

Revised 7/3/2024

School of Social Work

Diversity, Equity, and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

University of Michigan School of Social Work (UMSSW) has been ranked as the number one school of social work in the nation by US News Report. As highlighted by President Santo Ono, “We cannot be excellent without being diverse in the broadest sense of that word.” These words are critical as our school embarks on the next iteration of our strategic plan to advance diversity, equity, inclusion, and belonging.

Goals:

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

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

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

Rationale: Mission, Vision, and Values of the School of Social Work:

Our vision is to actualize a better society through individual and social change. As an accredited professional school, we are guided by the ethics of the National Association of Social Work (NASW) and the educational standards of the Council on Social Work Education (CSWE). NASW core values, principles, and ethical standards charge social workers to engage in practices that work towards the elimination of oppression and advancing social justice and equity.

The School of Social Work provides education to students that focuses on centering social, economic, and racial justice at the micro, mezzo, and macro levels of practice. Its mission is to

advance 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, UMSSW is dedicated to education, research, and service that fosters progressive change at local, national, and global levels.

A Diversity, Equity and Inclusion office was established to implement the strategic plan developed in 2016. The office has a mission to catalyze actions that cultivate and support a conscious community of students, staff, and faculty where every person feels affirmed, respected, valued, and appreciated.

Our commitment to this work is rooted in an understanding that historical and present-day systems of oppression stemming from racism and the institution of slavery continue to permeate all levels of our society and intersect with discrimination based on personal identities and social positionalities. We recognize our profession has not been historically and is not presently representative of the diversity of perspectives, experiences and backgrounds that make up Michigan, our nation, and our world. As a profession and as a School, we must take ownership of our past and participate in envisioning a new path forward that centers anti-racist and anti-oppressive values, frameworks, and practices.

The work of the School of Social Work affects faculty, students, staff, and the surrounding communities of the University. Through service, teaching, and knowledge development, members of the School of Social Work community contribute to meeting our core goals of providing an excellent education to students and practitioners in the knowledge and skills needed for contemporary and evolving social work practice, creating and disseminating knowledge about individual, community, and organizational concerns; social issues; social policy; and practice interventions, within a tradition of multi-disciplinary and multi-professional research, and engaging in service to the community, the profession, and society through collaboration and leadership. Diversity, equity, and inclusion are central to meeting the goals of the school.

We believe it is both our individual and collective responsibility to develop critical awareness to embody diversity, equity, and inclusion principles within our school community and through social work practice.

Key Strategies & Constituencies*:

This plan focuses on the School of Social Work (SSW) community, including students, staff, faculty, and community stakeholders as relevant constituents. Current members of the UMSSW community in the roles of students, staff, and faculty are the main constituencies of this plan. Except where specified, the plan pertains to all UMSSW community members. By collecting and analyzing feedback from constituents, the DEI team, supported by senior

leadership, has identified four strategic objectives to further university-wide goals for DEI. These have been aggregated into the four focus areas that align with the vital strategies (recruitment, hiring and selection, career advancement, diversity skills, climate enhancing activities, and pathways for conflict resolution) and three distal objectives (people, process, and products) as established by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single-year and, in some cases, multiple-year actions UMSSW will take to accomplish those objectives. All strategic objectives and related actions will be pursued in accordance with the law and University policy.

Planning Process Used

Planning Lead(s):

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Callie Torkelson, LLMSW
Ronda Halsey, BSW

Planning Team:

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Shalonda Williams, MSW
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Planning Process and Implementation Highlights:

In the 2022-2023 academic year, the DEI planning team engaged in various processes to gather feedback on the existing Diversity, Equity, and Inclusion (DEI) 1.0 effort and gather feedback to develop a draft DEI 2.0 strategic plan. The team analyzed institutional and demographic data from the University of Michigan Office of Diversity, Equity and Inclusion (ODEI) to identify areas of strength and opportunities for growth regarding diversity among students, staff, and faculty. Two focus groups and three forums were hosted by the DEI Office to encourage community participation in the DEI 1.0 review process. An anonymous e-survey was designed to gather feedback on DEI 1.0 accomplishments and needs to inform the DEI 2.0 plan. The survey was administered and available to students, staff, and faculty for a 30-day period. Community engagement efforts such as coffee hours and DEI chats were also used to encourage participation in the survey and share feedback directly with the DEI 2.0 planning team.

The feedback received from UMSSW community members and stakeholders was analyzed thematically and provided to leadership teams within UMSSW. Additionally, the DEI leadership team met with senior management and leaders of internal departments and programs to gather information about their current plans for advancing DEI. A metadata crosswalk was used to identify emerging themes that were consistent among the constituency groups. The themes were aligned with ODEI's vital strategic areas. These results and framing were used to inform and develop DEI 2.0

strategic objectives.

