



Diversity, Equity, and Inclusion Strategic Plan

Planning Process, Findings, and Objectives

I. Diversity, Equity, and Inclusion Strategic Plan: Overview

The President's Charge

The University of Michigan has a fierce and longstanding commitment to diversity, equity, and inclusion. President Mark S. Schlissel has reaffirmed this value, making diversity, equity, and inclusion a key priority of his presidency. At the University of Michigan, our dedication to academic excellence for the public good and the advancement of knowledge is inseparable from our commitment to diversity, equity, and inclusion. We cannot be excellent without being diverse. Furthermore, it is central to our mission as an educational institution to ensure that each member of our community has full and equitable opportunity to thrive in our environment. To promote these values, we are charged by President Schlissel to participate in a university-wide planning process to produce a five-year strategic plan that will enhance diversity, equity, and inclusion throughout the university.

Goals: Diversity, Equity, and Inclusion

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, parental 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, parental 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 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.

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Rationale: Mission, Vision, and Values of Rackham Graduate School

Since conferring its first doctoral degree in 1876, the University of Michigan has advanced the value of graduate education in meeting society's needs. In 1935, donor Mary Rackham worked with President Alexander Ruthven to endow the Graduate School with the means to support graduate education at Michigan. Today, the Rackham Graduate School is the home of graduate education at the University of Michigan. More than 8,200 students are enrolled in Rackham's 111 doctoral, 100 master's, and 38 certificate programs situated within the schools and colleges of the University. Rackham brings together a community of scholars, researchers, and students across these programs, joined together by the rigors of their academic pursuits and connected through the Rackham Building. More than 112,000 Rackham alumni all over the world bring their talent and training to the problems they encounter and can claim important accomplishments within their professional and personal lives.

The Rackham Graduate School has a history and tradition of valuing the diversity of its students as an essential dimension of excellence in graduate education and in all the tenets of what graduate education seeks to do: the creation of knowledge, new discoveries, finding solutions to the world's most pressing problems, and training the leaders who will positively shape every industry and aspect of the human endeavor. In order to achieve the goals of graduate education, Rackham sees as fundamental participation of students from underrepresented racial and ethnic groups; students who are underrepresented by gender in their field; students with disabilities; students from socially, culturally, economically, or educationally disadvantaged backgrounds; lesbian, gay, bisexual, and transgender students; undocumented and DACAmented students; student veterans; non-traditional age students; and students from nationalities around the world.

Towards this end, Rackham acts on multiple fronts together with graduate programs and groups of students to directly and indirectly attract, support, and empower a diverse student body from admission to graduation and beyond. To graduate programs Rackham provides structural supports such as funding, training and resources on recruitment, mentoring, and influencing change from within the program. To students Rackham provides additional funding, resources, events, and partnerships with student organizations serving all students including those focused on a range of diversity, equity, inclusion, and social justice issues. Rackham also shares stories about a wide range of students and alumni on its website, blog, and social media in order to convey a welcoming and inclusive climate for the entire Rackham community.



Planning Process

Planning Lead

Rackham's planning lead from 2015-16 was Tabbye Chavous, Associate Dean of Academic Programs and Initiatives, Professor of Education and Psychology. In 2016-17, the planning lead will be Mark Kamimura-Jimenez, Assistant Dean of Programs, Policy and Diversity Initiatives for Rackham Graduate School.

Planning Team

Rackham's 2015-16 planning team included (alphabetically):

- Natalie Bartolacci, Program Officer, Graduate Student Programs Office
- Dana Brown, Administrative Assistant, Dean's Office
- Shelly Conner, Assistant Dean and Director of Institutional Research
- Carol A. Fierke, Vice Provost and Dean of Rackham
- Emma Flores-Scott, Program Officer, Graduate Student Programs Office
- Mark Kamimura-Jimenez, Director of Graduate Student Programs Office
- Aileen Kim, Communications Manager
- Mike Solomon, Associate Dean of Academic Programs and Initiatives and Professor of Chemical Engineering
- Gisselle Velez-Ruiz, Program Officer, Graduate Student Programs Office
- Felecia Webb, Rackham Postdoctoral Fellow.

Additional Notes

1. As of March 2016, new members have come onto the planning team, including (alphabetically):
 - Deborah Stirrup, Admissions Officer
 - Cindy Sutton, Academic Records Assistant
 - Shih-Wen Wu, Business Systems Analyst
2. The aforementioned members are part of a newly-formed Rackham Diversity, Equity, and Inclusion Advisory Committee (RAC DAC), initially convened in late Fall 2015.
3. As will be detailed in subsequent sections of this plan, we have developed numerous formal and informal mechanisms for gathering information from student voices (e.g., student surveys, student forums) regarding both DE&I experiences and ideas/contributions around actions and solutions. These mechanisms also include our Rackham staff (e.g., Graduate Student Programs, Dean's Office) having regular conferrals with diverse student constituencies around DE&I issues (e.g., Rackham student advisory boards, Rackham student organizations and other student organization partners, Rackham graduate student staff, among others). As such, student perspectives shaped and informed all of the strategic objectives and actions outlined in this plan. However, we do not currently have formal student members of the initial Rackham DE&I



advisory committee, given that committee's initial focus on addressing DE&I issues *within* the Rackham organization, which had not been systematically explored before and for which we had little data or community input. As we work on further developing and formalizing the charge and working structures of this new Rackham DE&I Advisory Committee (RAC DAC) as a part of our DE&I plan, one important action step will be to work on the best ways to structure the committee to address issues related to both Rackham's internal organization and its mission to support graduate students and graduate education. Central to this step would be to involve and connect with, but not overburden students.

Planning Process: Stage 1

In May 2015, Assistant Vice Provost (AVP) Ellen Meader was invited to a Rackham Leadership Team (RLT) meeting, which includes all Deans and Directors of Rackham organizational units. AVP Meader discussed with RLT the 2015 Provost's Diversity Task Force report recommendations and subsequent action steps/efforts at the university-level. Discussion also included aspects of the task force report that implicated graduate education and current and potential efforts by Rackham.

In summer 2015, the U-M Deans/Academic Program Group (APG) discussed the mission, process, and goals related to the President's DE&I Strategic Plan charge.

- Rackham submitted a census of its current diversity activities, organized by Rackham Institutional Research unit, to the Provost's Office, as was requested from all U-M units.
- U-M College/Unit Deans were asked to designate DE&I unit leader by 8/1/15 (Rackham designee: Tabbye Chavous).
- An initial meeting of DE&I unit leader/Chavous and Rackham Dean Janet A. Weiss focused on considering key objectives and measurable outcomes related to those objectives.
- The DE&I lead drafted structure of planning process for Dean to discuss at 8/24/15 APG retreat; the draft was informed by DE&I unit leader's engagement with Rackham leadership around planning process (Dean Weiss, Dean's Group, Associate Deans' Group, Rackham Leadership Team).
- In late summer 2015, DE&I unit leader met with volunteer staff members in Dean's Office, Graduate Student Programs Office (GSP), and Institutional Research (Chavous, Conner, Kamimura-Jimenez, Ida Faye Webster) as initial, informal planning group. The planning group focused on mapping and organizing Rackham's current diversity activities from the census (formal activities); i.e., the "Diversity Inventory Grid" (see description below).
- The DE&I unit leader held two meetings with Rackham Leadership Team (RLT) diversity subgroup representing a variety of Rackham units (Chavous, Donna Reed, Mark Kamimura-Jimenez, Shelly Conner, Rex Patterson). The subgroup focused on planning the August RLT meeting agenda:

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- A follow up of the May RLT meeting (Assistant Vice Provost Meader's visit/discussion of the 2015 Provost's Diversity Task Force report recommendations);
- Sharing the President's and Provost's DE&I Strategic Plan charge and process; and
- Discussion of individual and shared views of diversity and diversity objectives for Rackham, using DE&I Inventory Grid as discussion tool.

DE&I Inventory Grid

In Summer and early Fall 2015, the Rackham Leadership Team diversity subgroup re-visited activities reported in the Provost's diversity census, added others, and organized them in the context of core Rackham diversity mission areas. See Appendix A. Core mission areas (columns) included:

Diversity in Student Population: "Excellence Requires Diversity"

- This mission area later expanded and re-labeled "*Diversity*" to reflect our inclusion of a focus on both students and our Rackham staff and internal organization
- Emphasis on efforts to enhance diversity in demographic make-up of community members (e.g., graduate student population; Rackham staff)

High Quality Academic Environment

This mission area later expanded to include students, faculty, and staff, particularly Rackham staff, and re-labeled "*High Quality Academic and Professional Environment*"

- Includes focus on:
 - Equitable student access to high quality mentoring
 - Academic/research & scholarship supports
 - Academic & professional development programming, preparation for diverse career outcomes
 - Inclusive, supportive, equitable diversity climates

Retention/Supports Structures and Eliminating Barriers to Degree Completion

This mission area later expanded to include our internal Rackham organization and staff and re-labeled "*Retention/Eliminating Barriers to Success*"

- This mission area focused on structural and policy supports for progress and eliminating/minimizing barriers, especially those most likely to be experienced disproportionately or uniquely by particular identity/demographic groups
- Includes focus on:

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- Instrumental supports (funding)
- Policies
- Activities/resources to support personal development and well-being outcomes known to influence academic/professional progress, performance, completion

Organization of the DE&I Inventory Grid

The DE&I Inventory Grid was organized in three ways (rows)

1. Individuals/entities responsible for implementing activities (Rackham and non-Rackham units); who is accountable for various Rackham activities
2. “Targets” of activities, e.g., focused on graduate programs, students, faculty, postdocs, or staff
3. Diversity foci or “types of diversity” taken up in activities; identity groups activities intended to serve/support

The Inventory Grid helped our Rackham Leadership Team and DE&I Planning Team to:

- Get a sense of Rackham’s large number of existing individual and synergistic efforts related to diversity, equity, and inclusion
- Think together about the objectives of our current activities (or what we think they are) – explicitly or implicitly
- Consider ways we do or need to evaluate outcomes of our different activities
- Identify “imbalances,” or “gaps” in the objectives served by our activities and/or diversity issues addressed and supported by particular types of activities
- Think about areas of work or functions in Rackham not easily captured in a census-type inventory listing (e.g., formal and informal organizational structures and practices conducted by individuals and units; efforts not directly impacted by Rackham but outcomes dependent on partnerships outside of Rackham)
- Consider best ways to describe such activities and efforts in a strategic plan such that we can assess, evaluate, and improve on

Note

We continued to use the Diversity Inventory Grid document throughout the academic year as tool to aid our DE&I activities review and planning. We have continued to revise and develop this document as we have received community feedback around our activities/offerings. We have presented this Inventory Grid to a variety of audiences and constituencies from our academic programs. We also have shared this document with other DE&I unit leads and faculty leaders to stimulate ideas and interests in integrating Rackham DE&I activities and offerings into their respective DE&I Strategic Plans. The Appendices of this plan include the most recent version of Rackham’s Diversity Inventory Grid document.

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Incoming Rackham Dean and Vice Provost Carol A. Fierke attended an APG retreat (with other Deans, the Provost, and the Vice Provost team) in late summer (8/24); she received preliminary information to share with DE&I unit leader and other Rackham staff to inform strategic planning process document, due 9/22/15.

Following, there was an initial meeting of the DE&I unit leader and Dean Fierke for preliminary discussions of the strategic planning process.

Rackham submitted its planning document and started implementing strategic planning process in September 2015.

Planning Process: Stages 2 and 3

We continued discussion of the DE&I plan with Rackham subgroups (DE&I planning subgroup, formal/informal meetings with staff members in various units/positions) through Fall 2015.

The DE&I Planning subgroup (using the Diversity Grid Inventory as a guide) developed a few examples of specific core mission areas, objectives associated with those areas, and with measurable outcomes associated with them, including:

- appropriate assessment metrics for benchmarking baseline/current status, outcomes (both distal and proximal), and progress/improvement
- example descriptions of Rackham activities related to a particular objective and how those activities contribute to objective (directly or indirectly)
- identification of data/information needed to benchmark history and current status for particular objectives
- plan to maximize use of existing Rackham data
- decide/plan additional information we need to collect during process
- The subgroup shared examples with broader Rackham leadership and other appropriate community members (meetings with Deans, RLT, Management Team, Graduate Student Programs staff members, etc.)

Data Identification

The diversity planning subgroup identified current/existing sources of data on Rackham programs and student experiences (e.g., program-level and student-level data from Rackham Program Review, Rackham research/surveys, information drawn from Rackham staff engagement with Student Advisory Boards, Student Organizations). More detail on these data/information sources is provided in subsequent sections.



More Community Input

To augment and help focus use of existing data, the Rackham DE&I strategic planning team planned and implemented several community engagement events over the Fall 2015 and Winter 2016 terms with students, faculty, and staff to learn about DE&I experiences, challenges, and proposed action steps and solutions from diverse constituencies. These events were planned and co-led with Rackham staff, other academic program staff, Rackham graduate student organization leaders, and other interested graduate students.

The DE&I unit leader also presented information and updates on Rackham's DE&I strategic plan process in a variety of settings (including community engagement events), addressing questions and gathering additional input. These settings included: Rackham Chairs/Directors meetings; Department Chairs meetings; Rackham Executive Board (including its two student members); Rackham Student Diversity Forum; Rackham Faculty and Staff Diversity Forum (for faculty and staff in Rackham programs); Rackham Faculty and Staff Diversity Forum (for students, staff, and faculty in Rackham programs); Rackham Leadership Team meetings; Rackham Staff Forum meetings (for staff within Rackham); and in one of the biweekly Academic Affairs Diversity Planning Group (AADPG) meetings (meetings of all U-M DE&I unit leads).

The DE&I planning team organized community input themes and used them to illuminate, focus, and complement themes from Rackham's existing data sources. Together, this information supported refining our DE&I planning approach and identification of key objectives for DE&I strategic plan draft, prepared for submission in March 2016.

- The DE&I draft document was developed by the DE&I unit lead, in collaboration with Rackham DE&I Advisory Committee (RAC DAC), Rackham Leadership Team members (RLT), Dean's Group, and other community members who provided input/feedback. All of the strategic objectives, indicators of success, and proposed action steps included were based on community input from students, staff, and faculty, along with information drawn from Rackham data.

Identifying DE&I Knowledge "Gaps"

Our data-organizing and community input efforts yielded important information and insights, especially around student experiences and program-level trends. However, engaging in this DE&I planning process also helped reveal some "gap" areas in our information about and understanding of DE&I issues, including:

- Need for assessment/evaluation process across our various ongoing DE&I activities to help us better understand the different impacts of our programmatic work



- Recognition of significant program- and student-level data and input mechanisms but need for more input from faculty and staff members around DE&I issues
- Need to include and increase focus on structure and climate of Rackham's internal organization and staff experiences related to DE&I
- Need to include and gather information about DE&I goals, challenges, and needs from units reporting to Rackham Dean and Vice Provost Fierke (Michigan Society of Fellows, Mary A. Rackham Institute, Michigan Quarterly Review)

Process used to collect data

Our DE&I planning group first identified existing data sources and already established mechanisms for gathering community input. A historical Rackham strength is its capacity around gathering systematic program data and its organizational approach of using program data for decision-making and strategic action related to our work with students and academic programs. As such, we had already had rich sources of data: program-level and student-level data from the Rackham Program Review process; Rackham's Institutional Research unit (IR); Rackham research/surveys such as Rackham's NSF-funded Alliances for Graduate Education and the Professoriate (AGEP) program. In addition, we took advantage of the regular input opportunities from our Rackham Student Advisory Boards (such as those for the Rackham Merit Fellowship and AGEP programs) and input on DE&I-related issues from members of student organizations, such as the Students of Color of Rackham (SCOR) and Rackham Student Government (RSG).

