



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

**I. 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:**

1. 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.
2. DEI is required for social work practice and for citizenship in an increasingly diverse and unjust world.
3. 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.
4. 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:**

5. DEI issues affect, and need to improve across all constituencies: administrators, staff, faculty, and students.
6. 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.
7. DEI needs to be studied and addressed from “insider” and “outsider” perspectives.

8. 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.

9. 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**

Many factors contributed to our progress and success of implementing our DEI plan. This included factors that are internal to our school and to our organizational mission in addition to factors in our larger institutional environment. We have been able to make substantial progress in a very short time frame and during a time of significant organizational change and these supportive factors were critical for our success.

Our School of Social Work 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.

One recommendation in our DEI plan was for a new office for diversity, equity and inclusion that would coordinate DEI activities. We envisioned an office that would coordinate and catalyze changes in existing offices (e.g. student services, admissions) and groups (e.g. curriculum committee, search committee) within and outside the School. The role of the office would be to provide strong facilitation, lead ongoing participatory planning activities, and to institutionalize strong measures of accountability. The vision was for an office that had both the responsibility and authority to implement our plan.

Our plan was approved during a time of considerable institutional change. Our new dean, Lynn Videka, came onboard during summer term 2016 and one of her first tasks was to appoint a new director of this new office. Dean Videka brought to our school considerable experience as a dean at two other schools of social work and demonstrated a commitment to DEI. Her expertise and commitment was a significant factor in making progress and in appointing a senior faculty member whose scholarship on diversity and empowerment has influenced the entire field of social, 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.

In academic year 2016-17 the School began a strategic planning process that involved faculty, alumni, students and community partners. The School’s Diversity, Equity and Inclusion (D, E and I)

strategic plan was completed prior to the launch of the school-wide plan. Our approach has been to integrate the two planning processes. The D, E and I strategic plan served as a model for an action-oriented plan for the entire school. We did not attempt to replace or recreate the existing plan. Instead, the School used it to infuse D, E and I goals, objectives, and action steps in other areas of the Schools future vision such as curriculum, faculty and student recruitment and the climate of the School community; and focused on engaging the entire school community in implementation of the D, E and I strategic plan including discussions of this Year 2 Implementation Plan. The School's strategic plan is still in development. The grand vision is for the University of Michigan School of Social Work will lead the social work profession—including education, knowledge development and practice --as it moves into the next generation. Objectives and action steps for the School of Social Work Strategic Plan are nested under 6 goal areas:

- Delivering best practice education that is original, creative, and prepares graduates for leadership of the profession and promotes collaboration with other professionals.
- Improving access to a U-M SSW affordable education.
- Leading the profession in advancing the scientific basis of the social work and interdisciplinary knowledge that informs solutions for social and human problems.
- Engaging with the regional, state, national and global communities and organizations to advance social justice and create progressive change.
- Building and sustaining a school community that is based on respect for all and dedication to diversity, equity, and inclusion.
- Enhance the visibility of our School and value of the profession across the University, country, and world.

The funding support from the Provost's office for Year One of implementation provided us with some resources for establishing our DEI office. Our dean was willing to supplement this with additional funds and to also assign a faculty member, with a course reduction, The faculty director was also provided with summer support in order to carry out work over the outside of the academic year. Dean Videka's willingness to invest the school's resources into the DEI plan made a significant difference.

A 33%-time faculty director and a project manager with teaching responsibilities staff our DEI office. Our posting for the project manager yielded over 70 applications with many highly qualified and impressive applicants. This search resulted in an internal hire from our Office of Student Services. Ms. Lauren Davis LMSW, who had worked in the SSW for nine years in student services, and brought considerable skill and experience to the position. The staffing of our office with highly skilled, committed, and engaged personnel has been an important factor for our progress.

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 require 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.

### Year One 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 used data that we have collected from our meetings with students, faculty, staff and administrators as part of our work. For example, a summary of the themes that emerged in our DEI drop in dialogues with students provided important process evaluation data. We also collected student enrollment data, data on staff and faculty hiring processes, committee reports, and student financial aid data in evaluation progress on action items. As stated above, the School strategic planning process, and especially the faculty's August 28<sup>th</sup> retreat and September 6<sup>th</sup> faculty meeting included discussion of the DEI Strategic Plan Year One achievements and goals and action steps for 2017-18.