During the 2023-2024 academic year, the leadership team experienced change with the previous program manager and student learners transitioning from the office. Two new members of the team joined with community and higher education experiences. Through a collaborative and supportive spirit, the SSW DEI team made significant strides toward achieving our goals. This diversity has brought a range of perspectives, enhancing the development and richness of our programs and events. More than 100 programs and events were engaged in, with 44% being virtual, 7% hybrid, and 49% in person. Programming and events provide learning, conversation, and engagement opportunities with issues relevant to DEI that speak to privilege, opportunity, diversity, and social justice. These programs support cultural awareness, critical thinking, and new knowledge development to foster understanding of critical issues affecting social work practice.

During year one, the curriculum worked to ensure our explicit and implicit curriculum consistently incorporates privilege, oppression, diversity and social justice with Anti-Racism, Diversity, Equity, and Inclusion as outlined by the Council on Social Work Education for accreditation.

Collaboration with student organizations, offices within our school, and other central campus departments were a critical part of our implementation for the first year. Engagement has been a core focus for our team while acting as a catalyst for our community to engage in impacting social justice. By initiating the Social Justice impact fund through efforts of our development office, we awarded more than \$36,000 to support anti-racism and social justice proposals. Funded projects address topics such as Congolese refugee support in Michigan, disability and anti-ableism work, abolitionist politics and child welfare, seeing adversity as a strength, critical health disparities, especially Black maternal health, rooted in racial inequality, challenges faced by system-impacted individuals, sexual victimization in U.S. prisons, global human rights and the abolition of torture abolition, a panel discussion on the struggles faced by Haiti linked to its history of racist imperialism, economic development initiatives throughout Michigan, book publication featuring portraits from Detroit residents as a method of empowerment through visual storytelling, and a video series spotlighting the experience of microaggressions faced by professionals who grew up in historically marginalized communities.

Building trust and engagement with the student body remains a critical challenge for the SSW DEI office. As we enter Year Two of DEI 2.0, we plan to host more opportunities to share their concerns and opinions directly to our office, develop and implement a feedback system, and enhancing our DEI transparency by sharing progress in an accessible method.

The Process

Review of DEI 1.0 Materials	Community Engagement	ODEI Requirements	Collaboration & Socialization	Submission & Ongoing
<ul style="list-style-type: none"> ● Goals & objectives ● Reports from Yrs. 1 - 5 ● Comprehensive Report ● Summary Report ● Progression Report from ODEI 	<ul style="list-style-type: none"> ● Focus groups ● Survey Distribution ● Analysis of the data ● Faculty meetings ● Senior academic leadership team (SALT) ● Sponsored Student Organizations & Student Involvement 	<ul style="list-style-type: none"> ● Six Vital Strategic Areas ● People, Process, & Products ● Logic model for one objective ● Progression reports ● Annual report 	<ul style="list-style-type: none"> ● Senior academic leadership team (SALT) ● DEI Leadership meetings ● ODEI meetings ● Student engagement: Coffee hours, focus groups ● Faculty meetings ● Faculty Retreat 	<ul style="list-style-type: none"> ● Due May 15th ● OGC review/approval ● Submission of progress via survey to SSW DEI ● ODEI Annual evaluation and report ● Updating/revise plan annually

Data and Analysis: Key Findings

Summary of Data:

The DEI planning team at the University of Michigan has collected important findings regarding diversity, equity, and inclusion (DEI) on campus. The analysis of unit-level data shows significant progress in implementing DEI actions. Stakeholders have shared that there is still work to be done to foster a more diverse, equitable, and inclusive community. The team found that while diversity among students and faculty has increased overall, concerns related to equity in workload and compensation, affordability of higher education, accessibility and feelings of belonging, and skill development to address issues related to DEI emerged from collected data. The team also gathered recommendations from participants to address these concerns, including increased financial aid and mentorship opportunities, bystander intervention training, and regular DEI retreats. These strategies will help to create a more inclusive and equitable campus community at the University of Michigan.

UMSSW Key Findings, Themes and Recommendations:

Diversity:

Proportions of underrepresented minority (URM) students, and faculty increased from 2017 to 2021 overall. The proportion of URM faculty at the rank of Associate Professor and above is lower than the proportion at the Assistant Professor rank. The proportions of newly entering MSW students that identify as Black or African American have decreased. A range of diversity including ability, ethnicity, country or origin, gender identity, and sexual orientation has been observed within the community.

Equity:

The greatest concern expressed by current students was related to affordability of obtaining their degree and inequity in access to resources to fund their education. Faculty and staff named a lack of equity with respect to the distribution of their workloads and compensation. UMSSW community members within each constituent group (students, faculty, and staff) shared concerns regarding inequitable accessibility of opportunities for virtual working and learning, and professional skill development.

Inclusion:

Creating an affirming, inclusive environment and culture within the school was highlighted as an area that would benefit from growth. Respondents from all internal constituents (students, staff, and faculty) highlighted a strength in engaging with community partners related to DEI across the various units within the school, while expressing challenges in interactions within the school.

Recommendations:

Ongoing opportunities to engage with DEI staff and provide recommendations has been expressed. Constituents reported a lack of transparency with the status and progress of the implementation of the DEI strategic plan and user accessibility due to the length. Themes continue to emerge from the review and were used to inform the year 2 recommendations to

advance towards a diverse, equitable, and inclusive community:

- increasing financial aid and supports to better meet the needs of all students, including those with underrepresented minority (URM) identities,
- mentorship and resource opportunities for students, incoming staff, and junior faculty,
- providing training to all members of the community, and
- offering regular DEI events that are embedded into position expectations.

