship

1. Continue and expand faculty and GSI/TA professional development efforts related to anti-racism and decentering whiteness.
2. Expand our efforts to decenter whiteness throughout SOE curricula and to better represent and include issues of gender identity and sexual orientation, religious diversity, and/or (dis)ability.

C. Promoting an Equitable and Inclusive Community

1. Collaborate with various marginalized student groups to identify needs and implement initiatives to affirm and better serve these groups (e.g. students with disabilities, Latinx students, Black male students).
2. Infuse the arts to increase the creativity and inclusivity of our *dije* programming.
3. Continue and enhance staff equity and inclusion initiatives.
4. Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.

D. Service and Public Scholarship

1. Continue and enhance our existing partnerships with local K-12 schools and the dissemination of online materials to support the professional development of practicing and preservice teachers.
2. Begin to develop “Grow Your Own” programs with Ann Arbor Public Schools and Detroit Public Schools.
3. Carry out the terms of the Joint Operating Agreement for the new urban teaching school with the Detroit Public Schools Community District, the Kresge Foundation, Marygrove Conservancy, and Starfish Family Services.
4. Leverage the field-based internship component of our new education minor to place U-M undergraduates in organizations and other sites serving the needs of disenfranchised K-12 students and families, advancing educational justice through their field work.

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

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

IV. A. Recruitment, Retention and Development

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

A1. Continue and enhance *dije*-based partnership development for recruiting a diverse pool of students.

Undergraduate and Master's Students

We will continue our partnerships with community colleges in the region to offer increased educational access to diverse students who are prospective U-M transfer students and prospective SOE teacher education students. This strategy has already yielded positive results (15 students recruited in 2017-18, 9 students in 2018-19, and 24 students in 2019-2020), so it makes sense to continue and strengthen this effort. Currently, we have vibrant partnerships with Washtenaw Community College and Schoolcraft Community College. We also continue to strengthen our partnership with local schools, including developing a pipeline of students from Washtenaw International High School and Middle Academy, and historically Black colleges and universities (HBCUs), to aid in recruiting teacher education students from underrepresented groups.

Measures of Success (for Objective 1):

- Number of students successfully recruited to our programs from these partnership sites, and the demographic composition of these students.
- Over time, increased numbers of students from currently underrepresented groups in our SOE courses, our teacher education programs, and our graduate programs.

FY20 Actions:

1. Continue, strengthen, and seek out new partnerships with local high schools, community colleges, and HBCUs, including developing our emerging urban teaching residency program in Detroit.
2. Continue to develop means of tracking the demographic impact of our new education minor.

Primary DEI Goal: Diversity

Other applicable domain: n/a

A2. Plan and host a 3-part seminar series on the theme of *Education for Empowerment*, open to the entire university and taught by faculty in our new minor.

We plan to host a series of talks, presented by faculty teaching courses in our new minor that focuses on education as a tool for advancing freedom, democracy, and justice. Open to the entire university community, we hope it will serve as a way to advertise our new minor and draw new undergraduates to the SOE.

Measures of Success (for Objective 2):

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

FY20 Actions:

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

Primary DEI Goal: Diversity

Other applicable domain: Education and Scholarship; Service

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

Undergraduate Students

We will continue to develop baseline ways to track the demographic impact of our new minor on our success in diversifying the student body of the SOE. We will also begin to discuss the possibility of an accelerated pathway into our graduate programs from the minor as a long-term strategy for further diversifying our graduate programs.

Measures of Success (for Objective 3):

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

FY20 Actions:

1. Use the tracking system developed last year to analyze the demographic impact of undergrads declaring our minor.

Primary DEI Goal: Diversity

Other applicable domain: n/a

IV. B. Education and Scholarship

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

B1. Continue and expand faculty and GSI/TA professional development efforts related to anti-racism and decentering whiteness.

As noted previously, we are working to examine challenging questions about white privilege and white values that have fundamental implications for the way we do our work, the way we educate graduate students, and the way we interact with each other. There are no easy answers to these questions, but we are building a range of PD efforts to help us continue in our explorations. Some will be program specific (e.g., Educational Studies will bring in Dr. Bettina Love to discuss her book, *We Want to Do More than Survive*) and others will be school-wide efforts.

Faculty and GSI/TAs

Measures of Success (for Objective 1):

- Better understanding among a majority of faculty of the role of whiteness in exclusionary practice.
- Numbers of participating faculty and GSI/TAs.
- Post professional development surveys.