Following our data gathering process, as noted, we also identified "gap" areas, or areas of information for which we did not have systematic information or systematic ways of gathering information. These areas included:

Assessment/Evaluation

One gap area identified was our uneven assessment/evaluation information for our various programmatic initiatives and resulting need for evaluation/assessment information across all on-going Rackham programs and initiatives. In response, we documented the programs and initiatives for which we have developed evaluation and assessment processes and those for which we do not (included in "Service, Partnership, and Collaboration" column of our DE&I Grid Inventory document). Furthermore, included as an action step in the first-year of our DE&I plan is reviewing our current program evaluation processes and developing assessment metrics and approaches across our DE&I-related activities.

Faculty and Staff Input

A second gap area was our recognized need for more input - not only from students but also from faculty and staff around DE&I challenges and solutions. To respond to this gap, we held community

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events for both students (Rackham Student DE&I Forum), for faculty and staff (Faculty and Staff DE&I Forum), and for all groups together (Student, Staff, and Faculty DE&I Forum) to allow for input and ideas sharing from multiple constituencies across our programs. We also presented our DE&I plan and engaged discussion in a range of faculty-focused and staff-focused meetings (i.e., meetings with Rackham department and graduate chairs, Rackham Faculty Allies, Rackham Executive Board, Rackham Staff Forum, Rackham Leadership Team).

DE&I within Rackham

We also recognized the need for data and input from Rackham staff around DE&I strengths and challenges within the Rackham organization. Through this planning process, we learned that there had never been a systematic examination of the climate experiences of Rackham staff but that staff members felt challenges and concerns around a variety of DE&I-related issues. To starting addressing this gap, in mid-December 2015, after consultation with the Dean and Rackham Administrative Director, the DE&I Unit Lead convened an initial Rackham Diversity, Equity, & Inclusion Advisory Committee (RAC DAC).

- The group first convened to discuss and plan its role in relation to the DE&I strategic plan implementation and oversight, as well as to discuss and define the best structures and functions of this new Rackham committee for supporting DE&I in the broader Rackham community. However, given the lack of prior information on Rackham staff climate experiences or perspectives related to DE&I, it became clear that an important initial goal for this group would be to support our planning around enhancing DE&I among Rackham staff, including developing new ways of engaging Rackham staff and community perspectives, input, and ideas around DE&I within Rackham.
- A priority in the formation of this group was diverse membership, with regard to race/ethnicity, gender, Rackham unit, level of experience/seniority, among other areas of diversity. In addition, our new Rackham Administrative Director (Dawn Viau), in her efforts to learn about and improve the Rackham staff organization, began to engage with and gather informal information from staff around the strengths and challenges in Rackham, including those related to DE&I.

Note

Working on developing and refining the RAC DAC structure and functions – including the best committee structures to work on issues within Rackham as well as issues within our graduate programs and graduate student community - will be an immediate strategic action step within Rackham's DE&I plan. Critical to this step will be the participation and input of students, staff, and faculty from Rackham programs.



DE&I in Rackham-Affiliated Units

Finally, we identified the need for gathering DE&I data/information from Rackham-affiliated units that report to Dean Fierke in her roles as Rackham Dean and Vice Provost for Graduate Affairs. These units include: the Michigan Society of Fellows, the Mary A. Rackham Institute, and the Michigan Quarterly Review. Accordingly, the Rackham DE&I unit lead followed up and met with the Directors of each of these units to discuss with them the Rackham DE&I plan and process and to learn about their views of the specific DE&I goals (implicit or explicit), strengths, and challenges that applied to their units' missions. Discussion also focused on the ways that the units' current practices and policies may support or not support DE&I goals, as well the outcome indicators, or metrics by which they do or might evaluate their goals. Strategic objectives and action steps related to these units are included in Rackham's DE&I plan.

Sources of Data

In developing our DE&I Strategic Plan, we were able to draw on a variety of data and information sources:

- Institutional data: This includes current and historical data at the college- and graduate program-levels on student enrollments, completion/attrition, time to degree; data also are disaggregated by gender, race/ethnicity (underrepresented minority student status), and international status. This year, we also began to disaggregate the data further (domestic men and women, international men and women, first generation 4-year college student, first generation U.S. citizen, Pell-grant recipient).
- Rackham Program Review: In addition to program-level data, we drew on themes based in student-reported survey responses in Rackham's regular (4-year) review of all graduate programs, representing programs across all disciplines and schools/colleges (i.e., Rackham current student surveys for all Rackham master's and Ph.D. programs; Ph.D. exit surveys across Rackham programs).
- Rackham Research: We examined representative student data collected in recent Rackham research (2015, 2016) that examined more in-depth the experiences of doctoral students around climate, sense of belonging/community, and mentoring (i.e., our NSF-AGEP Identity Experiences survey).
- Central themes were identified and organized from our Rackham DE&I Community Forum meetings (with students, faculty, staff from graduate programs), held in Fall 2015 and Winter 2016.
- Themes from University-wide DE&I events posted on the university DE&I site were examined, with attention to those themes relevant to graduate students and graduate education, as well as to staff experiences.



- Themes organized from formal and informal meeting discussions/notes involving various Rackham constituencies (e.g., Rackham Faculty Allies for Diversity, Rackham Department/Graduate Chairs across all schools/colleges, Rackham Leadership Team, Student Advisory Boards, Students of Color of Rackham, Rackham Student Government).
- Human Resources data on the demographic make-up of Rackham staff.
- Initial themes organized from informal individual and group meetings with Rackham staff on staff experiences, including perceived strengths and challenges of Rackham related to DE&I issues.
- Themes organized from discussions/notes involving leadership of Rackham-affiliated units (Society of Fellows; Michigan Quarterly Review, Mary A. Rackham Institute).

Process used to analyze data

As we moved forward to engage our work, we utilized a variety of data/information sources from students, faculty, and staff (e.g., admissions and enrollment data, retention data, community engagement activities themes, etc.), as well as other related information to guide our priorities.

First, we examined and discussed historical and current trends and key themes in our existing data around recruitment, retention, and students' experiences in their academic programs (e.g., student reports around program supports, mentoring, climate, sense of belonging). As we gathered community input from our engagement activities, we used themes from the community input to focus and organize our data examination. For instance, we identified key issues and themes reported by graduate students attending our Rackham Student Forum events and then went back to our program-level and student-level to examine and highlight how our data from larger, representative groups of students across campus reflected these issues and themes.

Across all of our analyses efforts, we also challenged ourselves to understand feedback from our communities in the context of their diversity (i.e., the perspectives of both historically underrepresented and/or marginalized groups, as well as majority groups and Allies engaged in trying to understand and/or address DE&I issues). We also recognized (and actively discussed) diversity in perspectives within our own DE&I planning committee around the salience and meanings/interpretations of community feedback and data analyses outcomes.

Action Idea Generation Activities

To support our data gathering and community input process, we planned and held several community engagement events in which students, faculty, and staff offered ideas and suggestions for enhancing DE&I:



Rackham DE&I Student Forum (December 2015)

- Co-organized by Rackham staff, student organization leaders and other students, as well as staff from other schools/colleges/graduate programs
- Provided brief overview of DE&I university charge and Rackham goals
 1. Graduate students and invited facilitator led small- and large- group dialogue and discussion of
 1. DE&I challenges experienced by graduate students; and
 2. potential short-term and long-term ideas and solutions to address challenges
 - Invited facilitator was a Rackham alumni whose scholarship and professional profile focuses on diversity and equity
 - Staff (including faculty administrators) served as scribes and listeners
 3. Sent follow-up survey questions to all Rackham graduate students to allow for input from those not able to attend
 4. Compiled and organized themes from Forum and made available on Rackham website

Rackham Faculty & Staff DE&I Forum (February 2016)[\[1\]](#)

- Provided brief overview/updates around DE&I university charge and Rackham goals
- Presented summary of the student-generated DE&I challenges and ideas/solutions from the December Student Forum to faculty and staff in various Rackham graduate programs
- Facilitated small- and large- group dialogue and discussion of
 - perceptions of most pressing DE&I challenges in graduate education and for graduate students; and
 - potential short-term and long-term ideas and solutions to address challenges

Formation of initial Rackham Diversity, Equity, & Inclusion Advisory Committee (RAC DAC) (December 2015)

- Initial focus on:
 - Discussion of possible committee charge and scope
 - Considering ways committee might be best structured to support DE&I for internal Rackham organization and staff, including attention to representation of staff from diverse backgrounds and different Rackham units
- Subsequent meetings (January, February, and March 2016) continued above discussion; ideas generation also focused on:
 - Best ways to identify and include Rackham staff issues in Rackham's DE&I plan
 - RAC DAC's possible roles in DE&I plan oversight/accountability
 - Potential for using initial RAC DAC committee model for Rackham staff to develop distinct or "partner" RAC DAC committee structure focused on student issues (and that

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involved student members and possibly faculty and staff members from academic programs)

Presentation of DE&I Strategic Plan to Rackham Staff Forum (January 2016)

- Provided brief overview/updates around DE&I university charge and Rackham goals
- Follow-up e-mail to Rackham staff inviting them to share thoughts/ideas related to enhancing DE&I and/or to participate in the committee focused on enhancing DE&I within Rackham (RAC DAC)
- Provided DE&I planning updates in subsequent Staff Forum meeting (February 2016)

Rackham Faculty Allies for Diversity Meeting (February 2016)

- Provided brief overview/updates around DE&I university charge and Rackham goals; engaged questions
- Discussed ideas about ways Rackham's DE&I plan could impact/support Allies' respective academic units' DE&I plans
- Follow-up e-mail invitations to Faculty Allies to share thoughts/ideas related to enhancing DE&I

Rackham Leadership Team Meeting (March 2016)

- Updates, questions, discussions related to Rackham DE&I plan
- Crowdsourcing activity to generate ideas for supporting DE&I within Rackham organization and Rackham staff

Navigating the Maize:

A collaborative student conference of Rackham's NSF-Alliances for Graduate Education and the Professoriate (AGEP) program, Students of Color of Rackham (SCOR), and the Society of Minority Engineers and Scientists-Graduate Component (SMES-G) (March 2016)

- Conference led and co-planned by graduate students, with support from Rackham staff. Conference sessions with student, faculty, and staff participants included panels and presentations focused on addressing DE&I-relevant issues of concern to students, as well as academic and professional development supports, e.g.:
- #Scholar Activism: Navigating Campus Politics and Social Issues
- Analysis of case studies of DE&I in higher education
- Sessions on "*The State of the Union: Diversity Equity and Inclusion in STEM*," "*The Invisible Labor of Minorities in the Academy*," and "*Graduate Experiences in the Social Sciences and Humanities*"

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- Student, Faculty, & Staff Panels; Alumni and Postdoctoral Fellow Panels
- Research Poster Sessions; TED Style Graduate Student Research Talks

Rackham Graduate Chairs/Directors Meeting (March 2016)

- Updates, questions, discussions related to Rackham DE&I plan
- Crowdsourcing activity to generate ideas for supporting DE&I in their academic programs, especially those ideas that Rackham could help support or collaborate with programs in implementing

Rackham Student, Faculty, & Staff DE&I Forum (March 29 and 30, 2016)[\[2\]](#)

- Overview, updates, questions related to U-M and Rackham DE&I planning
- “Taking Action” focus, following up on key theme from prior student and faculty/staff forum events- “Training”
- The need for education and “diversity skill building,” e.g., for effectively engaging diversity and inclusion in the classroom, in mentoring, in leadership roles, among other areas
- Small group activity with mixed groups of students, faculty, and staff; participants outlined and reviewed/critiqued each others’ specific ideas for knowledge, skills/competencies, and/or capacity building around DE&I for faculty, students, and/or staff

Summary of engagement activities (see applicable flyers/advertisements in Appendix B)

- Rackham Leadership Team meetings on DE&I (August, September 2015)
- Attendees included Rackham Deans (Dean, Associate Deans, Assistant Deans) and Directors/Managers of Rackham units
- Rackham Chairs/Directors presentation on DE&I (Two meetings, October 2015)
- Attendees included Graduate Chairs of Rackham programs
- Faculty Allies for Diversity meeting (October 2015)
- Attendees included 29 Faculty Allies, representing 25 graduate programs across schools/colleges
- Active encouragement of Rackham students and Rackham staff to participate in U-M Diversity, Equity, & Inclusion Summit activities (November 2015)
- Rackham Student DE&I Forum (December 2015, March 2016)
- Participants included 100 graduate students, representing graduate programs across all four of Rackham’s disciplinary divisions, and across schools/colleges
- Formation of initial Rackham Diversity, Equity, & Inclusion Advisory Committee (RAC DAC) (December 2016); subsequent meetings in January, February, and March 2016
- Current RAC DAC includes 14 staff, representing 8 Rackham units and a variety of staff roles/positions
- Rackham Executive Board Presentation on DE&I (January 2016)

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- Attendees included: Rackham Executive Committee (15 of 25 faculty board members representing 15 graduate programs across schools/colleges; as well as Rackham Deans - Dean, Associate and Assistant Deans; also two student members)
- Rackham Staff Forum (meetings of Rackham staff) presentation and updates (January 2016, February 2016)
- Regular/monthly meeting of all Rackham Staff, across all Rackham units
- Active encouragement of Rackham student and Rackham staff participation in University-wide BeHeard events for students and staff (January-February 2016)
- Three (3) LSA Department Chairs Meeting (dedicated portions of each meeting on DE&I updates, information sharing about Rackham DE&I resources, and questions/discussion) (February 2016)
- College of Engineering (CoE) Department Chairs Meeting (dedicated portion of meeting on DE&I updates, information sharing about Rackham DE&I resources, and questions/discussion) (February 2016)
- All-Department Chairs Meeting (for Rackham department chairs not in LSA or CoE; dedicated portion of meeting on DE&I updates, information sharing about Rackham DE&I resources, and questions/discussion) (February 2016)
- Rackham Faculty and Staff Diversity Forum (February 2016)
- Participants included 31 faculty and 55 staff, representing graduate programs across Rackham's disciplinary divisions and across schools/colleges
- Rackham staff participation in #umichchat panel entitled "#WhoWillBeNext: U-M's commitment to Diversity, Equity, Innovation, and Change" (February 2016)
- Faculty Allies for Diversity meeting (February 2016)
- Attendees included 25 Faculty Allies, representing 23 Rackham graduate programs across schools/colleges
- AADPG presentation by Rackham DE&I unit lead (February 2016)
- Attendees included AADPG Unit Leads
- Rackham Leadership Team meeting on DE&I (March 2016)
- Attendees included Rackham Deans (Dean, Associate Deans, Assistant Deans) and Directors/Managers of Rackham units
- Navigating the Maize: A collaborative student conference of Rackham's NSF-Alliances for Graduate Education and the Professoriate (AGEP) program, Students of Color of Rackham (SCOR), and the Society of Minority Engineers and Scientists-Graduate Component (SMES-G) (March 2016)
- Participants included 84 students, 13 faculty, and 19 staff and administrators representing graduate programs at U-M, as well as visitors from 10 other institutions.
- Rackham DE&I Student, Staff, and Faculty Forum, repeated on March 29 and 30, 2016
- Participants included 84 attendees: students (40%), faculty (20%), and staff (40%), representing graduate programs across Rackham's disciplinary divisions and across schools/colleges



RACKHAM GRADUATE SCHOOL

DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN

UNIVERSITY OF MICHIGAN

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Data and Analysis: Key Findings

Student Diversity

One of our priority areas is achieving a diverse, excellent graduate student community. We highlight examples of historical and current Rackham enrollment data in the figures and tables below. The two figures below summarize Ph.D. enrollments from 2005-2015 (based on fall term enrollment records). The data in the first figure below reflect relatively flat trends for women and international students, and a small increase in students from historically underrepresented racial/ethnic backgrounds (URM).