These recommendations and suggested action items are represented in the DEI 2.0 strategic objective and action plans detailed next.

Strategic Objectives, Measures of Success, and Action Plans*

Introduction:

The School of Social Work strategic plan covers School of Social Work (students, faculty, and staff) constituencies. The strategic objectives are designed to further the university-wide goals of diversity, equity, and inclusion and have direct impact on three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple-year actions we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see the Action Planning Table.

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

- *Recruitment, Hiring, and Selection*
 - *Increase recruitment & retention of students, faculty, and staff, with a focus on those with historically marginalized and continuously minoritized social identities.*
- *Climate Enhancing Activities*
 - *Create an inclusive and welcoming environment for students, faculty, and staff, with a focus on those with historically marginalized and continuously minoritized social identities.*
- *Career Advancement*
 - *Establish equitable access & distribution practices of human and material resources to all faculty, staff & students.*
 - *Work collaboratively with Executive Director of Development and Alumni Relations and the Dean to identify DEI fundraising priorities.*
- *Pathways for conflict resolution*
 - *Develop an innovative and inclusive model for integrating social justice practices and methods into the school's explicit and implicit curricula.*

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Strategic Objective: Increase the recruitment and retention of students, faculty, and staff, with a focus on those with historically marginalized and continuously minoritized social identities.

ALL CONSTITUENTS

Metrics: Percent (and number) of underrepresented students, staff, and faculty that are a part of the UMSSW community

Actions:

1. Organize an interdepartmental task force geared towards increasing the diversity of students, faculty, and staff applicant pool with a focus on those with historically marginalized and underrepresented social identities within the SSW.
2. Develop networking and mentoring opportunities for LEO, staff, and students and implement them in AY 24/25 academic year at two networking and connection events with evaluation of effectiveness to increase feelings of being supported and belonging to promote retention.

Primary DEI Goal: *Diversity*

UNDERGRADUATE STUDENTS

Metrics: Percent (and number) of underrepresented students that declare a CASC minor. Percent (and number) of underrepresented students that complete the CASC minor program requirements.

Actions:

1. Facilitate recruiting efforts by presenting to four undergraduate departments (i.e., IGR, Sociology, Transfer, U-M CEO, LS&A MLC, etc.) to encourage students to consider the CASC minor and/or 4+1 programs.
2. Develop two undergraduate certificates and partnerships (i.e., Wolverine Pathways, Ginsberg Center, LS&A Summer Bridge Scholars, etc.) aimed at strengthening student participation in CASC and 4+1 programs.
3. Co-host two sessions annually with undergraduate students, with special emphasis on CASC students, to expand recruitment and retention initiatives across the University.

Primary DEI Goal: *Diversity*

GRADUATE STUDENTS

Metrics: Percent (and number) of historically marginalized and continuously minoritized social identities students that apply and enroll in the MSW and/or Ph.D. program.

Actions:

1. Provide annual financial workshops for students and advisors regarding awareness of the cost of attendance prior to beginning the program.
2. Provide an orientation to obtaining internal and external sources of funding annually during orientation week and quarterly funding announcements.
3. Interdepartmental task force will complete five presentations to increase the understanding and awareness of the field of social work and to increase competitive and broadly diverse applicants, with a focus on those from historically marginalized and continuously minoritized social identities.
 - a. Three orientation sessions annually for health and human service community organization staff w/undergraduate degrees
 - b. Two social work presentations each year at undergraduate institutions w/out graduate social work programs annually
4. Develop collaborative partnerships with four Minority-Serving Institutions to provide a pipeline for recruitment of Ph.D. graduates into faculty positions and roles, MSW students into Ph.D. programs, and all disciplines into staff roles (including instructional) with an 85% retention rate annually.

Primary DEI Goal: *Diversity*

FACULTY

Metrics: Percent (and number) of underrepresented faculty that experience career advancement at UMSSW as evidenced by changes in promotion and tenure status and/or appointments to positions of leadership within the unit.

Actions:

1. Develop partnerships with two Minority-Serving Institutions to provide a pipeline for PhD graduates into teaching and research positions.
2. Analyze and identify potential policy (workload, annual review, etc.) revisions to increase faculty workload equity, with specific attention to addressing parameters of wellness and consider aspects of workload that are currently unaccounted for via an assessment administered by the end of AY 24/25.
3. Require annual equity training and/or consultation and support for all new and current

individuals that participate in the hiring, recruitment & retention of faculty.

4. Provide annual workshops for faculty regarding opportunities and resources for research opportunities, career/life planning, and opportunities to collaborate with each other.

Primary DEI Goal: *Diversity*

STAFF

Metrics: Percent (and number) of underrepresented staff that continue employment at UM-SSW or the UM.