FY20 Actions:

1. Continue exploring whiteness reading and discussion groups.

2. EDAC will work with program chairs to continue and support their in-depth examination of the professional school and academic program (undergraduate and graduate) curricula for the privileging of white values, perspectives, and people.
3. EDAC will offer additional recommendations for curricular change.
4. We will continue professional development on these issues for GSIs and TAs.

Primary DEI Goal: Equity

Other applicable domain: Promoting an Equitable and Inclusive Community

B2. Continue concerted and collective efforts to decenter whiteness throughout SOE curricula and to better represent and include issues of gender identity and sexual orientation, religious diversity, and/or (dis)ability.

Though each of our programs may undertake this effort differently, all faculty will appraise their syllabi and other course materials through a *dije* lens, attending to the ways in which whiteness is or is not centered, and the degree to which the following topics are represented: gender identity and sexual orientation, religious diversity, and/or (dis)ability. Programs will also be encouraged to consider other ways to incorporate relevant *dije* topics through experiences outside of courses.

Our secondary teacher education program, to take one example, will continue their new cohort of students with a Social Justice Transformative Educator Institute—an intensive 2-day curriculum focused on community building. The goal of the institute is to develop a clearly articulated rationale for social justice teaching, consider the ethical responsibilities of teaching, identify issues of bias and elements of oppression as they operate in classrooms, and manage conflict in healthy ways.

Faculty and GSI/TAs

Measures of Success (for Objective 2):

- Agenda from a newly launched, *dije*-focused summer institute for secondary teacher education students, and other evidence of program-specific efforts to enrich the curriculum through more diverse representation of topics.
- Examples of syllabi and other course materials from faculty reflecting new efforts to decenter whiteness in curriculum materials and represent a broader range of intersectional *dije* topics, including gender identity and sexual orientation, religious diversity, and/or (dis)ability.

- A higher degree of agreement with the statement, “a rich diversity of identities and perspectives are represented in the majority of my course syllabi” on our internal end-of-year student survey.

FY20 Actions:

1. Continue the new Social Justice Transformative Educator (SJTE) Institute for the incoming cohort of secondary teacher education students.
2. Faculty will appraise syllabi and other course materials through a *dije* lens and make adjustments to decenter whiteness and better represent the following topics: gender identity and sexual orientation; religious diversity; and (dis)ability.
3. Continue the Colloquia series in which students and faculty collaborate to present on ongoing or recent research related to pressing *dije* issues in education. The working title of this series is the Critical Questions Colloquium, but this may change as we are still in the process of deciding what this series will look like.

Primary DEI Goal: Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community

IV. C. Promoting an Equitable and Inclusive Community

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

C1. Collaborate with various marginalized student groups to implement initiatives to affirm and better serve these groups (e.g. students with disabilities, Latinx students, Black male students)

Undergraduate and Graduate Students

We plan to collaborate with various marginalized student groups to identify their needs and ideas for increasing their sense of inclusion, fair treatment, empowerment, and to begin to implement equity-oriented initiatives to better support, affirm, and serve these groups.

Measures of Success (for Objective 1):

- Numbers of participants and qualitative feedback from fireside chats and other efforts and events related to these marginalized student groups.

- Over time, increases in the following climate survey indicators: assessment of semantic aspects of the general climate in the School of Education; feeling valued in the School; feelings of belongingness in the School; feelings of discrimination in the School.

FY20 Actions:

- The dean will lead a fireside chat developed in collaboration with those who have raised concerns about the experiences of members of the Latinx community.
- Identify a task force of students, faculty, staff, and a member of our EDAC committee to look at our student climate data and offer recommendations about initiatives to better support, affirm, and serve these groups.
- Increase programming related to being more inclusive of SOE and K-12 students with disabilities.
- Continue our Black Male Roundtable, a group focused on issues and experiences of Black men, but open to all.

Primary DEI Goal: Equity

Other applicable domain: n/a

C2. Infuse the arts to increase the creativity and inclusivity of our *dije* programming

All-school

We will once again invite participation in a *dije*-focused Arts Showcase at our new SOE Community Convocation in the fall. The goals for this activity are to build on the energy many of our new students experience when they attend the *Outspoken* event at the graduate Campus Visit Day, build a stronger sense of community, decorate our building while also demonstrating our *dije* commitments, and to show our joy for and love of a diverse range of representation and communication forms.

Measures of Success (for Objective 2):

- Numbers and quality of artistic contributions;

- Success of the showcase event as measured in attendance, enthusiasm (documented qualitatively and in survey feedback), and participation;
- Quality of the artistic displays and their alignment with the goals of diversity, inclusion, justice, and equity.

