

Diversity, Equity and Inclusion: FY 19 - Year Three Plan



Diversity Equity and Inclusion Strategic Plan: Overview

Beginning in September 2015, the University of Michigan School of Social Work (SSW) engaged in a seven month-long planning activity to improve diversity, equity, and inclusion (DEI) within the School in the context of its vision, mission, and goals. This report outlines the results of this planning process and presents a 5-year plan. The report begins with an overview of the SSW's vision, mission, and goals and the social work profession's goals and ethics. This is followed by an overview of our plan for working towards greater diversity, equity, and inclusion. The report concludes with a detailed list of strategic objectives, measures, and timeline.

Social work professional values and the Code of Ethics of the National Association of Social Workers (NASW) serve as guides to the profession and the School of Social Work on working for justice and change by reducing the inequities of poverty, exclusion, exploitation, violence, oppression, powerlessness, and the dominance of particular cultural norms and values. The Council on Social Work Education (CSWE) outlines competencies and practice behaviors for masters-level curricula that are directly related to working for justice and engaging with diverse populations. In this strategic plan, we identify areas we want to consolidate and maintain, and key priorities for intensive work to move to new phases. In undertaking this plan, we define justice broadly, including social, economic, cultural, environmental, restorative, and other foci.

The School of Social Work (SSW) vision is:

A Better Society through Individual and Social Change

The SSW mission statement is:

Advancing the social work profession's vision and values, the University of Michigan School of Social Work seeks to develop a more equitable, caring, and socially just society. Such a society meets basic human needs, eliminates social and economic inequities, and empowers individuals, their communities, and institutions to reach their aspirations and potential. Drawing on an interdisciplinary faculty within a public university seated in a region of enormous need and promise, the School is dedicated to education, research, and service that fosters progressive change at local, national, and global levels.

SSW's goals are:

The School will provide an excellent education to students and practitioners in the knowledge and skills needed for contemporary and evolving social work practice.

The School will create and disseminate knowledge about individual, community, and organizational concerns; social issues; social policy; and practice interventions, within a tradition of multi-disciplinary and multi-professional research.

The School will engage in service to the community, the profession, and society through collaboration and leadership.

The above vision, mission, and goals are consistent with the social work profession's purpose, as defined by CSWE, as well as the NASW Code of Ethics.

The Purpose of Social Work Practice and Education according to CSWE:

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

The NASW Code of Ethics states that:

The primary mission of social work is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty... Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living... Social workers promote social justice and social change with and on behalf of clients... Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.

In response to these vision, mission, goals, and ethics statements, the SSW works with communities, both internally and externally to further justice and remove barriers limiting human potential and healthy development. CSWE, the social work accrediting agency, defines field-based education as the "signature pedagogy" for social work, and the SSW partners with 400+ organizations external to the SSW, and 600+ field-based instructors who supervise field education for MSW students. Also, the Society for Social Work Research (SSWR) has defined multiple "grand challenges" for social work, all of which require active engagement in working for societal change. Thus, any plan focused on DEI must not only focus within the SSW, but also must embrace community-based agendas and multiple external constituencies and issues.

We understand Diversity, Equity, and Inclusion as a process to:

- Evolve over time, and is developed and sustained by the efforts of administrators, staff, faculty, students, and many collaborators and constituencies external to the SSW.
- Require a shared working definition and understanding of DEI as the basis for collaboration and community support (students, faculty, staff, field instructors, and community members within and outside the SSW) to work together towards social justice and change.
- Employ a bottom-up, community-engaged, approach to developing DEI in our School and with the various communities external to the SSW.

- Emphasize the creation of a just, challenging, and supportive environment for education for people with multiple positionalities in society. Race and ethnicity are important positionalities, but we also include age, class, color, culture, disability and ability, gender, gender identity and expression, immigration status, marital status, physical appearance, height, weight, veteran status, political ideology, national origin, religion/spirituality, sex, sexual orientation and/or identity, socioeconomic status, tribal sovereign status, and others important in particular contexts and environments.
- Incorporate the examination of causes and consequences of inequities and mechanisms that sustain inequity, including exclusion, and deep knowledge of oneself as a practitioner, including one's own worldviews, implicit and explicit biases, knowledge, skills, and interaction styles.

Our plan is based on the need for the physical, psychological, social, moral, fiscal, and academic health of *all* involved, regardless of what our activities might be (e.g., teaching, learning, research, work to change society).

Our beginning assumptions include the following:

- DEI is an educational imperative. Multiple kinds of diversity increase learning and are required to conduct effective social work practice with social justice goals. The UM produced substantial research about the educational benefits of diversity on a great many dimensions. This diversity must exist among students, faculty, administrators, staff, and collaborators.
- DEI is required for social work practice and for citizenship in an increasingly diverse and unjust world.
- DEI is also an ethical issue, since historically the sociopolitical structure of the SSW and University may have had the effect of excluding or making it difficult for certain groups to have access to knowledge and learning.
- DEI is a fiscal issue. Empirical evidence suggests that DEI may attract more talent into the University and thus help increase the talent base of the University, attract different types of research and research funding, and improve the quality of teaching with diverse didactic techniques.

Principles underlying our plan include the following:

- DEI issues affect, and need to improve across all constituencies: administrators, staff, faculty, and students.
- DEI will only improve when structural barriers, unearned privilege, racism, homophobia, xenophobia, and other forms of fear and oppression are addressed in their multiple manifestations.
- DEI needs to be studied and addressed from "insider" and "outsider" perspectives.

- DEI needs to integrate diverse ways of thinking in order to incorporate different definitions of talent, progress, and excellence. Development: Who defines “talent” and are different definitions allowed and valued once DEI is achieved.
- DEI efforts need to include all constituencies of the University (administrators, staff, faculty, and students) in order to develop a workplace and educational climate that feels and is demonstrably equitable and inclusive of *all*. It also requires strong relationships and commitments to communities outside the UM: field instructors, community members, and those affected by injustice.

Implementation Highlights and Planning Process Used

Implementation Process:

The SSW DEI plan has been integral to the 5-year vision and goals that the faculty has set for the School. The School’s strategic plan has an explicit DEI goal, “Build and sustain a school community that is based on respect for all and dedication to diversity, equity, and inclusion.” It also integrates DEI into other strategic goals of the School, including the following: “Improve access to a U-M affordable education,” “Advance diversity, equity and inclusion through knowledge development that emphasizes social justice through public, engaged scholarship and research and dissemination,” and “Engage local, regional, state, national and global communities, organizations, and the University to advance social justice and create progressive change.”