Actions:

1. Develop partnerships with two Minority-Serving Institutions to provide a pipeline for graduates into staff positions.
2. Require annual equity training and/or consultation for all new and current individuals that participate in the hiring, recruitment & retention of staff.
3. Review and revise position descriptions and policies and procedures (position descriptions, annual review process, and compensation) utilizing an equity analysis lens that focuses on equity among employee roles, by using UM best practice standards in transparency.
4. Conduct an equity audit for staff to consider ways to foster wellness and aim to reduce problems of overwork (via hidden workload and expectations) beyond the 40-hour work week via an assessment administered by the end of the AY 25/26
5. Inform staff of annual workshops regarding opportunities and resources for career/life planning, research, department roles, and needs within the community that are incorporated into their position description, expectations, and duties.

Primary DEI Goal: *Diversity*

PROCESS (Create an Equitable and Inclusive Campus Climate)

Strategic Objective: Create an inclusive and welcoming environment for students, faculty, and staff, with a focus on those with historically marginalized and continuously minoritized social identities.

ALL CONSTITUENTS

Metrics: Percent (and number) of underrepresented students, staff, and faculty that report high levels of satisfaction with unit climate as evidenced by results from the UMSSW Climate Survey.

Actions:

1. Provide at least twelve professional development and continuing education opportunities, including implicit bias, conflict resolution, and specific to advancing equity and inclusion, including revising Centering Justice to UMSSW constituents and community stakeholders that are shared broadly by 2025. Members of the community will be asked to contribute to the development and implementation based on their area(s) of expertise.
2. UMSSW will review the cost-benefit analysis and evaluate constituents based on UM SPG standard 601.20 through 2027. Faculty and staff will utilize the knowledge available to increase accessibility through collaboration with the web/IT team through teaching, service, and knowledge development.
3. Develop a pathway for conflict resolution by creating a response system using a restorative justice practice model and implement it specific to DEI-related challenges & microaggressions that occur in and around the SSW (on-campus and online) using options such as restorative justice, education, peer consultation, triage, and referrals to university resources by the beginning of AY 24/25.
4. Create welcoming and inclusive spaces within the SSW building and online for all community members, with a focus on those with historically marginalized and continuously minoritized social identities, to convene and socialize, where at least two events that focus on critical justice themes are hosted starting AY 24/25.

Primary DEI Goal: *Inclusion*

Strategic Objective: Establish equitable access & distribution practices of human and material resources to all faculty, staff & students.

ALL CONSTITUENTS

Metrics: Percent (and number) of community members that report equitable access to professional development and continuing education opportunities as evidenced by the UMSSW Climate Survey.

Actions:

1. Provide bi-annual writing retreat to UMSSW community members based on need to begin AY 24/25.

Primary DEI Goal: *Equity*

UNDERGRADUATE STUDENTS

Metrics: Percent (and number) of underrepresented undergraduate students (CASC and high school) that report improved understanding of the UM MSW program and associated cost benefits as evidenced by the post-recruitment session questionnaire.

Actions:

1. Through collaboration with Center for Educational Outreach increase awareness and presence by visiting four Michigan high schools that have existing relationships with Center for Educational Outreach (CEO) to provide information about Social Work as a profession and CASC.
2. Provide information to CASC minors about the cost benefits of graduate education for MSW.

Primary DEI Goal: *Equity*

GRADUATE STUDENTS

Metrics: Percent (and number) of underrepresented students that are knowledgeable about access to student support from the UMSSW to complete their MSW degree as evidenced by workshop utilization rates.

Actions:

1. Provide annual financial workshops for students and advisors regarding awareness of the cost of attendance prior to beginning the program that includes an orientation to obtaining financial, educational, and emotional support (external fellowships, CEW+, UM Office of Disability, UM Dean of Students, CAPS, etc.) annually during orientation week and incorporated through their time in the program.
2. Provide licensure examination preparation for students in capstone courses by 2025.

Primary DEI Goal: *Equity*

FACULTY

Metrics: Percent (and number) of underrepresented faculty that report knowledge and ability to access resources and support as evidenced by workshop utilization rates.

Actions:

1. Provide information about annual workshops for faculty regarding opportunities and resources for research, department roles, and opportunities that are incorporated into their position description, expectations, and duties.

Primary DEI Goal: *Equity*

STAFF

Metrics: Percent (and number) of underrepresented staff that report knowledge and ability to access resources and support as evidenced by workshop utilization rates. Percent (and number) of

underrepresented staff that report equity in workload and compensation as evidenced by results from the UMSSW Climate Survey.

Actions:

1. Provide annual workshops for staff regarding opportunities and resources for life planning, research, and professional development that are incorporated into their position description, expectations, and duties.
2. Review and revise position descriptions and policies and procedures, including compensation, utilizing an equity analysis lens by AY 25/26.
3. Identify staff workload equity to maintain assignments and structures within the parameters of wellness and consider all aspects of workload (hidden workload and expectations) (40-hour work week) via an assessment administered by the end of AY 24/25.

Primary DEI Goal: *Equity*

Strategic Objective: Work collaboratively with Executive Director of Development and Alumni Relations and the Dean to identify DEI fundraising priorities.