FY20 Actions:

- Continue the showcase;
- Hold the showcase;
- Select the community choice awards;
- Install the art.

Primary DEI Goal: Inclusion

Other applicable domain: n/a

C3. Continue and enhance staff equity and inclusion initiatives.

All-staff

Although we recognize that on our most recent *All Student Campus Climate Survey*, 90% of our non-white student respondents report feeling valued by our staff, we must be more intentional in developing *dije*-focused professional development opportunities solely for staff in the SOE. Staff-only *dije* professional development spaces will provide rich opportunities for staff to have unique conversations concerning the way *dije* can and should be incorporated into their work.

In the SOE we also strive to create a work atmosphere that is equitable and inclusive, treating each other, our clients, and others with respect, civility, and professionalism. Our pathway for conflict resolution aligns with policies outlined for staff in the University Standard Practice Guide. Currently, we have several ways for staff to report conflicts and concerns on our *dije* website. This includes the option of sending either confidential or non-confidential messages that go to the Dean and the members of the Education Diversity Advisory Committee as well as a form to report bias incidents. Yet, we recognize that we can increase awareness of the

multiple pathways we have built for SOE members to voice and resolve concerns. We continue to work on making visible the host of communication venues and to invite community members to share their thoughts in both public and private fora.

Measures of Success (for Objective 3):

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

FY2019 Actions:

1. Partner with human resources to create more *dije*-related professional development opportunities for staff in the SOE.
2. Continue to clarify the methods of conflict resolution for staff, including promoting and explaining the purpose of the anonymous suggestions link to all staff, available via the *dije* website.

Primary DEI Goal: Inclusion

Other applicable domain: Equity

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

All-school

Measures of Success (for Objective 4):

- Amount of school-wide participation the mandatory sexual harassment and misconduct prevention training.

FY20 Actions:

1. Support unit-level participation in mandatory training

Primary DEI Goal: Equity

Other applicable domain: Inclusion

IV. D. Service and Public Scholarship

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

D1. Continue and enhance our already existing partnerships with local K-12 schools and the dissemination of online materials to support the professional development of practicing and preservice teachers.

Greater Community

We have many thriving partnerships with local schools and school districts in which our faculty and research staff provide professional development to both practicing and novice teachers in our surrounding communities. We will continue to provide services to these schools and to disseminate our free online curriculum and other resources for educators.

Measures of Success (for Objective 1):

- Evidence of ongoing professional development opportunities for K-12 teachers provided by our faculty and staff.

FY20 Actions:

1. Provide professional development, materials, and other support to practicing K-12 educators in local schools and school districts.

Primary DEI Goal: Justice/Equity

Other applicable domain: n/a

D2. Begin to develop “Grow Your Own” programs with Ann Arbor Public Schools and Detroit Public Schools.

Greater Community

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

Measures of Success (for Objective 2):

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

FY20 Actions:

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

Primary DEI Goal: Justice/Equity

Other applicable domain: Diversity

D3. Carry out the terms of the Joint Operating Agreement, the design, and MOU for a new urban teaching school residency with the Detroit Public Schools Community District, the Kresge Foundation, Marygrove Conservancy, and Starfish Family Services

Greater Community

We will continue to advance our development of the Detroit P-20 Partnership with Detroit Public Schools Community District (DPSCD) according to the terms of our ten-year Joint Operating Agreement (JOA), developed over the course of the past year. Our collaborators to date include the Kresge Foundation, Starfish Family Services, the Marygrove Conservancy, and Detroit community organizations. Several U-M units have already committed to partner on educational, health, and other initiatives, and we continue to seek additional collaborators across campus. Our role in the partnership is to develop empowering experiences, educators, environments, and evaluation/research that provides equitable and just education opportunities for children and youth in northwest Detroit.

Measures of Success (for Objective 3):

- The enrollment is 120 9th grade students for the fall.
- The development, adoption, and adaptation of robust, evidence-based, and standards-aligned curricula in English language arts, mathematics, natural and physical sciences, social sciences, foreign language, and design thinking/engineering.
- The hiring of 7 highly-prepared high school teachers, 4 of whom are U-M SOE graduates.
- The placement of our first teaching resident.
- The securing of wrap-around supports for the school.

FY20 Actions:

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

Primary DEI Goal: Justice/Equity

Other applicable domain: n/a

D4. Leverage the field-based internship component of our new *Education for Empowerment* minor to place U-M undergraduates in the community at large.