## **II. Data and Analysis: Key Findings**

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

### Key Findings

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.

Over the first nine months of implementation we were also able to identify objectives and action steps that would require more significant change in policies and practices in our school. In some cases, such as faculty hiring, we were able to implement new practices (e.g. the ADVANCE training, changing questions in our interviews and screening materials, information re: DEI in our job announcement) that resulted in a number of hires of new faculty who can contribute significantly to DEI through their related scholarship, teaching or service. Other more significant changes, which are currently underway, will require changes in budget or structures and are under longer-term development. An example of this is analyzing our current budget and policies for MSW student financial aid and moving towards a more needs based approach.

### **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 may not apply. Our Social Work Student Union, which represents MSW students, also has an Ombudsperson who can address conflicts within that program.

UM SSW Staff are covered by SPG Policy 201.08. 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.

### **III. Strategic Objectives, Measures of Success and Action Plans**

- All changes in this section are in **BOLD**
- All strategic objectives and related actions will be pursued in accordance with the law and University policy.

**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 18 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.**

**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.

*FY18 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.**
5. **Explore methods for identifying and tracking admissions and retention of students with disabilities and LGBTQIA+ identities.**

**Staff**

**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.

*FY18 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:
  - a. Number and location of positions posted
  - b. Number of internal and external applicants
  - c. Number of internal and external interviews
  - d. Number of hires or promotions
  - e. Number of internal applicants that did not receive the position but instead received career counseling
3. **Explore methods for identifying and tracking recruitment and hiring of staff with disabilities and LGBTQIA+ identities.**

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.

*FY18 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 2018 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.

### **Governing Faculty**

**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.

*FY18 Actions:*

1. The 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.**

**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.

**FY18 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.**

**LEO Faculty**

**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

**FY18 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**

**LEO and Governing Faculty**

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

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.**

FY18 Actions:

1. During hiring searches, prioritize facilitation skills that engage and contribute to conversations about diversity, equity and inclusion.
1. Develop, deliver, and measure outcomes of professional development on effectively facilitating transformative conversations.
2. Include “facilitating transformative conversations” question in all course evaluations.
3. 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.
4. Provide schedule of Professional/Faculty Development topics at beginning of year (with opportunity for suggestions to be added on rolling basis).
5. Provide ongoing training for faculty above and beyond onboarding orientation to effectively model engaging and transformative conversations.
6. Provide incentives for undertaking training that matters to faculty.
7. **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.**
8. **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.**
9. **Reward diversity, equity and inclusion leadership among students, staff and faculty.**
10. **Support faculty scholarship on diversity, equity and inclusion related topics through seed funding.**

**Students**

**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.

FY18 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 support”.

**Students**

*Measures of Success: (for Objective 11)*

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

*FY18 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

**Staff**

**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.

*FY18 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.

**Faculty**

**Five-Year Strategic Objective 13:** Faculty will acquire greater skill and ability to participate, lead and respond in transformational conversations.

*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.

*FY18 Actions:*

1. Maintain or increase the number of faculty development activities devoted to acquiring transformational conversations skills.
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.

*FY18 Actions:*

1. Increased number of faculty who meet with their advisees at least 1x.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.

*FY18 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.**

**Students**

**Five-Year Strategic Objective 16: 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.

*FY18 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.

*FY18 Actions:*

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

## **Faculty**

**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)*

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

*FY18 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.



*FY18 Actions:*

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
6. Connecting with communities.
7. 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.

*FY18 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.

**IV. 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

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

Human Resources office

- Data from HR on staff and LEO hires
- Report from HR on staff recruitment practices,
- HR report on staff DEI competence

#### The University of Michigan DEI Climate Survey

- Staff input on school climate re: DEI
- Faculty climate data
- Student climate data

#### Associate Dean for Faculty Affairs

- Report on faculty composition
- Report on faculty recruitment and hiring
- Report on faculty promotion and tenure

#### Office for Diversity, Equity and Inclusion

- Additional management reports
- Student focus group/ DEI drop ins
- Data on PODS integration
- List of events led by faculty on social justice issues
- List of community partnerships
- List of community partnerships in courses