Our plan’s implementation structure and process continue to be built upon existing committees and offices in our school of social work in collaboration with our Diversity, Equity and Inclusion office. This strategy is in line with the concept of our DEI office being tasked with catalyzing and coordinating our efforts. It also more easily integrates the DEI work into the ongoing work of our School.

Faculty director Lorraine Gutiérrez and program manager, Lauren Davis, staff the Office for Diversity, Equity, and Inclusion. Two MSW level work-study students, two MSW student interns, and a GSSA funded by Rackham provide part-time support. Director Gutiérrez was charged with the overall leadership of the school’s efforts and office operations. This also included communicating directly with the dean and associate deans, representing the office to external constituents such as the dean’s advisory group and UM administrators, and meetings with faculty members. Ms. Davis’s efforts focused both on internal office operations, supervising student employees and interns, developing and facilitating projects with other offices within the school of social work; attending and participating in university wide DEI leads activities, and other related work. The student employees assisted with data gathering and analysis, report writing, event planning and implementation, and communication with our student community. Our model for staffing and operations is dynamic and could change as needs change in the future.

The DEI office director and manager participate in existing committees in order to implement activities. In addition, the director met with each of the Associate Deans (Research, Faculty Affairs, and Academic Programs) and the Director of Administration, Finance and Operations to discuss objectives and action items that related to each of their portfolios. We were able to work on projects and activities related to their work (e.g. faculty hiring, faculty development, staff hiring, and scholarship) and the plans objectives and action items. Ms. Davis also attended meetings of the Academic Programs management group, which included the directors of all of the academic programs (e.g. Global Affairs, Field Education, Student Services, PhD program, MSW program) in the School of Social Work. The faculty director is also a member of the Dean's Senior Management team that includes all deans and directors in the School of Social Work. .

A significant aspect of our implementation activities has been the standing committees in the School of Social Work. The faculty director or program manager met with committees charged with the work of the school such as the curriculum committee and faculty search committee. Prof Gutiérrez chaired the Multicultural and Gender Affairs (MGA) committee and Ms. Davis is an ex officio member. The MGA is "... responsible for investigating areas, issues and data related to oppressed racial/ethnic groups; women; lesbian, gay, bisexual, transgender, and questioning people; and other disadvantaged groups, recommending ways to reduce any problems experienced by the above groups and monitoring the implementation of these recommendations by the various units of the School." Therefore, the work of this committee is in line with the DEI strategic plan. Work with the MGA committee included a focus on faculty hiring, issues related to school culture and climate, and a review of the name and charge of the committee. A final report for the MGA is included in the supplemental materials. In fall 2018 this committee will add additional alumni members in order to serve as an advisory group to our DEI implementation efforts.

Many internal and external factors contributed to our progress and success of implementing our DE&I plan. Some internal factors included our very comprehensive strategic plan for DEI, faculty and staff support, administrative commitment, and ongoing interest from our student body. External factors include institutional commitment, accreditation standards from the Council on Social Work Education that require that schools of social work develop DEI competencies in their students, and funding support from Rackham for a DEI GSSA.

. The search and executive committees were proactive in seeking and ultimately attaining diverse applicant pools for new faculty hiring. Of our new faculty hires 8 of 12 faculty identify as underrepresented minorities, 2 of 12 identify as LGBTQI, and 8 of 12 are women. The school was relatively stable with regard to proportion of students of color. This is an area that we will focus on in the coming year by seeking to attract broadly diverse staff and creating stronger relationships with minority serving institutions where we can reach out to all students.

Our School of School of Social Work has received significant administrative support and commitment since our planning year. The strategic plan for diversity, equity and inclusion is the product of a very comprehensive and thoughtful process. The co-leads for the planning

process included an associate dean and a senior faculty member who had considerable experience with planning and DEI issues. They engaged all of the constituents within our school -- faculty, students, and staff -- in ongoing discussion and self-study of DEI issues in our school and objectives and goals for the future. This resulted in a plan with considerable depth and breadth that could serve as a roadmap for implementation.

During the 2017 and 2018 academic years the School of Social Work engaged in a very comprehensive strategic plan that engaged all faculty and staff. Our DEI strategic plan was integrated into this plan. This broader planning process provided us to look closely at the mission and vision of our school, our future directions, and implementation strategies to get us there. This process only reinforced our commitment to our overall DEI plan.

A significant outcome of this plan has been our office for diversity, equity and inclusion that would coordinate and catalyze changes in existing offices (e.g. student services, admissions) and groups (e.g. curriculum committee, search committee) within the School. The vision was for an office that had both the responsibility and authority to implement our plan. Upon arriving at our school as dean, Lynn Videka appointed a senior faculty member, Lorraine Gutiérrez, as the director of the DEI office. Prof. Gutiérrez, a recognized leader in DEI issues in the social work field, also brought a deep and broad background and commitment to the work. The decisions to position the director of the DEI office as a direct report to the Dean of the School demonstrates the level of support from the highest levels in the school.

The funding support from the Provost's office has provided some resources for DEI office. Our dean has provided significant funding from the SSW budget for many of our activities, including DEI related activities in other social work offices. The faculty director receives a significant course reduction and summer support in order to carry out work outside of the academic year. Financial support has also provided us with funds to hire an excellent Program Manager with significant expertise and experience in program development and implementation, staff supervision, group facilitation, and student engagement.

The mission of our school of social work, which reflects the field's values and ethics, has also contributed to our progress. It clearly states the importance of equity, progressive change, and empowerment. Our accreditation requirements requires education regarding human diversity, social justice, and strategies to advance human rights and equity. This provides a context in which diversity, equity and inclusion are recognized as central to our teaching, scholarship, and service. Our plan provided a platform for faculty, students, and staff to identify how these professional commitments can be integrated into the work we are doing and learning to do.

The overall institutional leadership from President Schlissel and Provost Sellers as well as the UM DEI team provided significant support for the work and a platform for our efforts

Implementation challenges: Our unit made significant progress on our year two plan while facing some significant challenges from within our school, our university context, and the society at large. These conditions included resource allocation, leadership transitions, organizational cultures, decentralized structures, and external conditions.