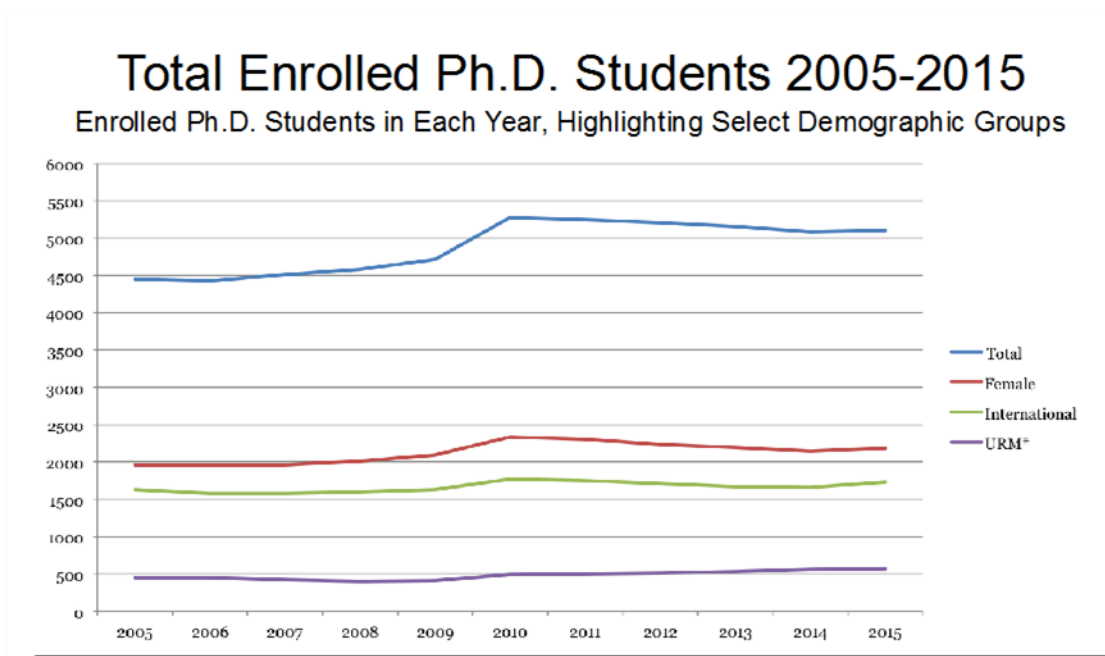


Figure 1: Total Enrolled Ph.D. Students 2005-2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total	4455	4425	4513	4583	4715	5281	5244	5202	5153	5085	5107
Female	1963	1964	1963	2011	2091	2332	2303	2235	2198	2141	2183
International	1627	1579	1578	1603	1628	1771	1748	1712	1668	1659	1732
URM*	455	453	424	405	418	495	508	519	538	564	579

*“Underrepresented minorities” (URM) category: African Americans, Hispanic Americans, American Indians/Native Alaskans, Native Hawaiians/Pacific Islanders (excluding Asian Americans), and multi-racial students identifying at least one of previously listed URM categories.



Registration policy for Ph.D. students changed effective Fall 2010, resulting in increase of 480 enrolled Rackham candidates, who under prior policy would have been unregistered while still being active students in good standing.

The second figure below includes data for racial/ethnic groups within domestic students, with patterns indicating an overall flat trend across groups. However, it is noteworthy (as indicated by italicized text in the table) that disaggregating by racial/ethnic group reveals that the seeming flat/non-changing pattern among URM students is a function of increases in Hispanic/Latino/a and decreases in African American student enrollments. As noted in both figures, another possible contributing factor to enrollment patterns is the 2010 change in federal reporting requirements for race/ethnicity, whereby anyone who responded that she/he was of Hispanic origin was considered Hispanic, regardless of responses to the question on race. Enrollments of other URM groups (e.g., Native American) remain low.

Note

The upward trend across all groups in the 2010-2011 period reflects increased enrollments due to the implementation of Rackham's Continuous Enrollment policy.

Enrolled Domestic Ph.D. Students 2005-2015

Enrolled Domestic Ph.D. Students, Highlighting Select Demographic Groups

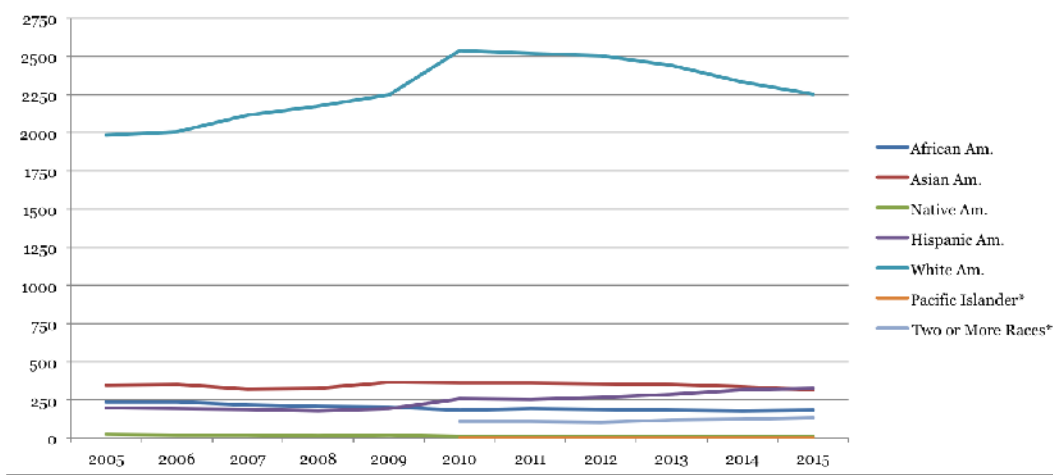


Figure 2: Enrolled Domestic Ph.D. Students 2005-2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total	2783	2809	2861	2901	3087	3510	3496	3490	3485	3426	3375
African American	235	237	217	210	204	182	194	186	182	178	183
Asian American	344	352	322	324	364	360	363	354	352	335	315
Native American	24	21	19	16	20	10	11	12	9	12	13

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**Figure 2: Enrolled Domestic Ph.D. Students 2005-2015**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Hispanic American	196	195	188	179	194	256	253	269	288	317	327
White American	1984	2004	2115	2172	2250	2540	2521	2506	2439	2330	2254
Pacific Islander*						1	1	2	3	3	3
2 or More Races*						108	109	104	119	125	132

* In 2010 a new taxonomy for reporting race/ethnicity was implemented to comply with IPEDS federal reporting requirements. This report has been augmented to accommodate this change in taxonomy by including “Pacific Islander” and “Two or More Races.” “Two or More Races” refers to two or more non-Hispanic races.

Registration policy for Ph.D. students changed effective Fall 2010, resulting in increase in 480 enrolled Rackham candidates, who under prior policy would have been unregistered while still being active students in good standing.

The table below summarizes total enrollments and most recent (FY2015) incoming cohort enrollments for Rackham’s master’s and Ph.D. programs, along a number of demographic background factors.

Table 1: Snapshot of Rackham Student Enrollments

	Master’s Total	Master’s FY2015 Cohort	Ph.D. Total	Ph.D. FY2015 Cohort
Enrollment Number	3128	1646	5179	1033
Domestic Women	29%	30%	29%	29%
Domestic Men	27%	30%	27%	34%
International Women	16%	16%	16%	13%
International Men	27%	25%	27%	24%
URM*	14%	13%	17%	19%
Pell Grant*	24%	23%	24%	28%
First Gen 4-Year College Grad*	15%	16%	15%	22%
First Gen U.S. Citizen	10%	9%	10%	10%

*URM, Pell Grant, and First Gen 4-Year College Grad percentages are based on United States or Permanent Resident (Domestic) students

The patterns indicate an overall higher level of diversity with regard to demographic background for doctoral students in Rackham programs, relative to Rackham master’s students. In addition, our domestic student population is more gender-balanced than our international student population, in which men are more represented. Incoming cohort data (FY2015) indicate recent increases in URM students recruited into our doctoral programs, students who reported receiving Pell grants during their

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undergraduate period (one indicator of socioeconomic background), and first generation 4-year college students.

Note

In these above figures and tables, we provide an overall Rackham summary, but we do and will continue to examine these trends across and within our disciplinary divisions (1-Biological & Biomedical Sciences, 2-Physical Sciences & Engineering, 3-Social Sciences, and 4-Humanities & Arts), schools/colleges, and individual graduate programs. Those analyses indicate significant variation in historical and current enrollments across Rackham programs and disciplinary divisions, as well as across schools/colleges with regard to the noted student diversity background indicators.

Appendix C includes our newly developed A3 Diversity indicators form, which reflects this increased level of disaggregation of student enrollment data as well as student degree completion data. We plan to provide individual graduate programs and schools/colleges with these data on a regular basis (in program review, in annual block grant letters) in order to support their DE&I efforts and to support our respective and collaborative efforts to enhance DE&I. In addition, we are emphasizing to graduate programs that an important factor in Rackham's decisions about funding and resources (e.g., block grants, fellowships, diversity grants) is programs' active efforts around enhancing diversity and excellence in their program communities.

Students' Climate Experiences

Community Input

As a central part of our DE&I planning process, we gathered community input from students around their experiences related to DE&I through several forum events. As an example, in our December 2015 Rackham DE&I Student Forum (attended by 100 graduate students across Rackham programs, disciplines, and schools/colleges), students highlighted DE&I challenges related to:

- **Lack of clarity and inclusion** around DE&I planning process and efforts (e.g., concerns about not knowing the status of the process in their academic programs and/or colleges; uncertainty about the best ways to inquire and get involved)
- **Student burden** (e.g., inappropriately being asked to “do the diversity work” around recruitment, curriculum, and community building that programs and faculty should value and be accountable for)
- **Campus climate** (e.g., regular experiences of microaggressions, discrimination, and incivility; in academic and social settings; from student peers, faculty, and staff)
- **Faculty issues** (e.g., faculty lack of cultural understanding that manifests in mentoring and in the classroom; faculty low expectations or stereotype-based treatment of women, ethnic/racial

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minority students, first generation students, international students; faculty challenges in effectively engaging diversity and inclusion in the classroom)

Students also offered short-term and long-term solutions around DE&I challenges, focused on:

- Ways to increase student clarity and inclusion in the DE&I planning process
- Leveraging Rackham’s historical and current role as a DE&I leader in planning and supporting progress in other schools/colleges/units
 - Rackham serving as a resource for baseline data, climate assessment information for graduate students, defining clear and measureable success metrics for programs to use
- Development of practices to enhance DE&I
 - “Diversity skills” training for faculty and students
 - Accountability, incentives, and penalties for DE&I efforts and outcomes
 - Developing more ways to bring DE&I programming to departments
 - Enhancing efforts to connect students across graduate programs
 - Communications: developing more effective DE&I information dissemination strategies, including online resources

For more detail on these themes, visit [Rackham’s website](#).

In addition, we planned and held Rackham DE&I discussions and forums for Rackham Faculty Allies for Diversity (October 2015 and February 2016), as well as for faculty and staff across Rackham programs (February and March 2016). In these meetings, we shared student-reported challenges and solutions with faculty and staff. In addition, faculty and staff offered their own thoughts and perceptions around the DE&I challenges most salient in their program communities, as well as ideas for addressing those challenges. Some key themes from these meetings centered around:

Recruitment

- Desire to learn and share information about “best practices” in recruitment; e.g., effective models of recruitment visitation events, developing productive relationships with Minority Serving Institutions (MSIs)
- Need for admissions workshop that addresses and provides accurate information about the legal context/Proposition 2 and helps faculty consider admissions approaches that are effective and legally compliant, such as holistic admissions approaches;
 - Rackham offers such a workshop, which have been increasingly well-attended in the past few years. However, the discussions demonstrated need for raising awareness about such Rackham programming.



Mentoring and Teaching

- Desire to learn strategies for engaging faculty colleagues around mentoring, especially for those that do not already see the value in investing in their mentoring relationships and skills development
- Desire for strategies and policies that can help programs and program leadership to address known challenging mentors and negative mentoring situations
- Need for more faculty supports for addressing diversity and inclusion in the classroom

Alignment with Rackham Data

Along with our engagement and community input events and activities for the DE&I planning process, Rackham has a number of existing mechanisms for collecting on a regular and systematic basis information from a representative and broader range of students about their program climate experiences, including those related to DE&I. We highlight examples of data analyses that align with and complement themes from other community input events and activities.

Rackham Program Review

Below is a summary table of student responses to selected DE&I-relevant questions from student surveys administered as a part of the Rackham Program Review (for all Rackham programs reviewed in the years 2012-2015). Our program review survey asks students about a range of program experiences including climate, sense of belonging, and mentoring, among other areas. The surveys also include open-ended questions that allow students to elaborate on and describe their program experiences. We collect these data from each of our graduate programs (current student surveys of master's and Ph.D. students and exit surveys of Ph.D. students) on a regular review cycle (currently every 4 years). As such, we do and will continue to be able to provide programs with information about their specific students' experiences of their program, as well as changes/improvements in students' experiences over time.

Data on student experiences and outcomes – including those related to DE&I - are a key part of how Rackham evaluates the quality of its graduate programs. Furthermore, such data can support Rackham's and programs' assessment of progress/success on efforts related to their DE&I goals.

Examples of Rackham Program Review Survey Questions

Table 2: Department Climate, Scale: Disagree (1) to Agree (4) ^[1]				
Sense of Community	Master's Mean	Master's SD	Ph.D. Mean	Ph.D. SD
There is a sense of community among students	3.37	.67	3.13	.89
The climate encourages the participation of all students	3.37	.81	3.23	.88
Students in my program are treated with respect by faculty	3.63	.63	3.46	.75

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**Table 2: Department Climate, Scale: Disagree (1) to Agree (4)**[\[1\]](#)

Sense of Community	Master's Mean	Master's SD	Ph.D. Mean	Ph.D. SD
How much do you feel you belong in your program?	3.32	.78	3.28	.80

Table 3: Sensitivity to Diversity

"Faculty members in my program are sensitive to the experiences and/or needs of:"	Master's Mean	Master's SD	Master's Mean	Master's SD
Female graduate students	3.31	.92	3.32	.86
Graduate students of color	3.27	.94	3.24	.90
International graduate students	3.27	.93	3.29	.87
Lesbian, gay, bisexual, transgender, and queer graduate students	3.26	.94	3.28	.87
Graduate students with disabilities	3.30	.92	3.24	.88
Graduate students who are parents	3.30	.91	3.32	.85
Graduate students who are older than the traditional age for students in my program	3.35	.89	3.35	.85

While the table provides a summary picture of student responses across Rackham programs here, our review process focuses on student responses at the individual program level. Our analyses of historical and current trends in those data indicate substantial variation in students' reported climate and mentoring experiences across individual graduate programs, Rackham disciplinary divisions, as well as schools and colleges. Our goal is to lead, work with, encourage, and incentivize graduate programs and schools/colleges in taking actions to ensure that all students –regardless of their program - experience positive program climates and supportive scholarly/academic communities.