#### Associate Dean for Research

- Report on Funding for community partnerships

## VI. Action Planning Tables with Details and Accountabilities

### VI. 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.	<ul style="list-style-type: none"> <li>● Increased numbers of students from underrepresented groups.</li> <li>● Demonstrated effort to increase diversity in every aspect of student recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase number of diverse locations for recruitment.</li> <li>● Create preferred admissions status with Flint &amp; Dearborn undergraduate social work programs.</li> <li>● Office of Student Services staff to increase its presence in Detroit.</li> <li>● <b>Continue to work with Dearborn and begin to work with Flint in creating access programs to the MSW degree.</b></li> </ul>	Associate Dean For Academic Programs	Increased funding for travel in region and to HBCU and HSI recruitment events.

Students		Ensure consistent support for a successful learning experiences.	<ul style="list-style-type: none"> <li>● Decrease the number of students with large debts.</li> <li>● Increased positive learning experience <b>measured</b> through course evaluations and new evaluation formats the SSW will begin implementing</li> </ul>	<ul style="list-style-type: none"> <li>● Increase the overall amount of financial assistance.</li> <li>● Increase the number of students who receive financial assistance.</li> <li>● <b>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.</b></li> <li>● <b>Explore methods for identifying and tracking admissions and retention of students with disabilities and LGBTQIA+ identities.</b></li> </ul>	Associate Dean for Academic Programs	Additional funds for financial assistance
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Staff		<p>Increase the diversity of staff from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions.</p>	<ul style="list-style-type: none"> <li>○ Increased numbers of staff from underrepresented groups.</li> <li>○ Demonstrated effort to increase diversity in every aspect of staff recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased transparency in hiring &amp; recruitment by, for example, posting all new staff positions on a page on the School of Social Work website.</li> <li>● Human Resource Administrators will provide quarterly reports to the School's leadership on: <ul style="list-style-type: none"> <li>● Number and location of positions posted</li> <li>● Number of internal and external applicants</li> <li>● Number of internal and external interviews</li> <li>● Number of hires or promotions</li> <li>● Number of internal applicants that did not receive the position but instead received career counseling</li> </ul> </li> <li>● <b>Explore methods for identifying and tracking recruitment and hiring of staff with</b></li> </ul>	<p>Director of Administration, Finance and Operations</p>		
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**disabilities and  
LGBTQIA+  
identities.**

- **Study how we have successfully hired staff from underrepresented groups, including racial and ethnic minorities, people with disabilities, and LGBT identities.**



Staff		Ensure consistent support for supportive career development and professionally rewarding work experiences.	<ul style="list-style-type: none"> <li>• Annual reports by supervisors.</li> <li>• Increased satisfaction as measured by School climate survey or other instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify additional ways of communication to inform all staff of career development opportunities.</li> <li>• <b>Offer diversity, equity and inclusion skill development for at a “Lunch and Learn” series.</b></li> <li>• <b>Highlight the schedule of professional development opportunities each year, and address any barriers to participation</b></li> <li>• <b>Reward diversity, equity and inclusion leadership among staff</b></li> </ul>	<p>Director of Administration, Finance and Operations</p> <p>DEI Office</p>		
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Faculty		<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>	<ul style="list-style-type: none"> <li>● Increased numbers of faculty from underrepresented groups.</li> <li>● Demonstrated effort to increase diversity in every aspect of faculty recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>● The 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.</li> <li>● Require all new faculty searches to include documentation of efforts to reach diverse candidates as part of the search process.</li> <li>● 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.</li> <li>● Identify professional associations, networks, and individuals who may include or reach underrepresented scholars and assure that they receive any new faculty posting.</li> <li>● All members of the search committee should participate in ADVANCE training for faculty search committee members.</li> <li>● <b>Rate all job applicants and candidates on their demonstrated commitment to DEI principles, as</b></li> </ul>	Dean Associate Dean for Faculty Affairs		
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				<b>reflected in their research, teaching, or service.</b>			
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Faculty		Ensure consistent support for career development of all junior faculty	<ul style="list-style-type: none"> <li>● Successful promotion of junior faculty to associate level</li> <li>● Increased satisfaction levels as reported in climate survey or other instrument.</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen mentoring program(s) presently in existence for all junior faculty.</li> <li>● Continue to develop faculty understanding of tenure and promotion system.</li> <li>● <b>Provide support for faculty promotion and tenure including participation in the Faculty Success Program (FSP) through the National Center for Faculty Development &amp; Diversity (NCDD)</b></li> <li>● <b>Ensure that faculty have a clear understanding of the promotion and tenure process and requirements.</b></li> </ul>	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"> <li>1. Increased numbers of LEO faculty from underrepresented groups</li> <li>2. Demonstrated effort to increase diversity in every aspect of LEO faculty recruitment</li> </ol>	<ul style="list-style-type: none"> <li>● The Associate Dean for Educational Program will identify professional networks to alert more diverse groups to job opportunities and diversify applicant pools.</li> <li>● Proactively create a diverse pool of potential LEO faculty from which new LEO appointments can be made <b>by linking to professional networks that include diverse social workers</b></li> </ul>	Associate Dean for Academic Programs		