Leadership transitions continued in our school, with a new Associate Dean for Faculty Affairs (Joe Himle) and Associate Dean for Research (Rogerio Pinto) taking office in Winter term 2018 and a new Doctoral Program Director (William Elliot) taking office June 2018. These new leaders needed to be oriented to the role their offices play in our DEI plan in order to continue the work we had started. These transitions have gone smoothly but did lead to some changes in plans and continuity.

Eight new faculty joined our school in Fall 2018: two tenured, four tenure track, and two clinical faculty. All eight have an interest to DEI issues and contribute to our growth in teaching, research, and service. However, all required an orientation to our school, our DEI strategic plan, and how they can participate and connect to it.

The University of Michigan is a highly decentralized institution and the School of Social Work shares some of this decentralized culture. This type of structure and culture can feed innovation and initiative, but it can also contribute to duplication of effort and lack of coordination. Implementing a strategic plan, and leading an office that is focused on coordination and cooperative activity requires a shift in culture and strong messaging regarding expectations. The message from the DEI office has been that all have contributions to make, we all have things to learn, and that success requires us all to work on our plan. Although the school's leadership team has reinforced this message, this change in organizational culture has made it difficult to initiate or complete some of the action items because they called for changes in different office's programs and practices.

This past academic year has included many external conditions with significant DEI implications. These situations have required our team and school to address them with students, faculty and staff. Our students, staff, and faculty have been affected in different ways by messages from our nation's new leaders regarding immigration, religious freedom, gender equality, LGBT rights, race and racism, and social justice. These issues have impacted communications and interactions inside and outside of classes within and between these different groups.

Serious conflicts regarding race and social class emerged in the School during fall, 2017. The trigger was an unauthorized email blast made by a staff member in response to the public health student kneel-in made in support of the NFL players' anti-racists actions. A student demonstration was held in the School. The entire second half of Fall 2017 semester was devoted to attempting to promote constructive dialogs and healing. An unauthorized Facebook site and continued email blasts complicated the efforts. A peace circle was held at the end of the term, and a climate task force was created with Lorraine Gutierrez serving as chair. Its report is expected to be ready in Fall 2018. An "Undoing Racism" workshop was held for 80 faculty, students and staff in May 2018.

When conflicts have simmered or emerged our school community has required supports and spaces for reflection to address the feelings and concerns that have been raised. In addition, as a school of social work, we have also worked to support the integration of these issues into our courses and programs so we can equip our graduates to do work consonant with social work

values and ethics. Determining how to respond to here and now issues in responsible ways affected our ability to proceed with some of our plans.

Year Two Data Collection and Evaluation

Our plan touches on every aspect of our school; therefore our data collection was dependent on gathering information from many different offices within our school. The DEI office has collected data from our meetings with students, faculty, staff and administrators as part of our work. We have collected student enrollment data, data on staff and faculty hiring processes, committee reports, evaluations of staff and faculty workshops, student town hall data, and student financial aid data in evaluating progress on action items. As stated above, the School strategic planning data and reports were also incorporated into our evaluation and planning.

Data and Analysis: Key Findings

During this past year we were able to make excellent progress on all of our objectives and many of our action items. The overall leadership in our school facilitated this progress.

Our engagement activities and data collection processes reinforced many of the findings of our initial strategic planning process. However, our implementation activities and new data collection revealed many of the processes behind the issues that were previously identified. In some cases, such as staff hiring, we learned that previous practices had been inadvertently dropped and they were easily adopted. An example of this is posting all of our job openings on the school's website. In other instances we learned that resources existed, such as the UM Expect Respect program, but that students were unaware of them or unsure of how to access them. In these cases we have focused on creating greater transparency and information regarding what is available.

In this second year of implementation we have been most successful in completing action steps that related to personnel policies and procedures such as circulating our staff and faculty openings more broadly or providing more professional development opportunities to faculty and staff. We have made excellent progress on action steps for which there was a clear office or position that was responsible, for example increasing our outreach to the UM Branch Campuses, increasing diversity among our part and full time faculty, or assessing course evaluation data. We have been more challenged with action items that will require changes in budget or structures and are under longer-term development. Examples of these are analyzing our current budget and policies for MSW student financial aid and moving towards a more needs based approach and making changes in our course. These more challenging and structural changes will need more attention and support in the coming year.

Pathways to conflict resolution

The School of Social Work has in place internal and external mechanisms for conflict resolution affecting faculty, staff, and students. For faculty the major policy is outlined in our faculty handbook which reflects policies and practices in the Section 10.H. The Dean or one of the

Associate Deans attempt to resolve faculty conflicts in an equitable manner before they reach the grievance process.

A grievance process for Post-doctoral research fellows is also outlined in our faculty handbook. It outlines an internal process which involves the Associate Dean for Research or Dean in handling grievances. If a grievance cannot be handled satisfactorily within the school it can be reported to the Dean of Rackham or the UM Ombudsman.

Our MSW and Doctoral program student guides outline mechanisms for student conflicts and grievances. Students are also informed about their rights regarding appeal and other resources. In each handbook, UM SSW staff directs students to the U-M Office of Student Conflict Resolution (OSCR), which administers the Statement of Student Rights and Responsibilities and offers conflict resolution services for cases where the SSW process is not sufficient. Our Social Work Student Union, which represents MSW students, also has an Ombudsperson who can address conflicts within that program.

UM SPG Policy 201.08 covers SSW Staff. The School of Social Work has no additional policy and staff are informed of their options during orientation.

At all levels, most of the conflicts are resolved before a formal case is brought. This is due to the professionalism of our Dean's office, our SSW Director of Administration, Finance and Operations who handles staff issues, the Director of the Doctoral Program and the Office of Student Services staff. Students are also empowered to resolve their own conflicts. Over the past ten years we have had very few grievance hearings... It is important to monitor both the number of conflicts brought forward and those that transition into a formal grievance process as our student body becomes increasingly diverse and the number of cultural approaches to conflict resolution increases.

Strategic Objectives, Measures of Success and Action Plans¹

Five-Year Strategic Objective 1: Increase the diversity of students from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions.