Rackham Research

In addition to program review data, we recently did a more focused examination of students' experiences of climate and community in their academic programs, as a part of a National Science Foundation (NSF) funded project (Alliances for Graduate Education and the Professoriate, AGEP). In the winter term of 2015 (wave 1), we sampled all URM students in NSF-eligible fields (social sciences, some humanistic social sciences, education, natural sciences, and engineering programs), as well as a random stratified sample of non-URM domestic students from the same programs (over 70% response rate).[\[2\]](#) In winter 2016 (February-March), we conducted a wave 2 follow-up survey with the wave 1 sample and also surveyed new first year students from the same academic programs (also with over 70% response rate). Below, we highlight a few of the key themes from preliminary analyses of the wave 1 (2015) data:

Faculty Mentoring

With regard to access to mentoring:

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- URM students (across disciplinary fields) were more likely to report having to seek a faculty mentor outside of their department/program than were non-URM students.
- The majority of URM students did not have a mentor of their racial/ethnic background, either within or outside of their department. This was especially true for URM students in STEM fields.

Department/Program Climate

URM students reported more negative climate experiences overall, compared to non-URM students with regard to:

- Experiences of microaggressions or incivilities in their academic program communities (e.g., being ignored, dismissed, treated rudely, treated as if they were unintelligent, etc.)
- Experiences of discrimination due to their race/ethnicity and due to their economic or social class background
- Perceptions of a less equitable racial climate (especially among students in social science fields)
- Perceptions of a less equitable gender climate

Implications for Academic Engagement and Career Interests

- Climate experiences mattered to how students engaged with their academic program community for URM and Non-URM students, but in different ways:
- Among URM students (accounting for gender, field, and year in program), experiencing more microaggressions and experiencing an inequitable racial climate within their department/program related to: less trust in faculty, lower sense of belonging within their department, lower identification with their discipline, and lower overall satisfaction with their graduate experiences.
- Among Non-URM students, microaggressions and experiencing an inequitable racial climate related to decreased trust in faculty, but these experiences were unrelated to their sense of belonging, discipline identification, and program satisfaction.
- Students' climate experiences and subsequent academic engagement predicted students' reported interest (and disinterest) in pursuing faculty careers in academia, research careers in university settings, and other research-related careers.

We also included within this year's survey follow-up (2016 wave 2 survey), specific open-ended questions related to students' DE&I experiences, in order to further inform our DE&I planning. Students' comments reflected diverse experiences, in ways that aligned with the themes from our community forum events, as well as divergent perspectives. Below we highlight some examples:



Lack of Inclusion

- “Definitions of diversity (when even discussed) mostly focus on Black/White issues but rarely address Asian students, International Students, class issues, disability, etc.”
- “As a white student, I don't feel like all people feel it is appropriate for me to engage in conversations around diversity, equity and inclusion in my department. For this reason, I have taken a backseat in these discussions, choosing only to listen.”
- “Some issues regarding diversity and inclusion that affect me . . . the inability to see myself represented more. From the doctoral students coming for interviews to the visiting faculty from outside universities, I do not feel as though my race and ethnic background are highly represented or the efforts to recruit more individuals like me are a high priority.”

Student Burden

- “My department is not very diverse or engaged in open conversations about how to improve the climate and increase accessibility. Sometimes I feel guilty about being a party to a space that is exclusive and it often feels like the burden of promoting improvements falls to the graduate students.”
- “Burden of being a student of color and overly involved in organizations advocating for this body of students. It is hard because it feels like you are not getting your work done and I often have to deal with the guilty feelings of not being able to get everything I want done. Additionally, as I am doing this advocacy work, my White colleagues are just focused on the research tasks, networking, and making career moves that will help them to advance faster than I will. At least that is what I think. I don't always see the direct benefit of the work that I do as a scholar activist because I know that it goes to benefit those who will come after me. But sometimes I struggle to know what is going to sustain me now, when I often feel bitter and tired about the work that I am doing despite knowing that it is really important.”

Campus Climate

- *“I relied entirely on my program's faculty when I came in, and had they not been able to provide all the support that they did, I think that the general campus climate would have been enough to push me out. I often hear derogatory comments made about students of my racial background, and have previously experienced some. Moreover, I don't think that the university is nearly as inclusive as it claims to be, and I take issue with the way race relations are handled.”*
- *“Gender and SES affect inclusion at University of Michigan. I have witnessed female faculty and graduate students treated in a condescending/demeaning manner from male faculty members. This type of behavior discourages me from pursuing a career in academia. I most likely will seek employment in industry.”*



Faculty Issues

- “I feel that professors will often give preferential, unconscious treatment to white students. This is particularly noticeable when I [a Black male] am the only person of color . . . and 4 different professors never make eye contact with me and teach to the side of the room where I am not located.”
- “I often hear derogatory statements made by students and professors alike regarding the female faculty in my department because their work tends to be more about sociological/psychological applications...rather than advances in algorithms or systems. I also see their students being treated as inferior because of preconceptions about their advisor.”
- “I think that I have a very uniquely supportive experience given my faculty mentors, so I don't have any issues around diversity, equity, or inclusion. However, I know this is not true for all students.”

Classroom Issues

- “As a Graduate Student Instructor most of my students have been Americans (of “White” European descent) from more privileged socioeconomic backgrounds. These students tend to approach such a class (with a person such as myself in a position of authority) very lax while also displaying an attitude to me. . . .I believe that these student's [sic] are not used to my presence because my department (and possibly others) rarely [have] doctoral students [from my international and SES background].”

Taken together, these preliminary analyses suggest that students’ experiences of an inclusive and equitable climate have important implications for the degree and quality of their engagement in their programs and disciplines, as well as implications for supporting the “pipeline” of talented students into careers (in academia and out of academia) that utilize their research and disciplinary training.

As we move forward in our strategic plan development in the coming summer and academic year, we will do more intensive, or “deeper dive” analyses into Rackham program review surveys, the wave 1 and wave 2 longitudinal data from the NSF-AGEP project, coding of open-ended survey questions from Rackham’s program review and NSF-AGEP surveys (e.g., around sense of belonging, climate experiences, program supports), as well as coding and analyses of rich qualitative data from sets of semi-structured interviews we conducted with subsamples of survey respondents. The DE&I unit lead developed a proposal for funding for conducting these analyses, including funds to support graduate student involvement in working with us to analyze and interpret data findings. We submitted this proposal to the Provost’s Office, and the proposal was approved in winter 2016. Rackham Dean Fierke also has agreed to contribute funding toward graduate student involvement in these analysis activities.



Inventorying Rackham's DE&I Activities

As a part of our planning, data gathering, and data analysis process, we reviewed Rackham's current DE&I activities, programs, resources, and policies. The Rackham Graduate School has developed and implemented an on-going set of programs and initiatives that focus on enhancing diversity in our student body (recruitment) as well as creating inclusive, high quality academic environments, including effective mentoring and positive diversity climates, that support academic progress, retention, and completion for, among others, students from historically underrepresented groups. These initiatives involve collaboration across disciplines, departments, and colleges at U-M as well as cross-institutional collaboration to advance our transformative goals around diversity, equity, and inclusion. Rackham provides more than 30 activities or programs that enhance diversity at U-M, along with a range of policies designed to support recruitment and success of diverse student community.

In Appendix A, we provide the latest version of our DE&I Inventory Grid, our initial attempt to catalog and analyze our current DE&I activities with regard to how they fit into our key priority/mission areas. The grid is organized in two ways: (1) by units/entities responsible for implementation; and (2) by "target units/groups" of activities (e.g., efforts/services provided directly to individual students or faculty members, activities that involve working at academic program/leadership level, etc.). Note: all activities are intended to serve the full population of Rackham students, including being attentive to diversity within our student population (around race/ethnicity, gender, socioeconomic status, disability, parental status, among other areas). We also note that some activities that are available to all students but that may be uniquely relevant to or disproportionately used by students of particular demographic groups (e.g., emergency funding). We will continue to use this grid inventory to help guide our organization, development, as well as our evaluation of our DE&I activities.

Key Examples

In the table below, we also include detailed summary of a few of Rackham's key DE&I activities, initiatives, and support structures. (The activities are also outlined in Appendix D). These are efforts that already have shown promise and/or have had positive impacts on DE&I in graduate education (based on program and student-reported data, participation and evaluation outcomes, and other input from students, staff, and faculty). As such, they represent activities and/or models in which we plan to continue to invest and expand in order to increase our impact. These programs and activities include:

- Rackham Merit Fellowship Program
- Summer Programs for Recruitment
 - Summer Research Opportunity Program (SROP)
 - Michigan Humanities Emerging Research Scholars Program (MICHHERS)
 - Creating Connections Consortium (C3)
- Building Bridges to the Doctorate Program

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- Rackham Admissions for Diversity and Excellence Workshop
- Rackham “Circle of Recruitment” Workshop
- Rackham Program Review
- Interdisciplinary Learning Communities models (such as the Alliances for Graduate Education and the Professoriate, AGEP)
- Mentoring Others Results in Excellence (MORE) Committee
- Rackham Faculty Allies for Diversity Program
- Rackham Diversity Grants Program
- Graduate Student Success Office (various programming)



Selected Examples of Rackham DEI Programs, Initiatives, and Resources

Rackham Merit Fellowship

Foci: Recruitment for Diversity; Retention; High Quality Academic & Professional Environment, Inclusive Climate

Our Rackham Merit Fellowship (RMF) Program is one of our largest and most successful innovations for enhancing student diversity. The RMF is awarded to entering students with:

1. Outstanding academic qualifications
2. Who come from an educational, cultural or geographic background that is underrepresented
3. Who have contributed to diversity in wider academic, professional, or civic communities
4. Who have experienced financial hardship and/or were first generation college graduates and/or first generation U.S. citizens.

We award approximately 160 doctoral fellowships each academic year across all of our academic programs. The RMF for doctoral students is a five-year funding partnership between Rackham and the graduate program that includes tuition, stipend, and health/dental coverage. Additionally, we provide 50 semesters of RMF fellowship for master's students and are planning to increase this support in the future to help enhance the diversity of our master's programs. We offer orientation and transition support programming for Fellows in the summer prior to students' graduate program entry. In addition, Fellows have opportunities to participate in programming throughout their graduate years focused on academic and professional development (e.g., mentoring workshops with their faculty advisors, writing workshops, career panels and consultation, interdisciplinary learning communities, professional networking events). This programming is designed and tailored to support students from varying disciplinary backgrounds (humanities and arts, social sciences, natural sciences and engineering) and at different graduate stages (pre-candidacy, as well as post-candidacy and dissertation stage). Through this program, we have learned a great deal about the vast diversity among our student population (including those from historically underrepresented and/or marginalized backgrounds in higher education) and the different types of supports most useful to their graduate program transition and completion. This program both supports students and provides the programs with opportunities to recruit and engage with excellent, diverse student communities. Social science scholarship highlights the positive benefits of such diversity (at student and faculty levels) for all students and program members.



Summer Undergraduate Programs for Recruitment

Foci: Recruitment for Diversity; High Quality Academic & Professional Environment, Inclusive Climate

Michigan has a long tradition of offering summer research experiences that have attracted historically underrepresented students. Some programs are open to U-M students, but others are aimed at attracting individuals from other institutions (e.g., Chemistry's NSF-supported Research Experiences for Undergraduates). Although many of these programs are in STEM fields, the program that has included students from the broadest range of fields is the Summer Research Opportunity Program (SROP). In 1986 the Graduate Deans of the Big Ten Academic Alliance (formerly the Committee on Institutional Cooperation (CIC)) initiated SROP to encourage talented undergraduate students from groups underrepresented in graduate education to pursue graduate study, and subsequently, academic careers (with "underrepresented" defined based on our RMF criteria). SROP allows undergraduates the opportunity to work on graduate level research projects with faculty. Students work with faculty mentors either on an individual basis or as part of a research team. In addition, all participants engage in a series of academic, professional, and personal development seminars as well as social and cultural experiences. Students in SROP build professional and personal networks that support their interest in joining the academic community. Since its implementation, over 1,500 students across the disciplines at U-M have participated in this program, with significant numbers applying and matriculating to graduate programs at U-M and other peers as a result of their experiences.

The University of Michigan (with Rackham as the lead unit) has recently been added to the Mellon-supported Creating Connections Consortium (C3) designed to address the challenges of diversity in higher education by building capacity, investing in cohorts of talented graduate students and faculty from diverse groups, and creating and nurturing connections between partners interested in institutional change. This is a partnership with the Liberal Arts Diversity Officers Consortium (LADO) and includes opportunities for undergraduate students from the liberal arts colleges to carry out summer research at U-M and U-M Ph.D. students, particularly those who are underrepresented, with teaching and scholarly opportunities at liberal arts colleges.

In addition, in 2015, the programs in the Humanities and the Arts developed a newly launched program designed to better fit the norms and needs of humanities disciplines and programs. This program grew out of research on diversity recruitment programs by the Rackham Graduate School Humanities Diversity Committee in the summer of 2014. The [Michigan Humanities Emerging Research Scholars](#) program (MICHHERS) is a one-week program focusing on developing a piece of scholarship submitted by students as part of their application to the program. Students work closely with faculty and graduate student mentors on this writing, which culminates in research presentations on the final day of the program. In addition, students receive preparation in applying to graduate school and in writing the graduate school application. We were very pleased with the outcome of the first year's efforts. Michigan

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received over 100 applications for 15 spots, 5 in each of three departments: English Language and Literature, History, and Linguistics. Well over 90% of the participants agreed or strongly agreed that the program was a positive experience and that they would recommend it to others. We look forward to following up with these participants to encourage their application to U-M programs.

Building Bridges to the Doctorate

Foci: Recruitment for Diversity; Retention; High Quality Academic & Professional Environment, Inclusive Climate

Another significant initiative is our Building Bridges to the Doctorate Program, led and administered through Rackham Graduate School and supported through an NSF Innovation through Institutional Integration (I3) grant as well as partnerships with the College of Literature, Science & Arts and College of Engineering. As a part of the terms of this federally funded initiative, the program is a fully funded master's program designed to attract a diverse student body into doctoral education, including those from historically underrepresented racial/ethnic groups. Over the past five years, the Bridges program included four participating departments: Applied and Interdisciplinary Mathematics, Applied Physics, Ecological and Evolutionary Biology, and Molecular, Cellular, and Developmental Biology. Bridges program students take graduate level courses—often alongside first year doctoral students—that allow them to develop their skills, capacity, and confidence in a structured and supportive environment. In addition to curricular and academic experiences, students are engaged in research activities that provide opportunities to learn about the key steps in professional development, as well as critical skills that scholars and scientists need (conceptual and technical skills, writing and presenting skills, etc.). Prior to engaging in coursework and research experiences, students are matched with faculty advisors and participate together in a mentoring workshop to support the development of an effective mentoring relationship. As a result, Bridges students are prepared to enter doctoral programs with considerable confidence, skill, and sophistication and are highly competitive for admission to doctoral programs at both U-M and peer institutions. At our fifth year of this program, results indicate a significant impact on the pipeline of URM students in doctoral study. Of the 50 students who have entered our Bridges program, 94% completed the master's and 77% have now matriculated into Ph.D. programs (with 40% of those master's completers having entered U-M Ph.D. programs). Another signal of impact is the recent development of new Bridges programs in our College of Engineering (in partnership with Rackham), as well as expressed interest in developing Bridges program models in departments in the Social Sciences and Humanities and Arts. These are additional indicators that the Bridges program is serving as a model for enhancing diversity and excellence in graduate education at U-M.