ALL CONSTITUENTS

Metrics: Amount of funds distributed to support DEI related initiatives

Actions:

1. Bi-annual meeting with Dean, Executive Director of Development and Alumni Relations, and DEI lead to discuss existing and arising DEI funding needs and priorities.
2. Engage with the School's Alumni Board as a way of sharing the School's DEI fundraising priorities through an annual presentation.
3. With the support of the Dean and the Office of Development and Alumni Relations, the DEI office will participate in the management/spending of the newly established Social Justice Impact Fund, an endowed fund which was created in 2021 in honor of the School's Centennial, and has a current endowment valued of over \$500K. The fund shall be used for purposes outlined below.
 - a. Scholarships for students leading DEI related initiatives.
 - b. Faculty research focused on improving the lives of those affected by racism and structural injustices.
 - c. Community events to inspire others to become change agents.
 - d. A social innovation prize to fund the implementation of a bold idea that addresses social, racial, and systemic inequities.

Primary DEI Goal: *Equity*

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

Strategic Objective: Develop an innovative and inclusive model for integrating social justice practices and methods into the school's explicit and implicit curricula.

ALL CONSTITUENCIES

Metrics: UMSSW meets 100% of CSWE accreditation standards for incorporating Anti-Racism, Diversity, Equity, and Inclusion into the explicit and implicit curriculum.

Actions:

1. Annually provide up to \$10,000 of financial support to faculty, staff, students, and sponsored student organizations that focus on creating an inclusive environment for students, faculty, and staff, with a focus on historically marginalized identities, which will be granted using grant-style applications through a social justice impact fund.
2. Formalize annual conference to center equity and critical justice (i.e., Building Power) into the structure of teaching, knowledge development, and scholarship by 2025.
3. Create a restorative justice pilot program in collaboration with university resources for UMSSW to utilize within the unit for conflict resolution.

Primary DEI Goal: *Inclusion*

STUDENTS (MSW)

Metrics: Student ratings of PODS integration (4 items) average scores of 4.0 or better as evidenced by end of course evaluations.

Actions:

1. Provide consultation and feedback related to specific courses identified by the curriculum committee as having lower PODS scores annually through 2028
2. Review all active and new field practicums using equity-based principles beginning AY 24/25.
3. Develop and implement an annual inaugural social justice impact focused training program focused on equity and inclusion for eight students beginning the AY 24/25.

Primary DEI Goal: *Inclusion*

Goal-related Metrics – UMSSW Measures Tracked Over Time

School, College, or Unit Metrics:

UMSSW will track the progress of goals using the following metrics:

- *Number of URM students that apply and enter UMSSW*
- *Number of URM staff that are hired and retained at UMSSW*
- *Number of URM faculty that advance by promotion, tenure, and leadership opportunities*
- *Number of participants in skill and cultural training opportunities*
- *Inclusion and belonging climate survey results using UMSSW climate survey*
- *Course Evaluations on PODS and accessibility*
- *CSWE accreditation report*
- *ADVANCE survey*
- *Student exit surveys*
- *Staff exit interviews*

In addition:

- *Units Metrics Reports provided by ODEI*
 - *Undergraduate*
 - *Demographic Composition:*
 - *Headcount*
 - *Race/ethnicity*
 - *Sex*
 - *Enrollment:*
 - *Student class level (Sophomore, Junior, Senior)*
 - *Climate Survey Indicators (sample indicators listed below):*
 - *Satisfaction with overall U-M climate/environment*
 - *Semantic aspects of the general climate of U-M campus overall*
 - *Semantic aspects of the DEI climate at U-M campus overall*
 - *Feeling valued at U-M campus overall*
 - *Feeling of belongingness at U-M campus overall*
 - *Assessment of U-M institutional commitment to diversity, equity, and inclusion*
 - *Perceptions of equal opportunity for success at U-M campus overall*
 - *Feeling able to perform up to full potential at U-M campus overall*
 - *Feelings of academic growth at U-M campus overall*
 - *Feelings of discrimination at U-M campus overall*
 - *Graduate*
 - *Demographic Composition:*
 - *Headcount*
 - *Race/ethnicity*
 - *Sex*
 - *Enrollment:*
 - *Student class level (Master/Doctoral)*

- *Climate Survey Indicators:*
 - *Satisfaction with climate/environment in UMSSW*
 - *Assessment of semantic aspects of the DEI climate in UMSSW*
 - *Assessment of semantic aspects of the DEI climate in UMSSW*
 - *Feeling valued in department of UMSSW*
 - *Feeling of belongingness in UMSSW*
 - *Assessment of UMSSW commitment to diversity, equity, and inclusion*
 - *Perceptions of equal opportunity for success in UMSSW*
 - *Feeling able to perform up to full potential in UMSSW*
 - *Feelings of academic growth in UMSSW*
 - *Feelings of discrimination in UMSSW*
- *Staff*
 - *Demographic Composition:*
 - *Headcount*
 - *Race/ethnicity*
 - *Sex*
 - *Age (Generation cohort)*
 - *Climate Survey Indicators:*
 - *Satisfaction with climate/environment in UMSSW*
 - *Assessment of semantic aspects of the general climate in UMSSW*
 - *Assessment of semantic aspects of the DEI climate in UMSSW*
 - *Feeling valued in UMSSW*
 - *Feeling of belongingness in UMSSW*
 - *Assessment of UMSSW commitment to diversity, equity, and inclusion*
 - *Perceptions of equal opportunity for success in UMSSW*
 - *Feeling able to perform up to full potential in UMSSW*
 - *Feelings of professional growth in UMSSW*
 - *Feelings of discrimination in UMSSW*
- *Faculty*
 - *Demographic Composition:*
 - *Headcount*
 - *Race/ethnicity*
 - *Sex*
 - *Tenure status*
 - *Climate Survey Indicators*
 - *Satisfaction with climate/environment in UMSSW*
 - *Assessment of semantic aspects of the DEI climate in UMSSW*