Measures of Success: (for Objective 1)

1. Increased numbers of students from underrepresented groups.
2. Demonstrated effort to increase diversity in every aspect of student recruitment.

FY 19 Actions

¹ All changes from the Year 2 plan are in **bold**.

1. Increase number of diverse locations for recruitment.
2. Create preferred admissions status with Flint & Dearborn undergraduate social work programs.
3. Office of Student Services staff to increase its presence in Detroit.
4. Continue to work with Dearborn and begin to work with Flint in creating access programs to the MSW degree.
5. Explore methods for identifying and tracking admissions and retention of students with disabilities and LGBTQIA+ identities.

Five-Year Strategic Objective 2: Ensure consistent support for successful learning experiences.

Measures of Success (for Objective 2):

1. Decrease the number of students with large debts.
2. Increased positive learning experience measured through course evaluations and new evaluation formats the SSW will begin implementing.

FY19 Actions

1. Increase the overall amount of financial assistance.
2. Increase the number of students who receive financial assistance.
3. Increase the number of programs available to support all students academically and psychologically.
4. Study the feasibility, including costs, for expanded student supports such as increasing emergency funding, support for caregivers such as child care, student networks for finding roommates, housing, ride-sharing, and other resource sharing.

Five-Year Strategic Objective 3: Increase the diversity of staff from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions.

Measures of Success: (for Objective 3)

1. Increased numbers of staff from underrepresented groups.
2. Demonstrated effort to increase diversity in every aspect of staff recruitment.

FY19 Actions:

1. Increased transparency in hiring & recruitment by, for example, posting all new staff positions on a page on the School of Social Work website.
2. Human Resource Administrators will provide quarterly reports to the School's leadership on:
3. Number and location of positions posted
4. Number of internal and external applicants
5. Number of internal and external interviews
6. Number of hires or promotions
7. Number of internal applicants that did not receive the position but instead received career counseling
8. Explore methods for identifying and tracking recruitment and hiring of staff with disabilities and LGBTQIA+ identities.
9. Study how we have promoted full and fair consideration of applicants from underrepresented groups, including racial and ethnic minorities, people with disabilities, and LGBT identities.

Five-Year Strategic Objective 4: Ensure consistent support for supportive career development and professionally rewarding work experiences.

Measures of Success (for Objective 4):

1. Annual reports by supervisors.
2. Increased satisfaction as measured by School climate survey or other instruments.

FY19 Actions:

1. Identify additional ways of communication to inform all staff of career development opportunities.
2. Offer diversity, equity and inclusion skill development for at a "Lunch and Learn" series.
3. Highlight the schedule of staff professional development opportunities each year and address any barriers to participation.
4. Reward diversity, equity and inclusion leadership among staff.

Five-Year Strategic Objective 5: Increase DEI focus of offices dealing with outside communities, including:

- Curtis Center Program Evaluation Group
- Office of Global Activities
- Continuing Education Program
- Community Action and Social Change (social work minor)

Measures of Success: (for Objective 5)

1. Each program will develop a statement of their contribution to DEI in the School of Social Work
2. Contributions to DEI will be incorporated into these programs planning and evaluation.

FY 2019 Actions

1. Assess the degree to which these offices' programs contribute to the DEI plan objectives.
2. Consult with office directors and staff to strengthen DEI focused activities.
3. Integrate DEI goals into each offices' annual plan.

Five-Year Strategic Objective 6: Increase the diversity of faculty from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions (LGBTQIA+ - Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and others not included in the acronym).

Measures of Success: (for Objective 6)

1. Increased numbers of faculty from underrepresented groups.
2. Demonstrated effort to increase diversity in every aspect of faculty recruitment.

FY19 Actions:

1. The **Faculty Search and** Executive Committees will identify specific efforts to increase diversity that will be included in every faculty search or new appointment. These specific efforts will be distributed in writing to every faculty member, but specifically to members of the Search Committee.
2. Require all new faculty searches to include documentation of efforts to reach diverse candidates as part of the search process.
3. Designate a member of the search committee as a diversity champion on each faculty search committee who is empowered to and responsible for encouraging outreach and awareness of diversity, equity and inclusion issues in the search process.

4. Identify professional associations, networks, and individuals who may include or reach underrepresented scholars and assure that they receive any new faculty posting.
5. All members of the search committee should participate in ADVANCE training for faculty search committee members.
6. Rate all job applicants and candidates on their demonstrated commitment to DEI principles, as reflected in their research, teaching, or service.

Five-Year Strategic Objective 7: Ensure consistent support for career development of all junior faculty.

Measures of Success (for Objective 7):

1. Successful promotion of junior faculty to associate level.
2. Increased satisfaction levels as reported in climate survey or other instrument.

FY19 Actions:

1. Strengthen mentoring program(s) presently in existence for all junior faculty.
2. Continue to develop faculty understanding of tenure and promotion system.
3. Provide support for faculty promotion and tenure including participation in the Faculty Success Program (FSP) through the National Center for Faculty Development & Diversity (NCFDD).
- 4, Ensure that faculty have a clear understanding of the promotion and tenure process and requirements.

Five-Year Strategic Objective 8: Increase the diversity of LEO faculty from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions (LGBTQIA+ - Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and others not included in the acronym).

Measures of Success: (for Objective 8)

1. Increased numbers of LEO faculty from underrepresented groups
2. Demonstrated effort to increase diversity in every aspect of LEO faculty recruitment

FY19 Actions:

1. The Associate Dean for Educational Program will identify professional networks to alert more diverse groups to job opportunities and diversify applicant pools.

2. Proactively create a diverse pool of potential LEO faculty from which new LEO appointments can be made by linking to professional networks that include diverse social workers

Five-Year Strategic Objective 9: Improve upon hiring and promotion practices to attract, retain, reward, and inspire **LEO and Governing** faculty to continually hone their ability to facilitate transformational learning via inclusive teaching methods.

Measures of Success: (for Objective 9):

1. Annual report to Office of Diversity, Equity and Inclusion and the School's Executive Committee that provides information on hiring practices such as outreach, screening and interview processes, and means for getting input on hiring from students, faculty and staff.