Rackham Admissions for Diversity and Excellence Workshop

Focus: Recruitment for Diversity

This workshop is one of several resources offered by Rackham to support recruitment of an excellent, diverse student community. It is designed to provide faculty and teams of faculty and staff participating in their programs' admissions processes with background information and concrete advice about strategies and practices that make admissions processes more successful and equitable (i.e., that maximize the likelihood that diverse, well-qualified applicants will be identified and selected for admissions in their programs). The workshop first provides participants with accurate information about the legal context around recruitment and admissions, including dispelling myths or misconceptions that may inhibit or undermine recruitment efforts. The workshop also draws on social science research on key obstacles to effective admissions decision making, such as: implicit biases that routinely enter evaluation contexts; over-reliance on single criterion or use of poor predictive criteria (such as standardized test score cut-offs); and time and planning needed for thoughtful review. The workshop addresses these obstacles, focusing on legally compliant strategies for developing admissions procedures that ensure equitable evaluation, and effective use of holistic review approaches, that increase the likelihood of identifying, admitting, and yielding diverse applicants with strong program fit.

In our DE&I efforts, one priority is to work with schools/colleges and departments to encourage/require regular participation in this workshop for their department/program admissions committee members. A related priority is expanding this type of workshop offering to also include students. We already have done this at a smaller level (e.g., requests from departments/units whose students serve on admissions committees). As the content of the workshop represents one type of "training" expressed as desirable by students, faculty, and staff, we are working on best ways to provide this content and resource to our broader faculty, staff, and student populations.

Rackham "Circle of Recruitment" Workshop

Foci: Recruitment for Diversity; High Quality Academic & Professional Environment, Mentoring & Inclusive Climate; Retention

This workshop is designed to support faculty and faculty-staff teams in developing a strategic approach for achieving diversity and excellence in their graduate student communities. The recruitment workshop is based on our "circle of recruitment" framework—based in research and documented effective practices at U-M and beyond—and emphasizes multiple dimensions, or "phases" that affect recruitment, from identifying prospective students to supporting students' progress to completion after admissions and matriculation. A primary premise guiding the workshop is that recruitment is a dynamic process involving multiple phases both prior to and after the admissions decisions, and these phases influence one another. Some programs put substantial efforts into one or two phases (e.g., recruitment weekends, conference visits) and show some success, but they ignore other phases (admissions criteria,

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the impact of programs' retention record on future recruitment potential, the program's mentoring reputation, engaging alumni to support recruitment). In our workshop, we emphasize that attending to all phases can help programs best meet their recruitment goals around diversity and excellence. The workshop supports participants in understanding and identifying their current recruitment strengths, needs, and opportunities of their specific departments based on their own program data (which we provide them). By the end of the workshop, participants develop a draft of a recruitment plan based on the attributes and capacity of their program, along with identification of needed supports to carry out the plan. Following the workshop, Rackham offers in-person, individual coaching around the recruitment plan, including planning for points of further consultation.

Rackham Program Review

Foci: Recruitment for Diversity; High Quality Academic & Professional Environment, Mentoring & Inclusive Climate; Retention

As a central part of Rackham's efforts to support excellence and improvement in graduate education at U-M, we regularly conduct a review of every doctoral and master's program (currently on a 4 year cycle). This review process is a partnership among Rackham, the Dean's offices of schools/colleges, and the graduate programs. During the review of each program, Rackham provides the program leadership with a portfolio of program-specific data on all aspects of graduate education - including comparisons to other programs - to help inform conversations on the program's practices. One important source of data is survey responses collected from the program's graduate students around their program experiences, including academic and professional development and supports, program climate, and sense of belonging, among other areas. Diversity is a critical feature of the Program Review, and we use program- and student-level data to engage with program leadership around their diversity challenges and efforts (e.g., in recruiting, mentoring, climate, and retention). The review complements the programs' current activities and goals through the sharing of ideas and promising practices in graduate education. At the end of the process, Rackham produces a summary report with program-specific recommendations. The programs respond with their plan for addressing the recommendations and moving their graduate programs forward. As a result of the Rackham Program Review, we are better informed about the needs and challenges of each Rackham program, and we make policy, develop programmatic initiatives, and make decisions about funding and other resource allocations accordingly.

Alliances for Graduate Education and the Professoriate

Foci: Retention; High Quality Academic & Professional Environment, Mentoring & Inclusive Climate

Rackham also is invested in programmatic activities that promote student community and success. As an example, Rackham is a participant in two initiatives funded by the National Science Foundation Alliances for Graduate Education and the Professoriate (AGEP) Transformation grants. The first is the Michigan

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AGEP Alliance (MAA). As a part of the terms for this federally funded initiative, this alliance involves 5 partner universities in Michigan (with U-M as the lead institution) that developed programmatic and research activities designed to increase the success of underrepresented minority (URM) graduate students and postdoctoral fellows in STEM fields (including natural sciences, engineering, and social sciences fields) and to support their pathways to academic/faculty careers.

Core activities center on 1) improving mentoring relationships and 2) engaging in interdisciplinary learning communities.

The programmatic efforts designed to improve mentoring relationships are:

- faculty-to-faculty training in evidence-based strategies for effective mentoring;
- the development of individual mentoring agreements tailored to the discipline and circumstances of each advising pair of faculty and student, as well as the students' career stage; and
- developing skills in mentoring through graduate students' relationships with faculty, research staff, postdocs, graduate and undergraduate students.

The programmatic efforts designed to improve engagement in interdisciplinary learning communities are:

- building interdisciplinary learning communities on each campus of graduate students to encourage participants to develop their research ideas, share their ideas across disciplinary boundaries, and learn to explain themselves to those in other fields;
- engaging participants in learning communities across Alliance institutions to discuss research and its impact in the world; and
- linking faculty, senior researchers, postdoctoral fellows, and graduate students in conversations about the factors that make for productive and satisfying careers in research and scholarship.

Expanding beyond STEM

While the AGEP program has had a historical focus on STEM and social sciences (NSF-eligible departments and disciplines), we are drawing on lessons learned from our AGEP participation around mentoring and learning communities to expand this model and our programming - especially that focused on mentoring and learning communities - to include and support students across all Rackham programs and disciplines. For instance, the AGEP project team has partnered with other programs and campus stakeholders, including graduate students and student organizations, e.g., collaboration with SCOR and SMES-G student organizations around a campus-wide symposium linking research to the public and social justice (the "Navigating the Maize" conference); and collaborations with the Rackham Merit Fellowship program and Bridges to the Doctorate program activities.

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In addition to the AGEF MAA, Rackham is a participant in another AGEF program, the NSF-funded Big Ten Academic Alliance AGEF Professoriate Advancement Initiative (Big Ten Academic Alliance-PAI), a collaboration of 12 Big Ten Academic Alliance member institutions - led by their graduate deans - working together for systematic, multi-institutional cultural change designed to increase the progression of URM postdocs into the professoriate. The goals and activities of the Big Ten Academic Alliance-PAI focus on developing a high-quality mentoring network that will improve the transition of postdoctoral fellows into the professoriate in the STEM disciplines (including natural sciences, engineering, and social sciences) and markedly increase the number of URM tenure track faculty members hired at Big Ten Academic Alliance institutions in these disciplines, including U-M.

We also have extended our focus on postdoctoral fellows beyond STEM through our participation in the Creating Connections Consortium (C3) Postdoctoral program designed to enhance faculty diversity in higher education by creating partnerships between R1 universities and the Liberal Arts Diversity Officers Consortium (LADO). This partnership includes opportunities for graduate students from U-M—including those who are underrepresented—to apply for postdoctoral positions at liberal arts colleges that may lead to faculty position offers at LADO institutions. In this first year of participation in the C3 partnership, U-M had a record number of postdoctoral applicants, including a postdoctoral awardee.

Mentoring Others Results in Excellence (MORE)

Foci: High Quality Academic & Professional Environment, Mentoring & Inclusive Climate; Retention

Mentoring is an issue that has emerged as a key theme this year as we gathered information and community input from students, faculty, and staff as part of Rackham's Diversity, Equity, and Inclusion strategic planning process. From Rackham's perspective, mentoring is one of the most important equity issues in graduate education. We know - from social science research and our own local data - that the faculty-student mentoring relationship is linked to student academic outcomes (e.g., productivity in research/scholarship and publication, degree completion), as well as to social and mental health outcomes that affect students' academic adjustment. As such, students having access to and opportunities for high quality mentoring is critical to an equitable learning environment *for all students*. That said, we also know from research that there are issues of diversity and difference that can emerge in mentoring (related to race/ethnicity, gender, citizenship, culture, socioeconomic background, sexual orientation, age, among other background and identity characteristics) that, if not attended to, can affect the quality and effectiveness of the mentoring relationship.

An initiative to build and improve faculty capacity for mentoring in a diverse campus community is our Mentoring Others Results in Excellence (MORE) program. MORE is a Rackham committee of multi-disciplinary faculty leaders (across six different Schools and Colleges at the University of Michigan), with the goal of providing faculty with effective tools and practices for mentoring graduate students from

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diverse backgrounds, thus improving the graduate school experience for all students. Issues of diversity, equity, and inclusion are central to MORE's focus. As such, MORE synthesizes academic literature on effective mentoring (e.g., mentoring across difference, mentor's dilemma, stereotype threat) with committee members' personal and professional experiences in mentoring graduate students from diverse social, ethnic/racial, gender, and cultural backgrounds. The committee then engages with faculty to foster conversations about mentoring. A key activity of MORE is the Mentoring Workshop, which brings together groups of mentors and their student mentees to discuss and plan their respective mentoring relationships. The workshop begins with the understanding that the process of working together across different levels of academic experience, as well as differences in personal backgrounds, work styles, and life experiences, is often challenging. Although some aspects of the mentor's and student's work together may go very smoothly, other dimensions of the relationship can be improved by a structured dialogue between the mentor and the student. The workshop provides an opportunity for faculty to discuss a range of mentoring strategies with their peers. Among strategies discussed is how to develop mentoring plans, a two-way agreement between faculty and student about goals and expectations. The workshop also addresses common scenarios and challenges encountered by faculty and students. In addition to working with faculty and student dyads, MORE works at the department level, providing whole department faculty workshops around effective mentoring for a diverse student body. Rackham also draws on the MORE program to provide the faculty mentoring programming for our Rackham Merit Fellowship, AGEP, and Bridges to the Doctorate programs.

Faculty Allies Program

Foci: Recruitment for Diversity; High Quality Academic & Professional Environment, Mentoring & Inclusive Climate; Retention

Another initiative to build faculty and program capacity to enhance diversity, equity, and inclusion is the Faculty Allies for Diversity program. Faculty Allies are a group of faculty members who work within their programs in collaboration with Rackham's diversity initiatives on recruitment, admissions, climate, retention, and completion issues. Thus, the Faculty Allies play important leadership roles in their programs and, as a collective, move forward our broader university mission around promoting diversity and excellence. A primary goal is for Faculty Allies to work collaboratively with their department leadership and other colleagues to identify the diversity, equity, and inclusion issues relevant in their programs and to plan action steps to address them. Another related goal is for Faculty Allies to serve as one of the "go to" or support persons on DE&I issues in graduate education in their programs, including serving as a resource to their programs' graduate students. Allies play critical roles as support and coordinating forces – for instance, they can raise awareness, as well as help support planning and connecting of diversity activities in their programs. Finally, while much of Allies' efforts/activities occur within their program communities, Faculty Allies function as a leadership group and learning community, connecting with and drawing on one another for information, ideas and strategies, and support.

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Currently, there are 89 Faculty Allies representing 81 of our Rackham departments and programs. While the number of Rackham programs with Faculty Ally representation has increased each year since the start of the program in 2010, our goal is for every Rackham program to designate a Faculty Ally and include the Ally in their DE&I efforts around graduate education. To encourage this, Rackham recently instituted a policy requiring programs to have an active Faculty Ally in order to be eligible to receive Rackham Merit Fellowships to recruit and support students.

Rackham Diversity Grants

Foci: Recruitment for Diversity; High Quality Academic & Professional Environment, Mentoring & Inclusive Climate; Retention

This grant opportunity is available only to graduate programs with Faculty Allies and helps enable the Allies to build DE&I initiatives within their own departments with their faculty and staff colleagues and students. The grant program supports activities with funds and by facilitating connections to other, like-minded colleagues across the Graduate School to form communities where innovative and effective ideas and strategies for enhancing diversity can be shared. The grant projects must focus on a set of activities to encourage diversity, equity, and/or inclusion in one (or more than one) Rackham degree program, in a way that enhances the recruitment of diverse students to the program(s), the academic progress of students, and/or the career success of students in the program(s). Note: legal parameters are considered in the review and awards process for all grant proposals. Since 2011, Rackham has funded 35 diversity grants, which have already resulted in demonstrable positive effects. Example outcomes include: development of successful recruitment approaches (e.g., campus visitations, partnerships with minority serving institutions) that have resulted in a marked increase in underrepresented minority student matriculation in those programs; increased opportunities for students to learn about scholarly issues related to diversity and equity through the development of sponsored speaker series or enhanced curricular offerings related to diversity and equity; and academic and professional development programming (e.g., mentored summer writing opportunities, academic and career panels including diverse participants) that have increased equitable access of academic and professional opportunities for students from all backgrounds, including those from historically underrepresented backgrounds.

Graduate Student Programs

Foci: Recruitment for Diversity; High Quality Academic & Professional Environment, Mentoring & Inclusive Climate; Retention

An important partner to all of our programmatic initiatives is the Rackham Graduate School's Office of Graduate Student Programs (GSP). The Director of GSS – in addition to coordinating the activities of GSS – serves as a liaison to many units on campus that work on DE&I issues related to students' development and support (e.g., Student Life). The GSS Recruitment Specialist develops and manages

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databases for identifying strong pools of prospective students from diverse backgrounds and shares these data with graduate programs along with other resources (e.g., workshops, written materials, and consultation) to support effective recruitment practices for enhancing diversity; runs recruitment workshops; and administers recruitment grants to programs to enable their recruitment efforts. GSS Academic Program Officers offer a variety of opportunities to support the academic, professional, and personal development and well-being of diverse undergraduates participating in Rackham summer programming. Most centrally, they develop and offer programming to support all graduate students once they are on campus, with specific attention to issues of diversity, including the needs of students from historically underrepresented or marginalized backgrounds. Examples of GSS activities include graduate school application preparation workshops, academic writing and dissertation writing workshops, mentoring workshops, career exploration conferences, interdisciplinary research conferences, community-building events, and activities and resources that support and promote students' personal well-being. These offerings also include activities developed specifically for the aforementioned Rackham Merit Fellows, Bridges, and AGEP communities, as well as for student organizations serving diverse constituencies (e.g., Students of Color of Rackham; Multicultural Leadership Council).

Rackham Staff

Along with advancing the values of DE&I in graduate education for our students and academic programs, we are just as committed to representing our DE&I values within our Rackham organization and staff community. However, relative to data and information about our students and academic programs, we had less information on the perspectives and experiences of Rackham staff. For instance, while we routinely assess the climate experiences of students in our programs in formal and informal ways, there had not been a climate assessment conducted within Rackham. As such, a key goal in our DE&I planning process was to begin a process of learning about staff's experiences, including their views of strengths and challenges related to DE&I, so that we could then develop ways of building on strengths and addressing challenges.