- *Feeling valued in department of UMSSW*
- *Feeling of belongingness in UMSSW*
- *Assessment of UMSSW commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success in UMSSW*
- *Feeling able to perform up to full potential in UMSSW*
- *Feelings of academic growth in UMSSW*
- *Feelings of discrimination in UMSSW*

Action Planning Tables with Details and Accountabilities

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan	Group/person accountable
All	Increase the recruitment and retention of students, faculty, and staff with a focus on those with historically marginalized and continuously minoritized social identities.	Demographic Composition of students, faculty, and staff: <ul style="list-style-type: none"> ● Headcount ● Race/ethnicity ● Sex/Gender Identity 	<ol style="list-style-type: none"> 1. Organize an interdepartmental task force geared towards increasing the diversity of students, faculty, and staff applicant pool with a focus on those with historically marginalized and underrepresented social identities within the SSW. 2. Develop networking and mentoring opportunities for LEO, staff, and students and implement them in AY 24/25 academic year at two networking and connection events with evaluation of effectiveness to increase feelings of being supported and belonging to promote retention. 	<ul style="list-style-type: none"> ● Search Committee ● Office of Student Services (OSS) ● Recruitment, Admissions, Student Services, and Financial Aid (RASSFA) Committee
Undergraduate Students	Increase the recruitment and retention of students with a focus on those with	Percent (and number) of underrepresented students that declare a CASC	<ol style="list-style-type: none"> 1. Facilitate recruiting efforts by presenting to four undergraduate departments (i.e., IGR, Sociology, Transfer, U-M CEO, LS&A MLC, etc.) to encourage students to consider the CASC minor and/or 4+1 programs. 	<ul style="list-style-type: none"> ● Community Action and Social Change Undergraduate (CASC) Minor ● OSS

	historically marginalized and continuously minoritized social identities.	minor. Percent (and number) of underrepresented students that complete the CASC minor program requirements.	<p>2. Develop two undergraduate certificates and partnerships (i.e., Wolverine Pathways, Ginsberg Center, LS&A Summer Bridge Scholars, etc.) aimed at strengthening student participation in CASC and 4+1 programs.</p> <p>3. Co-host two sessions annually with undergraduate students, with special emphasis on CASC students, to expand recruitment and retention initiatives across the University.</p>	
Graduate Students	Increase the recruitment and retention of students with a focus on those with historically marginalized and continuously minoritized social identities.	Percent (and number) of historically marginalized and continuously minoritized social identities students that apply and enroll in the MSW and/or Ph.D. program.	<p>1. Provide annual financial workshops for students and advisors regarding awareness of the cost of attendance prior to beginning the program.</p> <p>2. Provide an orientation to obtaining internal and external sources of funding annually during orientation week and quarterly funding announcements.</p> <p>3. Interdepartmental task force will complete five presentations to increase the understanding and awareness of the field of social work and to increase competitive and broadly diverse applicants with a focus on those from historically marginalized and continuously</p>	<ul style="list-style-type: none"> ● OSS ● RASSFA Committee ● Advising

			<p>minoritized social identities.</p> <p>a. Three orientation sessions annually for health and human service community organization staff w/undergraduate degrees.</p> <p>b. Two social work presentations each year at undergraduate institutions w/out graduate social work programs annually</p> <p>4. Develop collaborative partnerships with four Minority-Serving Institutions to provide a pipeline for recruitment of Ph.D. graduates into faculty positions and roles, MSW students into Ph.D. programs, and all disciplines into staff roles (including instructional) with an 85% retention rate annually.</p>	
Faculty	Increase the recruitment and retention of faculty with a focus on those with historically marginalized and continuously	Percent (and number) of underrepresented faculty that experience career advancement at UMSSW as evidenced by	<p>1. Develop partnerships with two Minority-Serving Institutions to provide a pipeline for PhD graduates into teaching and research positions.</p> <p>2. Analyze and identify potential policy (workload, annual review, compensation etc.) revisions to increase faculty workload equity,</p>	<ul style="list-style-type: none"> ● PhD Committee ● Dean and Associate Dean ● Executive Committee ● Office of DEI