FY19 Actions:

1. During hiring searches prioritize facilitation and inclusive teaching skills that engage and contribute to conversations about diversity, equity and inclusion.
2. Develop, deliver, and measure outcomes of professional development on effectively facilitating transformative conversations.
3. Include "facilitating transformative conversations" question in all course evaluations.
4. Add facilitating transformative conversations to faculty handbook teaching criteria for annual, 3rd year, promotions and tenure reviews for LEO, Clinical, and Tenure Track and Tenured Faculty.
5. Provide schedule of Professional/Faculty Development topics at beginning of year (with opportunity for suggestions to be added on rolling basis).
6. Provide ongoing training for faculty above and beyond onboarding orientation to effectively model engaging and transformative conversations that utilize inclusive teaching methods.
7. Provide incentives for undertaking training that matters to faculty.
8. Provide clear expectations for attention and contribution to diversity, engagement and inclusion goals, as evidenced by research/scholarship, teaching, and/or service activities, in promotion and tenure reviews and in annual reviews.
9. Add contributions to diversity, equity and inclusion, as evidenced by research/scholarship, teaching, and/or service activities, to annual review of all full and part time faculty.
10. Reward diversity, equity and inclusion leadership among students, staff and faculty.

11. Support faculty scholarship on diversity, equity and inclusion related topics through seed funding.

Five-Year Strategic Objective 10: Students will gain greater skill and ability to participate, lead and respond in transformational conversations.

Measures of Success: (for Objective 10)

1. Increased number of students who in course evaluations and other evaluative venues (i.e., focus groups) indicate they and their instructors were engaged in transformational conversations and that students, gained skills and insights.

FY19 Actions:

1. Increase the number of formalized procedures for students to address concerns with an emphasis on the identification of solutions.
2. Increase student opportunities to share their voices/concerns with faculty at faculty meetings.
3. Continue to ensure that SEED (part of our student orientation) activities help students and faculty strengthen their skills at holding transformational conversations.

Five-Year Strategic Objective 11: Provide more holistic **student** support.

Measures of Success: (for Objective 11)

1. Exit and climate surveys will show that more students indicate they have received a variety of support.

FY19 Actions:

2. More emergency funding is made available.
3. Ensure that students are aware of support for caregivers and student parents.
4. Create a resource similar to the roommate finder where students can collaborate with other students interested in ride sharing, childcare sharing, etc.
5. More innovative ways of teaching will be developed via digital learning or with other resources

Five-Year Strategic Objective 12: Staff will have expanded opportunities to participate and engage in career development activities in general and particularly in discussions about Privilege, Oppression, Diversity, and Social Justice (PODS) to understand the application and implications of PODS within the school and the curriculum.

Measures of Success: (for Objective 12)

1. Increased number of staff that in climate surveys indicate they have a greater understanding of PODS in the curriculum and the school's operation.
2. Increased number of staff that in climate surveys indicate they feel they are more integrated in school activities.

FY19 Actions:

1. There will be regular, accessible, structured opportunities to engage outside of the classroom around current events that staff have uniform access to.
2. There will be clarity in the types of events that staff are invited to and if they have permission to attend if the events, or discussion groups, happen during the workday.
3. Have an annual all-staff retreat.

Five-Year Strategic Objective 13: Faculty will acquire greater skill and ability to participate, lead and respond to facilitate **transformational learning** via **inclusive teaching methods**.

Measures of Success: (for Objective 13)

1. Increased number of students who in course evaluations and other evaluative venues (i.e., focus groups) indicate they and their instructors were engaged in transformational conversations and that they gained skills on the subject.

FY19 Actions:

1. Maintain or increase the number of faculty development activities devoted to acquiring **inclusive teaching for transformational learning**.
2. Provide rewards that are part of annual review process that are tangible and of value to Faculty, i.e.: "Excellence in Facilitating Transformative Conversations Award"
3. Offer Continuing education units for all faculty development activities.

Five-Year Strategic Objective 14: Provide more consistent and supportive faculty advising.

Measures of Success: (for Objective 14)

1. Increased number of students who in exit and climate surveys indicate they have met with their advisors at least once in each semester.
2. Increased number of students who in exit and climate surveys indicate they indicate they found their advisors to care about them and to be helpful.

FY19 Actions:

1. Increased number of faculty who meet with their advisees at least 1x a semester
2. Provide faculty training to strengthen student advisement.

Five-Year Strategic Objective 15: Create accountability mechanisms that support inclusive participation.

Measures of Success: (for Objective 15)

1. Increased availability of data to be used in monitoring.
2. Sophisticated assessment of school climate.
3. Ongoing assessment of curriculum followed by evidence-based innovation.

FY19 Actions:

1. Increase awareness of the Bias Response Team (BRT), the UM Ombudsman, and the Office of Student Conflict Resolution at the UM to address expressions of bias.
2. Increase awareness of what the SSW Student Union Ombudsperson does, what that role entails.
3. Explore the potential of a restorative justice practice approach to bias incidents in our school.

Five-Year Strategic Objective 16: **Students will develop** greater skill and ability to participate, lead and respond in transformational conversations.

Measures of Success: (for Objective 16)

1. Student surveys to determine their readiness to have transformative conversations and if faculty modeled how to do this.

FY19 Actions:

1. Continue to require all incoming MSW students to take the diversity and social justice course (SW 504) with no exceptions to be able to opt out.
2. Examine the 504 Focus Group Report to create refinements to the course.
3. Consider adding a question about Transformative Conversations and/or related issues on course evaluations.
4. Ensure that SEED courses provide skills for “transformative conversations.”

5. Ensure the MSW advanced curriculum effectively integrates Privilege, Oppression, Diversity and Social Justice (PODS).
6. Assess current syllabi for PODS content; step up advising to encourage PODS intensive courses.
7. Meet with the School of Education Center for Educational Design, Evaluation and Research to develop a comprehensive evaluation plan to assess the integration of PODS content and experiences in courses that includes multiple measurement methods.
8. Pilot test a PODS specific item on student course evaluation.
9. Assess all proposed courses for contributions to PODS education.

Five-Year Strategic Objective 17: Students will learn more about current events, process these events in a meaningful way, and then learn how to apply relevant social work skills to actions related to the event.

Measures of Success: (for Objective 17)

1. More students will indicate they participated in events and were engaged in advocacy activities.

FY19 Actions:

1. More faculty will create opportunities for students to learn to write policy briefs and for students to engage in advocacy-related work.