Faculty		<p>Improve upon hiring and promotion practices to attract, retain, reward, and inspire faculty to continually hone their ability to facilitate learning via transformational conversations.</p>	<p>Annual report to Office of Diversity, Equity and Inclusion and the School's Executive Committee <b>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.</b></p>	<ul style="list-style-type: none"> <li>● During hiring searches, prioritize <b>facilitation skills that engage and contribute to conversations about diversity, equity and inclusion.</b></li> <li>● Develop, deliver, and measure outcomes of professional development on effectively facilitating transformative conversations.</li> <li>● <b>Consider</b> Including “facilitating transformative conversations” question in all course evaluations.</li> <li>● 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.</li> <li>● Provide schedule of Professional/Faculty Development topics at beginning of year (with opportunity for suggestions to be added on rolling basis).</li> <li>● Provide ongoing training for faculty above and beyond onboarding orientation to effectively model engaging and transformative conversations.</li> </ul>	<p>Dean Associate Dean for Academic Programs Associate Dean for Faculty Affairs DEI office</p>		
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				<ul style="list-style-type: none"><li>● Provide incentives for undertaking training that matters to Faculty.</li><li>● <b>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.</b></li><li>● <b>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.</b></li><li>● <b>Reward diversity, equity and inclusion leadership among faculty.</b></li><li>● <b>Support faculty scholarship on diversity, equity, and inclusion related topics through seed funding.</b></li></ul>			
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Students		<b>Provide more consistent and supportive faculty advising.</b>	<ul style="list-style-type: none"> <li>● Increased number of students who in exit and climate surveys indicate they have met with their advisors at least once in each semester.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased number of faculty who meet with their advisees at least 1x.semester</li> <li>● <b>Provide faculty training to strengthen student advisement.</b></li> </ul>	Associate Dean for Academic Programs		
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## VI. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed
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Students		<p>Increase DEI focus of offices dealing with outside communities, including:</p> <ul style="list-style-type: none"> <li>• Curtis Center Program Evaluation Group</li> <li>• Office of Global Activities</li> <li>• Continuing Education Program</li> <li>• Community Action and Social Change minor</li> </ul>	<p><b>1. Each program will develop a statement of their contribution to DEI in the School of Social Work</b></p> <p><b>2. Contributions to DEI will be incorporated into these programs planning and evaluation.</b></p>	<p>1. Assess the degree to which these offices' programs contribute to the DEI plan objectives.</p> <p>2. Consult with office directors and staff to strengthen DEI focused activities.</p> <p>3. Integrate DEI goals into each offices' annual plan.</p>	<p>Associate Dean for Research</p> <p>Associate Dean for Academic Programs</p> <p>Associate Dean for Faculty Affairs</p> <p>DEI Office</p>		
Students		<p>Students will gain greater skill and ability to participate, lead and respond in transformational conversations.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Increase the number of formalized procedures for students to address concerns with an emphasis on the identification of solutions.</li> <li>• Increase student opportunities to share their voices/concerns with faculty at faculty meetings.</li> <li>• Continue to ensure that SEED (part of our student orientation) activities help students and faculty strengthen their skills at holding transformational conversations.</li> </ul>	<p>ADEP</p>		