Greater Community and Undergraduate Students

Our new minor includes a mandatory field-based internship component where students are asked to support the work of an organization or other site serving the needs of disenfranchised Pre-K-12 students and families. They are asked to reflect on the ways they are advancing educational and social justice in and through these internships. Our greater community will benefit from this new influx of volunteer undergraduates from the University.

Measures of Success (for Objective 4):

- Continue building the database of internship opportunities available to students pursuing the minor, and numbers of students engaged in internships, along with data about their placements.
- Survey site supervisors and students to assess the impact of the internship on the student and on the organization

FY20 Actions:

1. Continue to build database of internship opportunities for students in our minor and create ways to track on the placements and numbers of students completing these internships.

Primary DEI Goal: Justice/Equity

Other applicable domain: n/a

V. Goal-related Metrics

DEI/dije: School of Education Metrics

SOE Diversity, Inclusion, Justice & Equity

Diversity

Our goal for Year 4 continues to be to increase the diversity of our student population and, in particular, the undergraduate and graduate students enrolled in our teacher education programs. Our short-term strategies for doing so include continuing our ongoing partnerships with community colleges and HBCUs, and using our new *Education for Empowerment* minor to bring diverse undergraduates from other schools and departments into the School of Education.

Longer term, we will continue developing a pipeline to the SOE by recruiting local high school students interested in education careers to U-M and to the SOE.

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

1. The number of partnerships initiated and the record of efforts related to recruitment at those partner institutions;
2. The demographic composition of our undergraduate and graduate students;

3. The number of students transferring to the SOE's teacher education programs from community colleges;
5. The total numbers of matriculating students from currently underrepresented groups; and
6. Graduation rates for students in our teacher education and Masters and Doctoral programs.

Inclusion

Last year due to staffing issues we were not able to engage specific groups as much as we had hoped. Now that we have hired a full-time administrator for our *dije* work, we will concentrate our efforts and resources on engaging specific groups for whom data was most concerning in our previous *All Campus Climate Survey*; in particular, our Latinx students. We will initiate a review to be conducted by our EDAC to examine these data, gather additional information, and offer recommendations for how better to support and serve our Latinx students.

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

1. Increases in the following climate survey indicators, especially for our Latinx graduate students when data are disaggregated by race: satisfaction with climate/environment in the School; feeling valued in the School; feeling of belongingness in the School; feeling able to perform to full potential in the school; and a decrease in the feelings of discrimination in the School.

Justice

As a school of education, we feel particularly responsible for our role in facilitating the work of justice in and through teaching, service, and advocacy with and for our local youth and greater communities. We see our new *Education for Empowerment* minor as an exciting way to bring more university undergraduates into our local communities through their field-based internships, and we are eager to continue to develop and refine our new urban teaching residency in Detroit.

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

1. Evidence of the development of new partnerships in our greater community, including those serving as potential field sites for the newly proposed minor;
2. Increased numbers of U-M students serving the surrounding community; and
3. Progress in the development of our urban teaching residency in Detroit.

Equity

We will continue to focus our equity efforts in Year 4 on our students' experiences of being treated fairly by our faculty and GSIs, as well as their sense of fair representation across our curriculum. By providing ongoing and targeted professional development for faculty and GSIs, with a specific eye toward decentering whiteness and representing a wider range of *dije* topics and underrepresented identities in our curriculum and course materials, we hope to provide a more equitable learning environment for our SOE students.

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

1. Climate survey indicators related to perceptions of equal opportunity for success in the School; feeling able to perform up to full potential in the School; and feelings of academic growth in the School. We will pay particular attention to any differences in these indicators across racial groups and categories of gender identity; and
2. Evidence of faculty efforts to decenter whiteness and otherwise diversify their course materials and syllabi to be more representative of marginalized voices and topics, including gender identity and sexual orientation, religious identity, and/or (dis)ability.
4. In addition, we know that decentering whiteness in our curriculum requires increasing the diversity of our instructors; therefore, we will also be looking at the centrally tracked data on the composition of our faculty and staff.

VI. Action Planning Tables with Details and Accountabilities

SOE Action Planning Tables

VI. A. Recruitment, Retention and Development

Table 1.