	minoritized social identities.	changes in promotion and tenure status and/or appointments to positions of leadership within the unit.	<p>with specific attention to addressing parameters of wellness and consider aspects of workload that are currently unaccounted for via an assessment administered by the end of AY 24/25.</p> <ol style="list-style-type: none"> 3. Require annual equity training and/or consultation and support for all new and current individuals that participate in the hiring, recruitment & retention of faculty. 4. Provide annual workshops for faculty regarding opportunities and resources for research opportunities, career/life planning, and opportunities to collaborate with each other 	
Staff	Increase the recruitment and retention of staff with a focus on those with historically marginalized and continuously minoritized social identities.	Percent (and number) of underrepresented staff that continue employment at UM-SSW or the UM.	<ol style="list-style-type: none"> 1. Develop partnerships with two Minority-Serving Institutions to provide a pipeline for graduates into staff positions. 2. Require annual equity training and/or consultation for all new and current individuals that participate in the hiring, recruitment & retention of staff. 3. Review and revise position descriptions and policies and procedures (position descriptions, annual review process, and compensation) utilizing an equity analysis lens 	<ul style="list-style-type: none"> ● Human Resources ● Operations

			<p>that increases diversity and focuses on equity among employee roles, by using UM best practice standards in transparency.</p> <p>4. Conduct an equity audit for staff to consider ways to foster wellness and aim to reduce problems of overwork (via hidden workload and expectations) beyond the 40-hour work week via an assessment administered by the end of the AY 25/26.</p> <p>5. Inform staff of annual workshops regarding opportunities and resources for career/life planning, research, department roles, and needs within the community that are incorporated into their position description, expectations, and duties.</p>	
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PROCESS (Promoting & Equitable & Inclusive Community)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan	Group/person accountable
All	Create an inclusive and welcoming	Percent (and number) of	1. Provide at least twelve professional development and continuing	<ul style="list-style-type: none"> Office of Continuing Education

	<p>environment for students, faculty, and staff with a focus on those with historically marginalized and continuously minoritized social identities.</p>	<p>underrepresented students, staff, and faculty that report high levels of satisfaction with unit climate as evidenced by results from the UMSSW Climate Survey.</p>	<p>education opportunities, including implicit bias, conflict resolution, and specific to advancing equity and inclusion, including revising Centering Justice to UMSSW constituents and community stakeholders that are shared broadly by 2025. Members of the community will be asked to contribute to the development and implementation based on their area(s) of expertise.</p> <ol style="list-style-type: none"> 2. UMSSW will review the cost-benefit analysis and evaluate constituents based on UM SPG standard 601.20 through 2027. Faculty and staff will utilize the knowledge available to increase accessibility through collaboration with the web/IT team through teaching, service, and knowledge development. 3. Develop a pathway for conflict resolution by creating a response system using a restorative justice practice model and implement it specific to DEI-related challenges & microaggressions that occur in and around the SSW (on-campus and online) using options such as restorative justice, education, peer consultation, triage, and referrals to university resources by the beginning 	<ul style="list-style-type: none"> ● Information Technology ● Office of DEI ● Facilities
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			<p>of AY 24/25.</p> <p>4. Create welcoming and inclusive spaces within the SSW building and online for all community members, with a focus on those with historically marginalized and continuously minoritized social identities to convene and socialize, where at least two events that focus on critical justice themes are hosted starting AY 24/25.</p>	
All	<p>Establish equitable access and distribution practices of human and material resources to all faculty, staff & students.</p>	<p>Percent (and number) of community members that report equitable access to professional development and continuing education opportunities as evidenced by the UMSSW Climate Survey.</p>	<p>1. Provide bi-annual writing retreat to UMSSW community members to begin AY 24/25.</p>	<ul style="list-style-type: none"> ● Dean/Associate Deans ● Office of DEI

Undergraduate Students	Establish equitable access and distribution practices of human and material resources to all faculty, staff & students.	Percent (and number) of underrepresented undergraduate students (CASC and high school) that report improved understanding of the UM MSW program and associated cost benefits as evidenced by the post-recruitment session questionnaire.	<ol style="list-style-type: none"> 1. Through collaboration with CEO increase awareness and presence by visiting four Michigan high schools that have existing relationships with Center for Educational Outreach (CEO) to provide information about Social Work as a profession and CASC. 2. Provide information to CASC minors about the cost benefits of graduate education for MSW. 	<ul style="list-style-type: none"> ● CASC ● OSS
GRADUATE STUDENTS	Establish equitable access and distribution practices of human and material resources to all faculty, staff & students.	Percent (and number) of underrepresented students that are knowledgeable about access to student support from the UMSSW to complete their MSW degree as evidenced by workshop	<ol style="list-style-type: none"> 1. Provide annual financial workshops for students and advisors regarding awareness of the cost of attendance prior to beginning the program that includes an orientation to obtaining financial, educational, and emotional support (external fellowships, CEW+, UM Office of Disability, UM Dean of Students, CAPS, etc.) annually during orientation week and incorporated through their time in the program. 	<ul style="list-style-type: none"> ● OSS ● Career Services ● Office of DEI