Five-Year Strategic Objective 18: Faculty will engage in more purposeful and organized engagement related to populations that are currently, and have historically, been shut off from opportunities. SSW will make public an informed social work discourse related to current events and social justice matters seemed important and part of our responsibility as a school of social work.

Measures of Success: (for Objective 18)

More faculty will participate and lead public events related to issues of social justice affecting society.

FY19 Actions:

1. Faculty will more actively create dedicated, regular, accessible (via Skype, streaming etc.) space to gather and discuss current events particularly in a social justice context.

Five-Year Strategic Objective 19: Increase cultural humility regarding community knowledge and involvement and increase faculty involvement in community activities/partnerships and with social work-related organizations.

Measures of Success: (for Objective 19)

1. Increase in the number and quality of partnerships with community organizations.
2. Increase in learning activities concerning community involvement/communication.

FY19 Actions:

2. Develop a thorough inventory of all the community-based partnerships with SSW involvement to identify partnerships that could be strengthened and to avoid duplication or repetition.
3. Invite community members to participate in events and discussions.
4. Develop Incentives for more faculty to be involved in community partnerships.
5. Hold more classes in agency contexts.
6. Increase the number of assignments, including independent studies that involve
7. Connecting with communities.
8. Increase the number of community members who are guest speakers and provide compensation

Five-Year Strategic Objective 20: Identify ways by which more financial integration can occur with external community. There is a need to identify funding streams and aim towards sustainability.

Measures of Success: (for Objective 20)

1. Seek sustainable funding to support partnerships with communities.

FY19 Actions:

1. Pursue funding to support field instructors, community members, for community based-participatory research.
2. Connect with high school students.
3. Invite community members to participate in conferences.
4. Increasingly become a source of information for community resources.

5. Facilitate community access to UM resources.

V. Goal-related Metrics – University and school/college/unit measures tracked over time

We will continue to gather data for our metrics from the different offices within the school of social work. These data for year two will include data from the following sources:

Associate Dean for Academic Programs

1. Data on MSW and PhD student enrollment
2. Report from OSS regarding student recruitment activities
3. Report on student debt from ADEP
4. Report from ADEP on LEO recruitment strategies
5. Course Evaluations
6. Student surveys (positive experiences in classes, transformational, conversations, support services, advising, DEI skills, advocacy activities)
7. Data on PODS integration
8. Annual program reports from OGA, CE, CASC, MSW Program, PhD Program

Human Resources office

1. Data from HR on staff and LEO hires
2. Report from HR on staff recruitment practices,
3. HR report on staff DEI competence

The University of Michigan DEI Climate Survey

1. Staff input on school climate re: DEI
2. Faculty climate data
3. Student climate data

Associate Dean for Faculty Affairs

1. Report on faculty composition
2. Report on faculty recruitment and hiring
3. Report on faculty promotion and tenure

Office for Diversity, Equity and Inclusion

1. Additional management reports
2. Student focus group/ DEI drop ins
3. Data on PODS integration
4. List of events led by faculty on social justice issues
5. List of community partnerships
6. List of community partnerships in courses

Associate Dean for Research

1. Report on Funding for community partnerships
2. Report from the Curtis Research Center
3. Report from the Program Evaluation Group

VI. Action Planning Table with Details and Accountabilities

A. Recruitment, Retention and Development

Key constituency	Strategic objective	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources
Students	Increase the diversity of students from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions.	<ol style="list-style-type: none"> 1. Increased numbers of students from underrepresented groups. 2. Demonstrated effort to increase diversity in every aspect of student recruitment. 	<ol style="list-style-type: none"> 1. Increase number of diverse locations for recruitment. 2. Create preferred admissions status with Flint & Dearborn undergraduate social work programs. 3. Office of Student Services staff to increase its presence in Detroit. 4. Continue to work with Dearborn and begin to work with Flint in creating access programs to the MSW degree. 	Associate Dean For Academic Programs	Increased funding for travel in region and to HBCU and HSI recruitment events.

<p>Students</p>	<p>Ensure consistent support for successful learning experiences.</p>	<ol style="list-style-type: none"> 1. Decrease the number of students with large debts. 2. Increased positive learning experience measured through course evaluations and new evaluation formats the SSW will begin implementing 	<ol style="list-style-type: none"> 1. Increase the overall amount of financial assistance. 2. Increase the number of students who receive financial assistance. 3. Study the feasibility, including costs, for expanded student supports such as increasing emergency funding, support for caregivers such as child care, student networks for finding roommates, housing, ride-sharing, and other resource sharing. 4. Explore methods for identifying and tracking admissions and retention of students with disabilities and LGBTQIA+ identities. 	<p>Associate Dean for Academic Programs</p>	<p>Additional funds for financial assistance</p>
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Staff	Increase the diversity of staff from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions.	<ol style="list-style-type: none"> 1. Increased numbers of staff from underrepresented groups. 2. Demonstrated effort to increase diversity in every aspect of staff recruitment. 	<ol style="list-style-type: none"> 1. Increased transparency in hiring & recruitment by, for example, posting all new staff positions on a page on the School of Social Work website. 2. Human Resource Administrators will provide quarterly reports to the School's leadership on: 3. Number and location of positions posted 4. Number of internal and external applicants 5. Number of internal and external interviews 6. Number of hires or promotions 7. Number of internal applicants that did not receive the position but instead received career counseling 8. Explore methods for identifying and tracking recruitment and hiring of staff with disabilities and LGBTQIA+ identities. 9. Study how we have successfully hired staff from underrepresented groups, including racial and ethnic minorities, people with disabilities, and LGBT identities. 	Assistant Dean for Administration, and Operations	
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Staff	Ensure consistent support for supportive career development and professionally rewarding work experiences.	<ol style="list-style-type: none"> 1. Annual reports by supervisors. 2. Increased satisfaction as measured by School climate survey or other instruments. 	<ol style="list-style-type: none"> 1. Identify additional ways of communication to inform all staff of career development opportunities. 2. Offer diversity, equity and inclusion skill development for at a “Lunch and Learn” series. 3. Highlight the schedule of professional development opportunities each year, and address any barriers to participation 4. Reward diversity, equity and inclusion leadership among staff 	Assistant Dean for Administration, and Operations	
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<p>Faculty</p>	<p>Increase the diversity of faculty from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions.</p>	<ol style="list-style-type: none"> 1. Increased numbers of faculty from underrepresented groups. 2. Demonstrated effort to increase diversity in every aspect of faculty recruitment. 	<ol style="list-style-type: none"> 1. The Faculty Search and Executive Committee will identify specific efforts to increase diversity that will be included in every faculty search or new appointment. These specific efforts will be distributed in writing to every faculty member, but specifically to members of the Search Committee. 2. Require all new faculty searches to include documentation of efforts to reach diverse candidates as part of the search process. 3. Designate a member of the search committee as a diversity champion on each faculty search committee who is empowered to and responsible for encouraging outreach and awareness of diversity, equity and inclusion issues in the search process. 4. Identify professional associations, networks, and individuals who may include or reach underrepresented scholars and assure that they receive any new faculty posting. 5. All members of the search committee should participate in ADVANCE training for faculty search committee members. 6. Rate all job applicants and candidates on their demonstrated commitment to DEI principles, as reflected in their research, teaching, or service. 	<p>Dean Associate Dean for Faculty Affairs</p>	
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Faculty	Ensure consistent support for career development of all junior faculty	<ol style="list-style-type: none"> 1. Successful promotion of junior faculty to associate level 2. Increased satisfaction levels as reported in climate survey or other instrument. 	<ol style="list-style-type: none"> 1. Strengthen mentoring program(s) presently in existence for all junior faculty. 2. Continue to develop faculty understanding of tenure and promotion system. 3. Provide support for faculty promotion and tenure including participation in the Faculty Success Program (FSP) through the National Center for Faculty Development & Diversity (NCDD) 4. Ensure that faculty have a clear understanding of the promotion and tenure process and requirements. 	Dean Associate Dean for Faculty Affairs	
Faculty	Increase the diversity of LEO faculty from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions	<ol style="list-style-type: none"> 1. Increased numbers of LEO faculty from underrepresented groups 2. Demonstrated effort to increase diversity in every aspect of LEO faculty recruitment 	<ol style="list-style-type: none"> 1. The Associate Dean for Educational Program will identify professional networks to alert more diverse groups to job opportunities and diversify applicant pools. 2. Proactively create a diverse pool of potential LEO faculty from which new LEO appointments can be made by linking to professional networks that include diverse social workers 	Associate Dean for Academic Programs	