Recruitment, Retention and Development					
SOE Strategic Objective	Key Constituency	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed (if applicable)
Continue and enhance <i>dije</i>-based partnership development	Students, K-12 and/or postsecondary partners	Number of students successfully recruited to our programs from these partnership sites, and the demographic composition of these students.	Continue, strengthen and seek out new partnerships with local high schools, community colleges, and HBCUs, including developing our emerging urban teaching residency program in Detroit.	Dean Moje, Assistant Dean, Department & Program Chairs, Lead Partnership Faculty	

		Over time, increased numbers of students from currently underrepresented groups in our SOE courses, our teacher education programs, and our graduate programs.	Develop means of tracking the demographic impact of our new education minor.		
Plan and host a 3-part seminar series on the theme of <i>Education for Empowerment</i>, open to the entire university	Students	Planned seminar series. Number of attendees. Feedback from attendees on post-event surveys.	Continue seeking formal partnerships with historically Black colleges & universities to aid in recruiting teacher education students from diverse populations.	Shari Saunders and faculty members teaching in the minor	

<p>Continue to develop baseline ways of tracking the impact of our new minor on diverse student recruitment</p>	<p>Students</p>	<p>Continue to develop baseline ways of tracking the demographic impact of undergrads declaring our minor.</p>	<p>We will continue to develop the demographic impact of undergrads declaring our minor. We will also discuss the possibility of creating an accelerate, preferred admissions pathway from our minor into our graduate programs.</p>	<p>Shari Saunders and staff in the Office of Student Affairs</p>	
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VI. B. Education and Scholarship

Table 2.

Education and Scholarship					
SOE Strategic Objective	Key Constituency	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed (if applicable)
Continue and expand faculty and GSI/TA professional development efforts related to anti-racism and decentering whiteness	Faculty and GSIs	Better understanding among a majority of faculty of the role of whiteness in exclusionary practice. Participation numbers Qualitative feedback	EDAC will lead an in-depth examination of the professional school and academic program (ugrad and grad) curricula	EDAC, program chairs, associate deans, and dean	None.
Faculty members are meeting in two			EDAC will offer specific		

<p>whiteness reading and discussion groups throughout the summer months and into the academic year to discuss and decenter white privilege. We will explore and discuss the group's findings throughout the year.</p>			<p>recommendations for curricular change.</p> <p>SOE leaders will offer PD for GSIs and TAs</p>		
<p>Decenter whiteness through SOE curricula and better represent and include issues of gender identity and sexual orientation, religious diversity,</p>	<p>Faculty</p>	<p>Examples of diversified syllabi or other course materials.</p> <p>Agenda from newly launched Social Justice Transformative Educator Institute.</p>	<p>Faculty members and programs will appraise their syllabi and other course materials through a <i>dije</i> lens, with particular attention to decentering</p>	<p>Dean Moje, AD Shari Saunders, Department & Program Chairs, Faculty</p>	

<p>and/or disability</p>		<p>Higher degree of agreement with the related internal student survey item.</p>	<p>whiteness and to the representation of the following topics: gender identity and sexual orientation, religious diversity, and/or disability.</p> <p>Continue the Colloquium Series.</p> <p>Continue the SJTE Summer Institute for secondary TE</p>		
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VI. C. Promoting an Equitable and Inclusive Community

Table 3.

Promoting an Equitable and Inclusive Community					
SOE Strategic Objective	Key Constituency	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed (if applicable)
Collaborate with marginalized student groups to implement initiatives to better serve them.	Students	<p>Numbers of participants and feedback from fireside chats and other efforts and events related to these marginalized student groups.</p> <p>Creation of a task force to address the particular needs of our Latinx</p>	<p>The dean will lead a fireside chat developed in collaboration with those who have raised concerns about the experiences of members of the Latinx community.</p> <p>Identify a task force of students, faculty, staff, and a</p>	Dean Moje, DEI Co-Leads Pat King and David Humphrey, Office of Student Affairs	

		<p>community.</p> <p>Over time, increases in the climate survey indicators as reported for underrepresented minority groups.</p>	<p>member of our EDAC committee to look at our student climate data and offer recommendations about initiatives to better support, affirm, and serve these groups.</p> <p>Continue our Black Male Student Roundtable, a group focused on issues and experiences of Black men, but open to all.</p> <p>Increase specific programming related to</p>		
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			being more inclusive of SOE and K-12 students with disabilities.		
Infuse the arts to increase the creativity and inclusivity of our <i>dije</i> programming.	All school	<p>Numbers and quality of artistic contributions;</p> <p>Success of the showcase event as measured in attendance, enthusiasm (documented qualitatively and in survey feedback), and participation;</p> <p>Quality of the artistic displays.</p>	<p>Continue the showcase at SOE Community Convocation;</p> <p>Hold the showcase crowd-sourcing event in conjunction with the Winter Wonderland Dance Party;</p> <p>Select the community choice awards;</p>	EDAC, graduate student committee, and dean	None