Rackham Staff Demographics Summary: Among the 67 Rackham faculty and staff (including 5 faculty members, Dean Fierke and the 4 associate deans), 75% are women and 27% are from historically underrepresented racial/ethnic backgrounds.^[1] Furthermore, there is variation across Rackham units with regard to staff gender and racial composition.

Preliminary Data: Rackham's new Administrative Director (Dawn Viau, who joined Rackham in November 2015) engaged in numerous informal discussions with Rackham staff across Rackham units, in order to begin to learn about their experiences and viewpoints in ways that could help support and enhance staff's individual and collective work and work experience. Discussions focused on staff views of positive aspects ("one or two things I like most...") and negative aspects ("if I was able to change something, it would be...") of their experience at Rackham. The table below summarizes themes

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emerging from these staff discussions, with example excerpts from staff members' quotes under each theme.

Table 4: One or Two Things I Like the Most

Category	Example(s)
Communication	<ul style="list-style-type: none">• Staff Forum
Development	<ul style="list-style-type: none">• Ability to learn new things• Breadth of projects worked on• Ability to learn new technology
Work Climate/Culture	<ul style="list-style-type: none">• Energy with all that's going on• Feels like a family• Culture of collaboration• Strong ethics and integrity• Contribution to the rest of the University
Work Environment	<ul style="list-style-type: none">• Interaction with so many units and staff• Challenges due to changes• Like the work (type, variety, etc.)• Building• Stable work environment• Dynamic
Students	<ul style="list-style-type: none">• Ability to see impact on students• Support provided• Interaction with students

Table 5: If I Was Able to Change Something

Category	Example
Communication	<ul style="list-style-type: none">• Lack of communication within and across departments• Lack of inclusion outside own area• More transparency and sharing of knowledge/information• More and clearer communication from leadership• Provide ongoing feedback• Website
Development	<ul style="list-style-type: none">• Opportunity for advancement in Rackham• Encourage growth• More educational and career development opportunities• Be more innovative



Category	Example
Work Climate/Culture	<ul style="list-style-type: none">• Less silos and more collaboration within and across departments• More staff engagement at all levels• Inequities (e.g., department, degree, level of position)• Lack of inclusion outside own area• Leadership to be more approachable• Show more appreciation and respect to staff• Lack of recognition
Work Environment	<ul style="list-style-type: none">• Eliminate silos• Improve collaborations across departments/teams• Uniformity of guidelines/policies across Rackham• Make the staff lounge more of a gathering place (e.g., lounge, exercise, collaboration space)• More job sharing and working with/in other areas• Reduce segregation of staff
Procedures/Processes	<ul style="list-style-type: none">• Too many steps and people to go through to get things done• More automation/use of work flows• Create efficiencies, reduce/eliminate redundancies, work smarter• More and better use of technology• Lack of change• Staff review/evaluation process

Of note is that these initial findings suggest variation in staff experiences of inclusion, e.g., with some feeling like a family and having strong sense of community, and feeling inspired about their roles/contributions in enhancing graduate education. However, some others felt more isolated, e.g., feeling as though people operated in silos, lack of inclusion outside of their own unit/area, feeling less acknowledged or recognized for their contributions. In addition, there was variation in staff experiences around equity; for instance, some staff lamented having limited opportunities for mentoring, development, and advancement within Rackham, while others experienced their work setting as affording opportunities for learning new things and providing supports for growth and career opportunities. An important next step in this data gathering process would be to do a deeper dive into staff experiences, as well as the organizational structures and practices and social norms that may contribute to positive and negative experiences.



Key Findings, Themes and Recommendations

Key Theme #1

The Rackham student population overall is more diverse relative to the broader U-M picture around selected/available demographic indicators - URM, first generation, Pell grant recipient (self-reported), although the Master's programs are overall less diverse than our Ph.D. programs. Rackham's overall student diversity also is strong in comparison to the national picture of graduate education, especially among our competitive peer institutions.

This diversity, while improving overall in recent years, remains uneven across Rackham's disciplinary divisions, schools/colleges/units, and graduate programs, with some programs showing low diversity with regard to race/ethnicity (domestic URM students), gender, first generation students, socioeconomic status, among other areas of diversity.

Trends indicate improvements over time in some areas (e.g., recent increases in URM enrollments for the FY15 incoming cohorts). However, there are varied trends within the URM population (e.g., increases in Latino/a student enrollments, decreases in African American student enrollments over time, as well as consistent, low enrollments among Native American students).

Implications and Recommendations

- Continue and expand programmatic, practice, and policy efforts to enhance student diversity across all Rackham divisions, schools/colleges/units, and graduate programs.

Key Theme #2

Doctoral completion among historically underrepresented racial/ethnic minority (URM) students is improving over time, in line with improved completion of the overall student population; however, in some Rackham programs there is a gap between the doctoral completion of URM students and all students.

Implications and Recommendations

- Continue and expand programmatic, practice, and policy efforts to support effective faculty-student mentoring relationships for all students; include efforts to support faculty and programs in supporting effective mentoring across difference (racial/ethnic, social, cultural, etc.)
- Through Rackham programming and partnerships with programs, support community-building activities to enhance climate and inclusion and students' sense of belonging in their programs.



Key Theme #3

The rich information we have collected from student-reported data and feedback indicate a number of key DE&I-related challenges in the areas of: campus climate experiences; mentoring experiences; faculty interactions; student burden in engaging DE&I work, as well as clarity and inclusion around DE&I efforts on campus and in their academic units. Students also contributed a range of ideas and proposed solutions around these challenges.

Implications and Recommendations

- Continue and expand programmatic, practice, and policy efforts to enhance all students' experiences of climate and inclusion, within their academic programs and in the broader campus community.
- Through Rackham programming and partnerships with programs, support community-building activities to enhance sense of belonging.
- Provide information/support to students about their roles in identifying, developing and maintaining satisfactory mentoring relationships, while also working to improve faculty mentoring practices and academic program accountability for providing high quality mentoring opportunities to all students.
- Involve and communicate effectively with students around DE&I strategic planning.

Key Theme #4

Student, faculty, and staff reports/feedback indicate that supports for “development” and “training” relevant to enhancing DE&I are needed (i.e., “Diversity skills”).

Implications and Recommendations

- Learn about and address (through Rackham programming and partnerships with programs) relevant development/training needs for faculty, students, and staff, especially in areas of:
 - Recruitment/admissions knowledge and practices (e.g., addressing perceived challenges in recruitment and encouraging use of best practices around identifying pools of qualified prospective students from diverse backgrounds; accurate information around the legal context and ways to recruit for diversity in effective and legally compliant ways, the benefits and effective use of holistic review approaches in admissions)
 - Mentoring (increasing and encouraging faculty engagement in mentoring; development of knowledge and skills around mentoring in general and mentoring diverse students; need for incentives for investment in mentoring and good mentoring and consequences for consistent, poor, ineffective mentoring);



- Diversity and inclusion in classroom and academic settings (increasing student and faculty instructors' understanding and pedagogical skills related to diversity and inclusion in the classroom; helping students navigate their own roles and identities as students and instructors in the classroom, including ways of responding effectively to microaggressions; need for faculty to view themselves as accountable for creating an environment of diversity, equity, and inclusion in the classroom, regardless of their scholarly/disciplinary backgrounds).

Key Theme #5

Rackham staff experiences of DE&I are underexplored.

Rackham has never had a formal internal climate or organizational assessment; informal discussions with staff (with Rackham Administrative Director as well as in DE&I Advisory Committee and Rackham Leadership Team meetings) indicate a need and desire for such assessment.

DE&I themes suggested from informal staff discussions include: variation and unevenness in staff experiences of inclusion (sense of community, having voice, recognition) and equity (opportunities for development and growth).

Implications and Recommendations

- Continue to take steps to learn about DE&I experiences of staff.
- Develop an approach for assessing climate among staff that includes staff input.
- Develop regular ways for a diverse range of staff to be involved in input and feedback around staff concerns, development, and community.
- Improve organizational practices around staff development opportunities (including feedback practices, mentoring opportunities, opportunities for learning growth, and professional advancement).



Strategic Objectives, Measures of Success and Action Plans

Rackham's DE&I Strategic Planning Domains

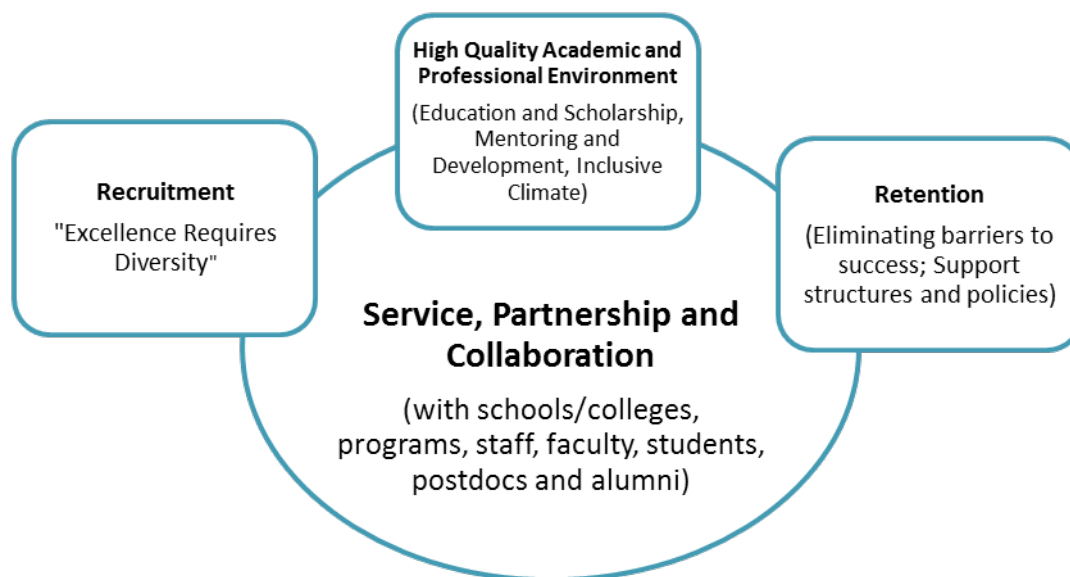
In the President's Charge, U-M units developing DE&I Strategic Plans were asked to develop strategic actions around four domains determined by the University. The University-wide domains include:

- Recruitment, Retention, and Development
- Education and Scholarship
- Inclusive Climate
- Service

The Rackham DE&I Strategic Plan includes working with graduate programs across 18 schools/colleges/units, as well as with the graduate students, faculty, staff, and postdoctoral scholars associated with those units. Based on Rackham's unique mission, position, and functions as a graduate school (which arguably differ from those of other U-M academic and administrative units), we created a re-organization of the University-wide domains that we think best reflects the nature of Rackham's structures and work (see Figure 3 below). This re-organization still includes each of the components of the University-wide domains.

Rackham's DE&I domains include:

- Recruitment
- High Quality Academic and Professional Environment
- Retention
- Service, Partnership, and Collaboration

*Figure 3: Rackham's DE&I Foci*

Strategic Objectives

Strategic objectives are defined as the key strategies we will use to further our goals of diversity, equity and inclusion. A number of our strategies might be categorized under multiple domains (e.g., a strategy that impacts both recruitment and inclusive climate). In such cases, we organized the strategy based on our judgment of the strategy's primary/central purpose and domain area. Similarly, some strategies may have multiple DE&I goals (diversity, equity, and/or inclusion). In such cases, we assigned a primary goal and used the "additional domain" heading option to describe the additional domains and DE&I goals to which the strategic objective applies.

Success Metrics

Each strategic objective in a domain is accompanied by success measures that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities related to the objectives, see Section VI.

It is important to acknowledge that identifying measures of success (or "evaluation metrics") will be an iterative process of clarification of the desired and feasible outcomes for a particular strategy. In some cases, our indicators of success are more direct, easily measurable outcomes (e.g., increased diversity in Rackham Merit Fellows, decreased staff turnover). In other cases, the appropriate indicators of progress and success are more distal outcomes but that have important implications for other success outcomes of interest. For example, increasing students' sense of belonging can be viewed as a valuable outcome in itself, but research suggests it also has indirect impacts on student completion that may not be seen

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quickly or for which the impact of sense of belonging cannot be measured as readily. Similarly, increased faculty participation in mentoring workshops (an important outcome that we can measure fairly easily now) is not the same as an examination of actual enhanced faculty mentoring practices (which is a desired outcome of mentoring workshop exposures, but one that we may have to develop new ways to measure). Also, in defining our success metrics, we took care to focus on outcomes for which we could be most accountable. For instance, although we desire it as an outcome, we are careful in stating outcomes such as “an increase in diversity of admitted students” as one of our success outcome metrics, acknowledging that we have limited direct impact on admissions decisions that are made by academic units themselves. Thus, even more, we emphasized the types of outcomes that impact the admission and matriculation of diverse students for which we can be most influential and accountable (sharing and encouraging best practices in recruitment and admissions for diversity; development and use of policies that incentivize academic programs’ recruitment and admissions of a strong and diverse student population). In our planning and iterative process over time, we will continue to work on the best ways to identify and assess success indicators of our strategic actions, including those indicators that may be hard to affect or difficult to identify. At all stages of our plan and plan implementation, our goal is to be as transparent as possible about how we are defining and measuring the success of our strategies, even if those success outcomes take time to see a difference. Furthermore, our definitions and indicators of success may change over time, for instance, if our priority strategies change as we learn from our efforts and feedback from the various constituencies with which we engage in our strategic efforts.

Recruitment

This domain emphasizes one of Rackham’s core values and functions in encouraging and enabling use of effective practices and processes around recruitment and selection of an excellent, diverse student body. It also encompasses our commitment to the hiring and selection of our own staff and internal organizational actions, policies, processes, and practices that result in our achieving an excellent, diverse staff.

The *Recruitment* domain is centered on the questions of who is and who is not in our schools/colleges, and units, which is a key Rackham priority and focus area as we collaborate and partner with colleges/units and graduate programs on campus. In our plan, we primarily explore these issues as they relate to students in our graduate programs, as well as the staff within Rackham. For our graduate programs, recruitment efforts include policies, resources, and other efforts to encourage use of effective practices around the identification, selection, and yield of strong, diverse students, including enhancing knowledge and use of effective practices related to the recruitment and admissions process. Within our Rackham organization, recruitment refers to transparent and equitable policies, practices, and norms related to selection and hiring of a strong, skilled, and diverse staff.

Questions we considered in this domain include: Are graduate programs making every effort to ensure excellence and diversity in their graduate student populations? Is access/admissions to graduate

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programs in our schools/colleges and units equitable? Within our Rackham Graduate School organization, how are staff members recruited for position roles? Are there equitable opportunities for access and consideration for staff positions?

Objective 1

Primary Constituents

Students

Primary DE&I Goal

Diversity

Other Applicable Domains

None

Five-Year Strategic Objective 1

Continue and improve implementation of the Rackham Merit Fellowship (RMF) program to help increase diversity in master's and doctoral students across Rackham programs.