Faculty	<p>Improve upon hiring and promotion practices to attract, retain, reward, and inspire LEO and Governing faculty to continually hone their ability to facilitate transformational learning via inclusive teaching methods.</p>	<p>1. Annual report to Office of Diversity, Equity and Inclusion and the School's Executive Committee that provides information on hiring practices such as outreach, screening and interview processes, and means for getting input on hiring from students, faculty and staff.</p>	<ol style="list-style-type: none"> 1. During hiring searches, prioritize facilitation and inclusive teaching skills that engage and contribute to conversations about diversity, equity and inclusion. 2. Develop, deliver, and measure outcomes of professional development on effectively facilitating transformative conversations. 3. Consider Including “facilitating transformative conversations” question in all course evaluations. 4. Add facilitating transformative conversations to faculty handbook teaching criteria for annual, 3rd year, promotions and tenure reviews for LEO, Clinical, and Tenure Track and Tenured Faculty. 5. Provide schedule of Professional/Faculty Development topics at beginning of year (with opportunity for suggestions to be added on rolling basis). 6. Provide ongoing training for faculty above and beyond onboarding orientation to effectively model engaging and transformative conversations that utilize inclusive teaching methods. 7. Provide incentives for undertaking training that matters to Faculty. 8. Provide clear expectations for attention and contribution to diversity, engagement and inclusion goals, as evidenced by research/scholarship, teaching, and/or service activities, in promotion and tenure reviews and in annual reviews. 9. Add contributions to diversity, equity and inclusion, as evidenced by research/scholarship, teaching, and/or service activities, to annual review of all full and part time faculty. 10. Reward diversity, equity and inclusion leadership among faculty. 11. Support faculty scholarship on diversity, equity, and inclusion related topics through seed funding. 	<p>Dean Associate Dean for Academic Programs Associate Dean for Faculty Affairs DEI office</p>	
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Students	Provide more consistent and supportive faculty advising.	<ol style="list-style-type: none"> 1. Increased number of students who in exit and climate surveys indicate they have met with their advisors at least once in each semester. 2. Increased number of students who in exit and climate surveys indicate they indicate they found their advisors to care about them and to be helpful. 	<ol style="list-style-type: none"> 1. Increased number of faculty who meet with their advisees at least once a semester 2. Provide faculty training to strengthen student advisement. 	Associate Dean for Academic Programs	
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B. Education and Scholarship

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group or persons accountable	Resources needed
Students	Increase DEI focus of offices dealing with outside communities, including: <ul style="list-style-type: none"> • Curtis Center Program Evaluation Group • Office of Global Activities • Continuing Education Program • Community Action and Social Change minor 	<p>1. Each program will develop a statement of their contribution to DEI in the School of Social Work</p> <p>2. Contributions to DEI will be incorporated into these programs planning and evaluation.</p>	<ol style="list-style-type: none"> 1. Assess the degree to which these offices' programs contribute to the DEI plan objectives. 2. Consult with office directors and staff to strengthen DEI focused activities. 3. Integrate DEI goals into each offices' annual plan. 	Associate Dean for Research Associate Dean for Academic Programs Associate Dean for Faculty Affairs DEI Office	

Students	Students will develop greater skill and ability to participate, lead and respond in transformational conversations.	1. Increased number of students who in course evaluations and other evaluative venues (i.e., focus groups) indicate they and their instructors were engaged in transformational conversations and that students, gained skills and insights.	1. Increase the number of formalized procedures for students to address concerns with an emphasis on the identification of solutions. 2. Increase student opportunities to share their voices/concerns with faculty at faculty meetings. 3. Continue to ensure that SEED (part of our student orientation) activities help students and faculty strengthen their skills at holding transformational conversations.	ADEP	
Faculty	Faculty will acquire greater skill and ability to participate, lead and respond to facilitate transformational learning via inclusive teaching methods	1. Increased number of students who in course evaluations and other evaluative venues (i.e., focus groups) indicate they and their instructors were engaged in transformational conversations and that they gained skills on the subject.	1. . Maintain or increase the number of faculty development activities devoted to acquiring inclusive teaching for transformational learning ... 2. Provide rewards that are part of annual review process that are tangible and of value to Faculty, i.e.: "Excellence in Facilitating Transformative Conversations Award 3. Offer Continuing education units for all faculty development activities.	Dean Associate Dean for Academic Programs Associate Dean for Faculty Affairs DEI Office	