		utilization rates.	2. Provide licensure examination preparation for trainees in capstone courses by 2025.	
Faculty	Establish equitable access and distribution practices of human and material resources to all faculty, staff & students.	Percent (and number) of underrepresented faculty that utilize workshop resources and support as evidenced by workshop utilization rates.	1. Provide information about annual workshops for faculty regarding opportunities and resources for research, department roles, and opportunities that are incorporated into their position description, expectations, and duties.	<ul style="list-style-type: none"> ● Dean/Associate Deans
Staff	Establish equitable access and distribution practices of human and material resources to all faculty, staff & students.	Percent (and number) of underrepresented staff that utilize resources and support as evidenced by workshop utilization rates. Percent (and number) of underrepresented staff that report equity in workload	<ol style="list-style-type: none"> 1. Provide annual workshops for staff regarding opportunities and resources for life planning, research, and professional development that are incorporated into their position description, expectations, and duties. 2. Review and revise position descriptions and policies and procedures, including compensation, utilizing an equity analysis lens by AY 25/26. 3. Identify staff workload equity to maintain assignments and structures 	<ul style="list-style-type: none"> ● Business Operations ● Human Resources ● Office of DEI

		and compensation as evidenced by results from the UMSSW Climate Survey.	within the parameters of wellness and consider all aspects of workload (hidden workload and expectations) (40-hour work week) via an assessment administered by the end of AY 24/25.	
All	Work collaboratively with Executive Director of Development and Alumni Relations and the Dean to identify DEI fundraising priorities.	Amount of funds distributed to support DEI related initiatives.	<ol style="list-style-type: none"> 1. Bi-annual meeting with Dean, Executive Director of Development and Alumni Relations, and DEI lead to discuss existing and arising DEI funding needs and priorities. 2. Engage with the School's Alumni Board as a way of sharing the School's DEI fundraising priorities through an annual presentation. 3. With the support of the Dean and the Office of Development and Alumni Relations, the DEI office will participate in the management/spending of the newly established Social Justice Impact Fund, an endowed fund which was created in 2021 in honor of the School's Centennial, and has a current endowment valued of over \$500K. The fund shall be used for purposes outlined below. <ol style="list-style-type: none"> a. Scholarships for students leading DEI related initiatives. 	<ul style="list-style-type: none"> ● Development ● Dean

			<ul style="list-style-type: none">b. Faculty research focused on improving the lives of those affected by racism and structural injustices.c. Community events to inspire others to become change agents.d. A social innovation prize to fund the implementation of a bold idea that addresses social, racial, and systemic inequities.	
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PRODUCTS (*Education, Scholarship & Service*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan	Group/person accountable
All	Develop an innovative and inclusive model for integrating social justice practices and methods into the school's explicit and implicit curricula.	UMSSW meets 100% of CSWE accreditation standards for incorporating Anti-Racism, Diversity, Equity, and Inclusion into the explicit and implicit curriculum.	<ol style="list-style-type: none"> 1. Annually provide up to \$10,000 of financial support to faculty, staff, students, and sponsored student organizations that focus on creating an inclusive environment for students, faculty, and staff with a focus on those with historically marginalized identities, which will be granted using grant-style applications through a social justice impact fund. 2. Formalize annual conference to center equity and critical justice (i.e., Building Power) into the structure of teaching, knowledge development, and scholarship by 2025. 3. Create a restorative justice pilot program in collaboration with university resources for UMSSW to utilize within the unit for conflict resolution. 	<ul style="list-style-type: none"> ● Office of Continuing Education ● Information Technology ● Office of DEI ● Facilities

Students (MSW)	Develop an innovative and inclusive model for integrating social justice practices and methods into the school's explicit and implicit curricula.	Student ratings of PODS integration (4 items) average scores of 4.0 or better as evidenced by end of course evaluations.	<ol style="list-style-type: none"> 1. Provide consultation and feedback related to specific courses identified by the curriculum committee as having lower PODS scores annually through 2028. 2. Review all active and new field practicums using equity-based principles beginning AY 24/25. 3. Develop and implement an annual inaugural social justice impact focused training program focused on equity and inclusion for eight students beginning the AY 24/25. 4. 	<ul style="list-style-type: none"> ● Curriculum Committee ● PRAXIS committee ● ADEP
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Plans for Supporting, Tracking and Updating the Strategic Plan

The School of Social Work Diversity, Equity, and Inclusion Office Director is the key contact for stewardship of the plan. The director will be assisted by the DEI Office Program Manager and affiliated staff in tracking and supporting the plan implementation. Note that metrics focuses on evaluation specific to increasing equity and inclusion among underrepresented minorities, however, all activities, information, workshops, activities, etc. listed in the actions are offered to all staff/faculty/students, as applicable.

These groups will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be

implemented throughout the year. An interactive website, regular DEI unit events, and monthly communications will be utilized to continuously track progress and evaluate needs for adaptations.

A midyear status report on progress will be presented to the School of Social Work Leadership Group in January, and a final evaluation of metrics and accomplishments against the plan, as well as recommendations, will be presented to the School of Social Work Leadership beginning in April. Any revised actions will be reviews by general counsel prior to implementation.