- Includes students who meet the RMF eligibility criteria: from an educational, cultural or geographic background that is underrepresented in graduate study in their discipline in the United States or at the University of Michigan; a demonstrated, sustained commitment to diversity and equity in the U.S. context related to race/ethnicity, gender, and socioeconomic status, in the academic, professional, or civic realm through work experience, volunteer engagement, or leadership of student or community; a first generation graduate from a 4-year college or first-generation U.S. citizen; and/or from families that have experienced financial hardship)

Measures of Success for Objective 1

- Number of graduate programs participating in the RMF program (master's and doctoral)
- Number of RMF-eligible applicants selected/admitted by programs; within and across Rackham divisions, schools/colleges/units, graduate programs
- Diversity in student enrollment data across master's and doctoral programs (with regard to those meeting RMF-eligibility criteria, along with historically underrepresented minorities and women in historically underrepresented fields)
- Student outcomes (e.g., first year persistence; completion rate) for RMF students that are similar to non-RMF domestic students

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- Clarified mechanism for graduate students who are new to U-M and have been long-term residents of the state to obtain in-state residency (e.g., in the context of DACA students)

FY17 Actions

- Continue raising awareness to programs (in meetings/interactions with chairs/directors, Rackham Faculty Allies, other program faculty and staff) about the RMF program and the benefits of using it strategically to build the graduate student population
- Continue education of faculty and staff (those involved in admissions and RMF allocations for their programs, as well as faculty reviewers of RMF nominations) around understanding Proposal 2, the accurate and most effective use and application of RMF eligibility criteria in the RMF allocation and nomination process
- Continue development of policy and practices that incentivize programs' appropriate and effective use of the RMF in matriculating diverse students and in supporting RMF student success on campus (e.g., RMF competition, RMF allocation review process, linking of RMF success outcomes to programs' RMF access and other program funding)

Objective 2

Primary Constituents

Students

Primary DE&I Goal

Diversity

Other Applicable Domains

High Quality Academic & Professional Environment (Education & Scholarship; Development Opportunities; Promoting an Equitable and Inclusive Community)

Five-Year Strategic Objective 2

Increase college/program/unit, faculty, and staff participation in recruitment activities and exposures to “best practices” in recruitment and admissions in order to increase diversity in applicant pools, admitted students, and matriculated students (with regard to those meeting RMF-eligibility criteria, along with historically underrepresented minorities and women in historically underrepresented fields)

Measures of Success for Objective 2

- Number of school/college/units, graduate programs and faculty participating in Rackham recruitment workshops or other educational events

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- Number of recruitment consultations with Rackham's Recruitment Specialist
- Number of school/college/units, graduate programs and faculty participating in Rackham's Admissions for Diversity & Excellence Workshops
- Program/faculty applications for recruitment and diversity grants for recruitment activities
- Number of active Faculty Allies; attendance/participation of Faculty Allies in Rackham's diversity activities related to recruitment and admissions
- Increased awareness of Rackham's Promising Practices Tool-Kit and database information around effective practices for enhancing recruitment

FY17 Actions

- Increase active advertisement and outreach for faculty and staff participation in the "Circle of Recruitment" Workshop for developing active recruitment plans; Based on program/faculty input, consider multiple structures for delivering the workshop model and content (e.g., workshops, individual or group consultation, web-based materials, etc.)
- Work with schools/colleges/units and graduate programs to encourage participation in Rackham's Admissions for Diversity & Excellence Workshop (e.g., increase number of units requiring or strongly encouraging faculty and staff involved in admissions to attend Rackham's admissions workshop)
- Evaluate and increase as needed the capacity for offering the admissions workshop at least annually to a larger number of units and faculty/staff.
- Use input from faculty/staff to improve the admissions workshop and its usefulness for programs across disciplines (e.g., admissions practices and examples that apply to a range of disciplinary traditions, program sizes and structures); Evaluate and increase as needed the capacity for offering the admissions workshop at least annually to a larger number of units and faculty/staff; Based on program/faculty input, also consider multiple structures for delivering the workshop model and content (e.g., workshops, individual or group consultation, web-based materials, etc.)
- Plan for increased outreach and distribution of resources and tools such as Rackham's Promising Practices Tool-Kit and database information around effective practices for enhancing recruitment, as well as the Tableau dashboard for admissions information;
- Promulgate and institutionalize best practices identified and developed through Rackham's diversity grants, such as fall preview weekends, including providing education/training to ensure that all practices are developed and implemented in legally compliant ways

Objective 3

Primary Constituents

Students

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Primary DE&I Goal

Diversity

Other Applicable Domains

High Quality Academic & Professional Environment (Education & Scholarship; Development Opportunities; Promoting an Equitable and Inclusive Community)

Five-Year Strategic Objective 3

Continue to offer, work on, and expand (as appropriate) pre-graduate “pipeline” programs for identifying and recruiting diverse graduate students (with regard to those meeting RMF-eligibility criteria, along with historically underrepresented minorities and women in historically underrepresented fields):

- Summer Opportunities Research Program (SROP): all disciplines
- Michigan Humanities Emerging Research Scholars Program (MICHHERS): Humanities & Arts
- Post-baccalaureate Research Education Program (PREP): Biomedical Sciences

Measures of Success for Objective 3

- Participation in SROP; Diversity of SROP participants
- Participation in MICHHERS; Diversity of MICHHERS participants;
- Participation in PREP; Diversity of PREP participants;
- Successful recruitment of SROP, MICHHERS, and PREP participants to U-M graduate programs

FY17 Actions

- Continue to evaluate and use information to improve on SROP program model; consider expanding model to departments/programs that show promise and capacity for effective recruitment
- Continue to evaluate and use information to improve on MICHHERS program models
- Continue to identify U-M graduate programs to participate in MICHHERS (those with promise and capacity for effective recruitment)
- Decide on best ways to partner with PIBS/Medical School on its PREP program (including funding supports) to support recruitment of participants to U-M

Objective 4

Primary Constituents

Students

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Primary DE&I Goal

Diversity

Other Applicable Domains

Inclusive Climate, Retention

Five-Year Strategic Objective 4

Support development and improvement of the Bridges to Doctorate (“Bridges”) master’s program model for recruitment of historically underrepresented students to U-M doctoral programs; disseminate program as model of effective recruitment and mentoring for all students

Measures of Success for Objective 4

- Number of Bridges programs (continuing and new)
- Increases in diverse students applying to Bridges programs
- Number of students from U-M Bridges master’s programs applying to and matriculating to U-M Ph.D. programs
- Bridges student satisfaction indicators (e.g., from ADVANCE and Rackham surveys, interviews)
- Increase in numbers of students from underrepresented backgrounds applying directly to the Ph.D. in departments with Bridges programs (beyond the Bridges master’s students)
- Bridges programs use of “best practices” in their recruitment, mentoring, and academic/professional supports of Bridges students
- Ph.D. completion and career outcomes of Bridges students

FY17 Actions

- Continue annual reporting and discussion of Bridges program outcomes (Number of Bridges master’s graduates, number of Bridges students matriculating to U-M Ph.D. programs) with department and college leadership, Bridges Advisory Board, and Rackham personnel connected to Bridges program; provide copies of Bridges outcomes reports generated
- Include department chairs and graduate chairs in discussions of Bridges progress; e.g., meet with department chairs at least once per year, invite to selected Advisory Board meetings, provide copies of Bridges outcomes reports generated
- Continue use of practices, policies, and funding/resources that function to incentivize departments’ use of Bridges programs for recruitment of diverse students to U-M Ph.D. programs (e.g., Bridges master’s funding, RMFs for matriculating Ph.D. students)



- Continue regular meetings with Bridges leadership (Bridges faculty directors) to support their functioning as a learning and supportive community to one another, for problem-solving and trouble-shooting, and sharing ideas and strategies
- Continue evaluation of Bridges students' experiences (e.g., ADVANCE surveys and interviews with current Bridges students); Plan and implement expanded evaluation of Bridges program to include follow-up of Bridges graduates in Ph.D. programs at U-M and elsewhere
- Continue and complete development of "Bridges Program Guiding Principles" ("best practices" based on national and local data and practices), including input from program faculty, staff, and students. Use guide as basis for evaluation of current Bridges programs and for supporting the development of new proposals of Bridges programs.

Objective 5

Primary Constituents

Students

Primary DE&I Goal

Diversity

Other Applicable Domains

High Quality Academic & Professional Environment (Inclusive Climate)

Five-Year Strategic Objective 5

Develop a model/structure for partnerships with identified Minority Serving Institutions (MSIs) that can support diversity recruitment to U-M graduate programs. Note: our view of "MSI" includes both institutions that have designated MSI status based on student demographics, as well as other institutions that have critical masses of well-prepared undergraduates from diverse backgrounds; any programs with MSIs would be open to students of any background.

Measures of Success for Objective 5

- Increased institutional knowledge (of U-M faculty, staff, and programs involved in partnership) of effective practices for developing and maintaining strong, ethical, and mutually beneficial partnerships with MSIs
- Increases in students from MSI partner programs applying to U-M graduate programs
- Increases in students from MSI partner programs admitted to U-M graduate programs
- Participation of U-M graduate students in visits/activities and internship or employment opportunities at MSI partner sites
- Creation of a developed list of alumni at MSI partner sites



FY17 Actions

- Create working group to explore feasibility and work on first steps of MSI Partnership action plan (goals, proposed infrastructure, including incentives for participation)
- Identification of departments/graduate programs interested in participating in an MSI partnership program
- Identification and selection of initial MSI partners; focus on effective identification of MSI partners with strong undergraduate programs (i.e., those with programs that would prepare them for entry into U-M graduate programs and that have a track record of placing students in U-M programs) and that agree to partner with U-M
- Identify alumni connected to MSI partner programs
- Develop an alumni network across MSIs to advise Rackham, provide internships, and serve as mentors for Rackham students

Objective 6

Primary Constituents

Rackham Staff

Primary DE&I Goal

Diversity

Other Applicable Domains

High Quality Academic & Professional Environment (Inclusive Climate), Retention

Five-Year Strategic Objective 6

Ensure clarity and transparency around Rackham staff hiring processes (including lateral moves and promotions within Rackham), including ways DE&I are taken up in processes; (e.g., specific efforts that are taken to encourage diverse applicants; ways that commitment to diversity is considered as part of all Rackham staff positions); Examine and improve processes as needed

Measures of Success for Objective 6

- Diversity and make-up of Rackham staff across Rackham units
- Staff reports of clarity and satisfaction with recruitment, selection, and hiring processes

FY17 Actions

- Bring together historical and contemporary data on diversity and make-up of Rackham staff

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- Assess strengths and challenges/needs in current HR approaches, policies, and procedures related to staff recruitment and hiring

High Quality Academic and Professional Environment

This domain emphasizes the distinct but interconnected components of *Education and Scholarship*, *Development Opportunities*, and *Inclusive Climate* that are reflected in our programmatic activities and practices and that we view as critical conditions for supporting success outcomes for all members of the environment. This domain includes our commitment to conducting analyses, developing strategies, developing resources, enhancing the pipeline, and mentoring that promote professional and career advancement, both in our graduate populations as well as among personnel in our Rackham organization. Also, this domain includes our goal of supporting the development of “Diversity skills” among our students, faculty, staff, postdoctoral fellows, and other Rackham constituencies, as well as climate enhancing activities skills that are necessary for achieving an equitable and inclusive community, especially as our U-M community increases in its diversity - demographically, culturally, and socially.

This domain is labeled “High Quality Academic/Professional Environment” and includes multiple components that we view as distinct, yet interconnected focus areas necessary for a high quality academic and professional environment, that is, an environment that promotes thriving and success among all members.

Education & Scholarship

One component, Education & Scholarship, refers to the type and quality of our efforts to support and supplement the academic experiences and training that students receive in their academic programs, for example interdisciplinary experiences that enhance and expand students’ perspectives, research, and scholarship. This component also includes the consideration of whether diversity, equity, and inclusion are foundational aspects of our academic/scholarly offerings. Questions we considered include: Are educational events around diversity, equity, and inclusion developed and supported in our work? Are diversity, equity, and inclusion issues sufficiently integrated into our academic/scholarly offerings? How do these ideals influence the delivery of our programming (e.g., inclusion of diverse speakers and panelists, active outreach to diverse student communities for participation in our offerings)?

Development Opportunities

Development opportunities include resources and activities designed to support the academic and professional development of students, for instance, supports for exploring diverse career pathways, tools for effectively navigating the mentoring relationships with faculty advisors, and enhancing graduate student instructors’ capacity for creating a climate of diversity and inclusion in the classroom.

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This component also includes development offerings for faculty and staff that would enhance DE&I experiences for students and more broadly in their program communities, for instance, supports for enhancing program/faculty/staff knowledge and skill around recruitment for diversity, as well as knowledge and use of “best practices” in mentoring students from diverse backgrounds. Within our Rackham organization, development refers to policies, practices, and norms related to providing equitable opportunities for staff professional development and advancement through systematic feedback, mentoring, and support for professional learning and growth. Questions we considered include: Are there opportunities for development and advancement around areas relevant to students, faculty, and staff? Are these opportunities transparent and available to diverse individuals and in equitable ways?

Promoting an Equitable and Inclusive Climate

Equitable and Inclusive Climate. This component speaks to our efforts to create and nurture a multicultural and inclusive campus community. This means more than just mitigating overt acts of discrimination and bias, but rather increasing our collective awareness of the influence of implicit bias on decision-making, communication, and conflict within the community, and our commitment to creating and promoting welcome and inclusive spaces. In our work, we are also mindful that differences do not only arise from visible identities, but a variety of experiences that contribute to equity and inclusion. Questions we considered include: Are our schools/colleges, units, and programs places where all feel welcomed? Do graduate students feel a sense of belonging in their academic programs? Within our Rackham organization, do people feel free to express their opinions? Do all community members perceive their ideas are given serious consideration? Do all staff, faculty, and students in our community feel a sense of belonging?