Students	Greater skill and ability to participate lead and respond in transformational conversations.	<ol style="list-style-type: none"> 1. Student surveys to determine their readiness to have transformative conversations and if faculty modeled how to do this. 	<ol style="list-style-type: none"> 1. Continue to require all incoming MSW students to take the diversity and social justice course (SW 504) with no exceptions to be able to opt out. 2. Examine the 504 Focus Group Report to create refinements to the course. 3. Consider adding a Question about Transformative Conversations and/or related issues on course evaluations. 4. Ensure that SEED courses provide skills for “transformative conversations.” 5. Ensure the MSW advanced curriculum effectively integrates Privilege, Oppression, Diversity and Social Justice (PODS). 6. Assess current syllabi for PODS content; step up advising to encourage pods intensive courses. 7. Work with the School of Education Center for Educational Design, Evaluation and Research to develop a comprehensive evaluation plan to assess the integration of PODS content and experiences in courses that includes multiple measurement methods. 8. Pilot test a PODS specific item on student course evaluation. 	Associate Dean for Academic Programs DEI office	
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			Assess all proposed courses for contributions to PODS education.		
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<p>Students</p>	<p>Students will learn more about current events, process these events in a meaningful way, and then learn how to apply relevant social work skills to actions related to the event.</p>	<p>1. More students will indicate they participated in events and were engaged in advocacy activities.</p>	<p>1. More faculty will create opportunities for students to learn to write policy briefs and for students to engage in advocacy-related work</p>		
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C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group or persons accountable	Resources needed
Students	Provide more holistic student support.	<ol style="list-style-type: none"> 1. Exit and climate surveys will show that more students indicate they have received a variety of support. 	<ol style="list-style-type: none"> 1. More emergency funding is made available. 2. Ensure that students are aware of support for caregivers and student parents. 3. Create a resource similar to the roommate finder where students can collaborate with other students interested in ride sharing, childcare sharing, etc. 4. More innovative ways of teaching will be developed via digital learning or with other resources 	Associate Dean for Academic Programs	

Staff	Staff will have expanded opportunities to participate and engage in career development activities in general and particularly in discussions about Privilege, Oppression, Diversity, and Social Justice (PODS) to understand the application and implications of PODS within the school and the curriculum	<ol style="list-style-type: none"> 1. Increased number of staff that in climate surveys indicate they have a greater understanding of PODS in the curriculum and the school's operation. 2. Increased number of staff that in climate surveys indicate they feel they are more integrated in school activities. 	<ol style="list-style-type: none"> 1. There will be regular, accessible, structured opportunities to engage outside of the classroom around current events that staff have uniform access to. 2. There will be clarity in the types of events that staff are invited to and if they have permission to attend if the events, or discussion groups, happen during the workday. 3. Have an annual all-staff retreat. 	Assistant Dean for Administration, and Operations	
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Students	Create accountability mechanisms that support inclusive participation.	<ol style="list-style-type: none"> 1. Increased availability of data to be used in monitoring. 2. Sophisticated assessment of school climate. 3. Ongoing assessment of curriculum followed by evidence-based innovation. 	<ol style="list-style-type: none"> 1. Increase awareness of the Bias Response Team, the UM Ombudsman, and the Office of Student Conflict Resolution at the UM 2. Increase awareness of what the SSW Student Union Ombudsperson does, what that role entails. 3. Explore the potential of a Restorative justice practice approach and train individual point people. 	Associate Dean for Academic Programs	
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D. Service

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group or persons accountable	Resources needed
Faculty	Faculty will engage in more purposeful and organized engagement related to populations that are currently, and have historically, been shut off from opportunities. SSW will make public an informed social work discourse related to current events and social justice matters seemed important and part of our responsibility as a school of social work.	1. More faculty will participate and lead public events related to issues of social justice affecting society.	1. Faculty will more actively create dedicated, regular, accessible (via Skype, streaming etc.) space to gather and discuss current events particularly in a social justice context.	Associate Dean for Academic Programs DEI Office	

Faculty	Increase cultural humility regarding community knowledge and involvement and increase faculty involvement in community activities/partnerships and with social work-related organizations.	<ol style="list-style-type: none"> 1. Increase in the number and quality of partnerships with community organizations. 2. Increase in learning activities concerning community involvement/communication. 	<ol style="list-style-type: none"> 1. Develop a thorough inventory of all the community-based partnerships with SSW involvement to identify partnerships that could be strengthened and to avoid duplication or repetition. 2. Invite community members to participate in events and discussions. 3. Develop Incentives for more faculty to be involved in community partnerships. 4. Hold more classes in agency contexts. 5. Increase the number of assignments, including independent studies that involve connecting with communities. 6. Increase the number of community members who are guest speakers and provide compensation 	Associate Dean for Academic Programs DEI Office	Additional funds for guest lecturers
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<p>Faculty</p>	<p>1. Identify ways by which more financial integration can occur with external community. There is a need to identify funding streams and aim towards sustainability.</p>	<p>1. Seek sustainable funding to support partnerships with communities.</p>	<p>1. Pursue funding to support field instructors, community members, for community based-participatory research. 2. Connect with high school students. 3. Invite community members to participate in conferences. 4. Increasingly become a source of information for community resources. 5. Facilitate community access to UM resources.</p>	<p>Associate Dean for Research DEI Office</p>	
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VII. Plans for Supporting, Tracking and Updating the Strategic Plan

Leadership for all aspects of the DEI strategic plan implementation will be the responsibility of the School of Social Work's Office for Diversity, Equity and Inclusion. This office will work with the appropriate deans and directors in the school to provide support and consultation to implement the activities. The office will also conduct specific ongoing educational and support services within the plan. The DEI office will coordinate data collection and work with the Dean, Associate Deans and Director of Administration, Finance and Operations to collate, analyze, and report on data. Semi-Annual reports on our implementation activities will be developed by the DEI office to be shared with all staff, students, faculty, and alumni.