			Install the art.		
Continue and enhance staff equity and inclusion initiatives.	All-staff	<p>Numbers of participants and qualitative feedback from <i>dije</i>-related training from staff</p> <p>Number of <i>dije</i>-related professional development opportunities offered.</p>	<p>Partner with human resources to create more <i>dije</i>-related professional development opportunities for staff in the SOE.</p> <p>Continue to clarify the methods of conflict resolution for staff, including promoting and explaining the purpose of the anonymous suggestions link to all</p>	D&I Officer David Humphrey, and Human Resources	

			staff, available via the <i>dije</i> website.		
Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	All-school	Amount of school-wide participation in the mandatory sexual harassment and misconduct prevention training.	Support unit-level participation in mandatory training.	Dean Moje, HR, and dije co-implementation leads	

VI. D. Service and Public Scholarship

Table 4.

Service					
SOE Strategic Objective	Key Constituency	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed (if applicable)
Continue and enhance already existing partnerships with and other supports for K- 12 schools and teachers	Greater community	Evidence of ongoing professional development opportunities for K-12 teachers provided by our faculty and research staff.	Provide professional development, materials, and other support to practicing K-12 educators in local schools and districts.	Dean, Teacher Education program leaders, faculty, CEDER, and research staff	

<p>Begin to develop “Grow Your Own” programs with Ann Arbor Public Schools and Detroit Public Schools</p>	<p>Greater community</p>	<p>Establishment of MOUs for GYO program with both Ann Arbor Public Schools and Detroit Public Schools Community District.</p>	<p>Work with AAPS and DPSCD to develop program plans. Launch the AAPS program in AY20-21. Prepare to launch the DPSCD program in AY 21-22.</p>	<p>Dean, Teacher Education program leaders, faculty, CEDER, and research staff</p>	
<p>Carry out the Joint Operating Agreement, for the Detroit P20 Partnership</p>	<p>Greater community</p>	<p>The enrollment of 120 9th grade students for the fall The development, adoption, and adaptation of robust, evidence-based, and standards-</p>	<p>Teacher and assistant principal hiring. Continued curriculum development work. Work with U-M units to</p>	<p>Dean, Teacher Education program leaders, faculty, CEDER, and research staff</p>	

		<p>aligned curricula in English language arts, mathematics, natural and physical sciences, social sciences, foreign language, and design thinking/engineering.</p> <p>The hiring of 7 highly-prepared high school teachers, 4 of whom are U-M SOE graduates.</p> <p>The placement of our first teaching resident.</p> <p>The securing of wrap-around</p>	<p>develop wrap-around support services.</p> <p>Securing of arts programming for the school.</p>	
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		supports for the school.			
Leverage the field-based internship component of our new education minor to place U- M undergraduates in the community at large.	Greater community, Students	Continue to build the database of internship opportunities available to students pursuing the minor, and numbers of students engaged in these internships along with placement information.	Develop a database of internship opportunities for undergrads, working in partnership with local and national organizations serving youth and communities. Create ways to track on the placements and numbers of students	AD Shari Saunders, Carla Shalaby, Office of Student Affairs	

			<p>completing these internships.</p>		
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VII. Plans for Supporting, Tracking and Updating the Strategic Plan

Dr. Patricia King and the recently hired Diversity & Inclusion Officer for the SOE, Mr. David Humphrey, will act as the SOE DEI/*dije* Co-Implementation Leads and stewards of our Year 4 plan. They will work in close partnership with Dean Moje on supporting and updating the strategic plan, and will also receive support from an Educational Justice Intern. Additionally, our *dije* implementation coordinator for our Center for Higher and Post-Secondary Education, Dr. Phillip Bowman, will continue to act as steward for the plan in that program.

We will keep our individual program chairs and department leads updated on the all-school, partnership, and staff-related progress we are making in pursuing our Year 4 strategic objectives, while also soliciting their updates and feedback about the departmental/unit progress they are leading. Such discussions will occur at the department and program meetings with 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 support they need to accomplish program and unit specific objectives. In February we will solicit an initial round of reports on their activities and evidence of progress, and identify any areas requiring targeted support. A final evaluation of Year Four will be conducted in late April/early May, and an internal end-of-year *dije* survey will be administered to our students. We will also consider a staff climate survey of our own next year.