Faculty	Faculty will acquire greater skill and ability to participate, lead and respond in transformational conversations.	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.	<ul style="list-style-type: none"> <li>● Maintain or increase the number of faculty development activities devoted to acquiring transformational conversations skills.</li> <li>● 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</li> <li>● Offer Continuing education units for all faculty development activities.</li> </ul>	Dean Associate Dean for Academic Programs Associate Dean for Faculty Affairs DEI Office		
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Students		Greater skill and ability to participate, lead and respond in transformational conversations.	Student surveys to determine their readiness to have transformative conversations and if faculty modeled how to do this.	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Examine the 504 Focus Group Report to create refinements to the course.</li> <li>● <b>Consider</b> adding a Question about Transformative Conversations and/or related issues on course evaluations.</li> <li>● <b>Ensure that SEED courses provide skills for “transformative conversations.”</b></li> <li>● <b>Ensure the MSW advanced curriculum effectively integrates Privilege, Oppression, Diversity and Social Justice (PODS).</b></li> <li>● <b>Assess current syllabi for PODS content; step up advising to encourage pods intensive courses.</b></li> <li>● <b>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</b></li> </ul>	Associate Dean for Academic Programs DEI office	
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				<p>includes multiple measurement methods.</p> <ul style="list-style-type: none"><li>● Pilot test a PODS specific item on student course evaluation. Assess all proposed courses for contributions to PODS education.</li></ul>		
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Students		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.	More students will indicate they participated in events and were engaged in advocacy activities.	More faculty will create opportunities for students to learn to write policy briefs and for students to engage in advocacy-related work		
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VI. C. Promoting an Equitable and Inclusive Community

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

Staff		<p>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</p>	<ul style="list-style-type: none"> <li>● Increased number of staff that in climate surveys indicate they have a greater understanding of PODS in the curriculum and the school's operation.</li> <li>● Increased number of staff that in climate surveys indicate they feel they are more integrated in school activities.</li> </ul>	<ul style="list-style-type: none"> <li>● There will be regular, accessible, structured opportunities to engage outside of the classroom around current events that staff have uniform access to.</li> <li>● 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.</li> <li>● Have an annual all-staff retreat.</li> </ul>		
Students		<p>Create accountability mechanisms that support inclusive participation.</p>	<ul style="list-style-type: none"> <li>● Increased availability of data to be used in monitoring.</li> <li>● Sophisticated assessment of school climate.</li> <li>● Ongoing assessment of curriculum followed by evidence-based innovation.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Increase awareness of the Bias Response Team, the UM Ombudsman, and the Office of Student Conflict Resolution at the UM</b></li> <li>● Increase awareness of what the SSW Student Union Ombudsperson does, what that role entails.</li> <li>● <b>Explore the potential of a Restorative justice practice approach and train individual point people.</b></li> </ul>		

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**VI. D. Service**

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed
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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.	More faculty will participate and lead public events related to issues of social justice affecting society.	<ul style="list-style-type: none"> <li>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.</li> </ul>	Associate Dean for Academic Programs DEI Office	
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Faculty		<p>Increase cultural humility regarding community knowledge and involvement and increase faculty involvement in community activities/partnerships and with social work-related organizations.</p>	<ul style="list-style-type: none"> <li>● Increase in the number and quality of partnerships with community organizations.</li> <li>● Increase in learning activities concerning community involvement/communication.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Develop</b> 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.</li> <li>● <b>Invite</b> community members to participate in events and discussions.</li> <li>● <b>Develop</b> Incentives for more faculty to be involved in community partnerships.</li> <li>● <b>Hold</b> more classes in agency contexts.</li> <li>● Increase the number of assignments, including independent studies that involve connecting with communities.</li> <li>● Increase the number of community members who are guest speakers and provide compensation</li> </ul>	<p>Associate Dean for Academic Programs DEI Office</p>	<p>Additional funds for guest lecturers</p>
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Faculty		Identify ways by which more financial integration can occur with external community. There is a need to identify funding streams and aim towards sustainability.	Seek sustainable funding to support partnerships with communities.	<ul style="list-style-type: none"> <li>● Pursue funding to support field instructors, community members, for community based-participatory research.</li> <li>● Connect with high school students.</li> <li>● Invite community members to participate in conferences.</li> <li>● Increasingly become a source of information for community resources.</li> <li>● Facilitate community access to UM resources.</li> </ul>	Associate Dean for Research DEI Office	
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## **V. 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.