Objective 1

Primary Constituents

Students, Graduate Programs, U-M Community

Primary DE&I Goal

Diversity

Other Applicable Domains

Promoting an Equitable and Inclusive Community

Five-Year Strategic Objective 1

- Continue active efforts to infuse diversity, equity, and inclusion into educational and scholarly offerings for graduate students and other U-M community members

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- Engage in active advertisement and outreach to encourage participation of diverse students and other U-M community members in Rackham DE&I events, as applicable

Measures of Success for Objective 1

- Number and type of Rackham sponsored/co-sponsored events (talks, panels, seminars, workshops) focused on DE&I topics
- Participation of diverse students (with regard to demographic background, discipline, program type) in Rackham educational/scholarly events related to DE&I, e.g., research conferences and symposia
- Rackham Interdisciplinary Workshops with a DE&I focus
- Institutionalized exposure of all Ph.D. students to DE&I training

FY17 Actions

- Document the various DE&I-related educational/scholarly events sponsored or co-sponsored by Rackham (e.g., those supported through Dean's Office/Dean's Strategic Fund, Graduate Student Success Office, other units)
- Document and examine available participant information from Rackham events in FY16
- Solicit input from students and academic programs regarding the types of educational offerings of most interest and relevance to them

Objective 2

Primary Constituents

Students

Primary DE&I Goal

Promoting an Equitable and Inclusive Community

Other Applicable Domains

Diversity, High Quality Academic & Professional Environment (Education & Scholarship)

Five-Year Strategic Objective 2

Enhance development/"training" offerings related to diversity, equity, and inclusion for students ("Diversity skills")



Measures of Success for Objective 2

- Development and/or expansion of offerings/programs related to supporting DE&I education and training experiences for students
- Increase in numbers of students participating in education/training activities related to DE&I in the classroom
- Establishment of supports/programming for graduate student leaders' learning and development around DE&I and leadership roles

FY17 Actions

- Explore the feasibility of ideas generated for development/training related to diversity and inclusion, with examples including:
- Confer with CRLT to explore the feasibility of expanding current offerings for a broader range of students (GSI orientation on Diversity and Inclusion in the Classroom; Mini-course on Instructional Approaches for Diversity and Inclusion)
- Develop and implement, in collaboration with other units, training for graduate students and faculty around Diversity, Equity, and Inclusion;
- Explore feasibility of developing content for inclusion of Diversity, Equity, and Inclusion section/module that could be included in graduate/Ph.D. programs' Responsible Conduct of Research and Scholarship (RCRS) requirement for Ph.D. students
- Establish funding and/or develop programming to support student leaders' participation in leadership training related to DE&I
- Development of Rackham Student Ambassadors or Peer Mentoring program to assist in information sharing at a more local level and provide extensive training to support students in these roles
- In addition to the above stated priority areas, consider the feasibility of these additional ideas:
- Share best practices with departments/programs about how to include students in decision-making arenas (e.g., admissions committees, recruitment); develop a plan for offering programs training on how to effectively include students in these spaces
- Develop "Student Allies for Diversity" role in ways that parallel and complement Faculty Allies (but that are appropriate in scope and expectations for students)
- Create a Student Allies for Diversity Grants program for student-initiated projects
- Create Diversity Student Leader and Diversity Faculty Leader awards

Objective 3

Primary Constituents

Students, Faculty

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Primary DE&I Goal

Promoting an Equitable and Inclusive Community

Other Applicable Domains

Diversity, Education and Scholarship, Retention

Five-Year Strategic Objective 3

Improve faculty exposure to and use of high quality mentoring practices, especially those related to mentoring across difference (e.g., race/ethnicity, gender, culture, etc.)

Measures of Success for Objective 3

- Program and faculty participation level in MORE Committee workshops
- Faculty-reported usefulness of MORE workshops (e.g., as reported in MORE evaluation and reports/conversations with program leadership); and in the long-term, altered faculty views of mentoring practices (e.g., from data/feedback gathered from faculty and program leadership)
- Increased discussion/collaboration with graduate program leadership around ways to encourage/incentivize and enable high quality mentoring in their graduate programs
- Use of faculty-student mentoring plans and discussions with faculty around mentoring expectations (as reported by students in program review surveys)

FY17 Actions

- Increase active advertisement and outreach for promoting participation in MORE workshops (student-faculty workshop model or faculty meeting workshop model)
- Continue to solicit and gather faculty input around newer MORE workshop model (faculty meeting workshop model) to help refine model
- Continue discussions with faculty (program leadership, Faculty Allies, other faculty) around strategies for enhancing mentoring (e.g., policies around mentoring expectations, ways to reward/incentivize/acknowledge positive mentoring; ways to address or intervene in challenging mentoring situations)
- Promote Rackham's mentoring awards; include supporting DE&I as important evaluation criterion; recommend the creation of mentoring awards in other academic units

Objective 4

Primary Constituents

Rackham Staff

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Primary DE&I Goal

Promoting an Equitable and Inclusive Community

Other Applicable Domains

Diversity, Education and Scholarship, Retention

Five-Year Strategic Objective 4

Provide more opportunities for training and development around educational areas relevant to DE&I (e.g., continued offering of Ally training, ADA compliance, bystander intervention, Question, Persuade, Refer (QPR))

Measures of Success for Objective 4

- Increase in educational/professional development offerings for Rackham staff
- Broad participation of Rackham staff in educational/development offerings

FY17 Actions

- Gather input from Rackham staff around areas of education/development/training related to DE&I that are of most interest and relevance
- Identify areas of education/training to prioritize; develop a plan for regular offerings of programming in these areas
- Compile and provide a resource list for staff to seek partnerships and programs across campus that are relevant to DE&I initiatives

Objective 5

Primary Constituents

Students, Faculty and Academic Programs

Primary DE&I Goal

Promoting an Equitable and Inclusive Community

Other Applicable Domains

Diversity, Education and Scholarship, Retention



Five-Year Strategic Objective 5

Enhance supports for Rackham Faculty Allies for Diversity to better enable their roles as leaders and change agents in graduate education; Improve these faculty's and their programs' capacities around addressing DE&I issues related to creating an equitable and inclusive climate for graduate students (as well as recruitment and retention)

Measures of Success for Objective 5

- Increase in number of Faculty Allies and programs with Faculty Allies
- Increase in Faculty Ally participation in Allies community and DE&I-related activities (e.g., Allies community meetings, workshops, educational events)
- Faculty Ally participation in Rackham Program Review meetings
- Increased clarity of Faculty Allies and program leadership around the Ally role; increased participation of Allies in DE&I efforts in their program communities
- Increased student awareness of Faculty Allies' roles and supports

FY17 Actions

- Highest priority actions include:
- Targeted outreach to departments/units that do not have a Faculty Ally
- Continue discussions with current Faculty Allies (program leadership, Faculty Allies, other faculty) around their interests and needs related to their Ally roles
- Continue working on development of approaches for enhancing the visibility and relevance of Faculty Allies roles (e.g., policies, orientation practices, Faculty Ally Award)
- Identify a set of "expert" Faculty Allies who could serve as peer mentors to other Faculty Allies
- Other actions to consider include:
- Create opportunities for the Faculty Allies to interact with and/or mentor RMF students, other graduate students, or graduate student programs/organizations
- Identify a selection of existing educational offerings (available through Rackham or broader campus) that we would encourage all Allies to make use of (e.g., MORE workshops, admissions and recruitment workshops, workshops on enhancing diversity and inclusion in the classroom, workshops on enhancing intercultural competence)

Objective 6

Primary Constituents

Rackham Staff

Primary DE&I Goal

Updated: November 17, 2017

Source: rackham.umich.edu/downloads/rackham-dei-strategic-plan.pdf

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Promoting an Equitable and Inclusive Community

Other Applicable Domains

High Quality Academic & Professional Environment (Development Opportunities); Retention

Five-Year Strategic Objective 6

Develop systematic ways to learn about and enhance Rackham staff climate (feelings of inclusion, voice, and equitable opportunity for development and thriving)

Measures of Success for Objective 6

- Development of staff climate assessment approach
- Positive reports on staff climate assessment
- Established staff committees and other input structures for staff around DE&I issues
- Staff participation in Rackham committees, including a broad range of staff participants represented across Rackham units

FY17 Actions

- Highest priority actions include:
- Continue to gather and share with staff informal information about staff perspectives around DE&I strengths and challenges
- Solicit more input from staff around ideas for enhancing DE&I in Rackham (especially around climate and community)
- Develop and start to implement climate assessment approach for staff (e.g., surveys, focus groups, and/or interviews through ADVANCE, external organizational analysis); include staff input on process
- Create regular/institutionalized committee structure focused on staff community and climate
- Continue regular DE&I updates and discussion in Rackham Staff Forum
- Other possible actions include:
- Consider the merits of developing a “Staff Ally for Diversity” role to help support DE&I training/resources for Rackham staff
- Provide separate Rackham-wide meetings for staff to openly discuss climate issues

Objective 7

Primary Constituents

Students, Staff, and Faculty in Academic Programs, Schools/Colleges/Units, Rackham Staff

Primary DE&I Goal

Updated: November 17, 2017

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Promoting an Equitable and Inclusive Community

Other Applicable Domains

Diversity

Five-Year Strategic Objective 7

Continue and deepen engagement of Rackham's various constituencies with regard to developing, evaluating and prioritizing actions and strategies for how to improve diversity, equity and inclusion

Measures of Success for Objective 7

- Attendance and/or participation in Rackham input/feedback structures (e.g., attendance and input in town halls or group forums, survey responses of students, faculty, staff; number and nature of comments/suggestions made in meeting discussions with various constituencies, such as those with program/department chairs, Rackham Executive Board, Deans' groups; Rackham Leadership Team, Rackham Staff Forum, Rackham staff committees, Graduate Coordinators)
- Number and nature of complaints or expressed concerns about lack of inclusion or undue burden in the planning process received in feedback;
- Reported improvements in clarity, inclusion, and community buy-in and accountability in planning process

FY17 Actions

- Work to develop and formalize structure and functions of a new Rackham Diversity, Equity, and Inclusion Advisory Committee (RAC DAC); consider and decide on most effective ways of including participation and perspectives of Rackham staff and students, faculty, staff from Rackham programs, and alumni
- Hold multiple discussions of the proposed five-year plan objectives and FY actions in Fall Term 2016; re-visit at end of Winter Term or Spring 2017; include discussion with multiple constituencies (students, faculty, staff, postdocs, alumni)
- Seek input from multiple constituencies (e.g., deans from other academic units, leadership from student organizations) on plan updates and revisions for Year Two
- Explore and document "best practices" from other institutions where student climate is positive and where others have overcome situations where students of color and other underrepresented or marginalized groups feel the burden of educating on and representing diversity in a disproportionate manners



Retention

This domain emphasizes policies, practices, and structures for eliminating typical barriers and challenges to success outcomes (student completion, effective job performance), including those barriers and challenges likely to be disproportionately experienced by members of historically underrepresented and/or marginalized groups. Within this domain is a focus on ensuring available pathways for conflict resolution for students, faculty, and staff (including roles, procedures, communication, and deeper analyses).

We acknowledge that good recruitment practices and providing a high quality academic and professional environment as described above have strong influences on retention outcomes. However, we distinguish *Retention* as its own domain. Our plan's view of retention includes a focus on those policies, practices, and resources that help eliminate typical barriers to success outcomes, including those barriers likely to be disproportionately experienced by individuals from historically underrepresented and/or marginalized backgrounds.

With regard to graduate students, retention focuses on minimizing or eliminating barriers to progress in and completion of the graduate program. Within our Rackham organization, retention refers to policies, practices, and norms related to efforts and success in retaining excellent, diverse staff. Questions we considered include: In what ways do student progress indicators (e.g., rates of student completion) differ across various demographic groups? Within Rackham, in what ways do progress indicators (staff promotion, turnover, and other related measures) differ across individuals from various demographic, social, and cultural groups? What do we know about barriers and challenges experienced by diverse members of our graduate student and Rackham staff communities that might impact their abilities to fulfill their potential for success? How can we use this knowledge to improve our programming, policies, and other supports?

Objective 1

Primary Constituents

Students

Primary DE&I Goal

Promoting equitable and inclusive community

Other Applicable Domains

Diversity



Five-Year Strategic Objective 1

Continue gathering input on awareness and effectiveness of Rackham policies, programs, and resources designed to eliminate barriers to progress and completion, including those that may be disproportionately experienced by historically underrepresented and/or marginalized groups; include perspectives of students, staff, and faculty, e.g.,

- Rackham Merit Fellowship (outcomes for RMF students; RMF programming)
- Policy related to employment/funding and community resources for Undocumented and DACAmented students
- Parental Accommodation Policy
- Disability Accommodation Policies
- Rackham embedded CAPS counselor
- Rackham Emergency Funding
- Rackham Ombuds, Conflict/Dispute Resolution Officer (available to students, faculty, and program leadership/administration)

Measures of Success for Objective 1

- Number and nature of complaints related to challenges in support for students around policy foci
- Traffic and usage of web resources using Google analytics
- Level of program/faculty/staff awareness and understanding of policies
- Student-use of embedded CAPS counselor; student reports on usefulness of embedded CAPS counselor
- Student-use of Rackham Ombuds, Conflict/Dispute Resolution Officer; student reports on usefulness of Rackham Ombuds, Conflict/Dispute Resolution Officer

FY17 Actions

- Highest priority areas include:
- Increase active outreach and education around policies and resources (in faculty and staff forum/meetings, student orientations)
- Improve organization of resources mentioned above and plan to track and assess web analytics
- Identify approaches for gathering student (and program) input on understanding and perceived usefulness of policies and programming
- Also consider ways to:
- Create opportunities for undocumented graduate students (without DACA) to be funded to enable similar progress in their graduate studies as other students with access to funding



Objective 2

Primary Constituents

Students

Primary DE&I Goal

Promoting equitable and inclusive community

Other Applicable Domains

Diversity

Five-Year Strategic Objective 2

Continue offering and supporting programmatic activities and resources for the broader Rackham student community that also provide interdisciplinary communities of learning and support for historically underrepresented and/or marginalized students to address barriers to students' sense of belonging and personal well-being that have been found to negatively influence progress and completion, e.g.,

- Rackham Merit Fellows (RMF) programming
- Interdisciplinary Learning Community models such as that developed through Rackham's NSF Alliances for Graduate Education and the Professoriate (AGEP) grant
- Students of Color of Rackham (student organizations)
- Women of Color Writing Group
- Rackham Interdisciplinary Workshops
- #IChoseUMich social media campaign (campaign to promote message of belonging and showcasing diversity of Rackham students)
- Social activities (e.g., bagel breakfasts, lunches) that create more opportunities for students to meet others outside their programs

Measures of Success: (for Objective 2)

- Participation in programming activities (e.g., RMF, other activities)
- Student evaluation reports around programmatic activities/offerings
- Students' climate reports (sense of belonging, community)

FY17 Actions

- Highest priority actions include:

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- Identify/inventory programming and resources that support student sense of belonging, as well as available evaluation/outcome information on those programs/offerings
- Prioritize those programs/activities that have shown most success/impact; consider discontinuing those that have shown less impact
- Develop a plan for evaluation/assessment (or improving evaluation/assessment) for those programs and activities that are viewed as most promising or high priority
- Participation in #IChoseUMich campaign from student organizations, campus partners, and students/alumni who represent diverse backgrounds and have resources to share
- Other actions to consider include:
- Work to revise Rackham Interdisciplinary Workshops proposals to require that they include an aspect of Diversity, Equity and Inclusion that will be addressed
- Consider best ways to develop new structures to support/enhance sense of belonging for diverse student constituencies, and include students, faculty, and staff in graduate programs to inform and work on development. Examples include:
 - International Students of Rackham student organization (perhaps modeled in part after SCOR model);
 - Peer Mentoring programs

Objective 3

Primary Constituents

Students

Primary DE&I Goal

Promoting equitable and inclusive community

Other Applicable Domains

Diversity

Five-Year Strategic Objective 3

Continue policies and practices with academic programs that encourage and lead to enhanced student completion.

Measures of Success for Objective 3

- Increased student completion outcomes across Rackham divisions, schools/colleges/units, and academic programs; including elimination of completion differences across demographic subgroups (race/ethnicity, gender, citizenship, first generation college students)



- Minimal student attrition at advanced stages in graduate program, relative to numbers discontinuing at earlier stages

FY17 Actions

- Continue plan to provide academic units and programs with student data on a regular basis (annually during block grant award, in program review year), disaggregated by a variety of demographic identity groups (race/ethnicity, domestic men and women, international men and women, first generation students, student-reported Pell-grant recipients)
- Continue emphasis on high student completion across demographic groups within the Rackham Program Review process; including discussions and idea sharing with programs around “best practices” for promoting completion
- Continue emphasis to programs leadership/faculty of new Rackham policy approach in which Rackham funding to programs (block grant, Rackham Merit Fellowships, other awards and resources) is more explicitly linked to diversity outcomes (e.g., efforts to minimize “achievement gaps” or completion rates across demographic subgroups)

Objective 4

Primary Constituents

Rackham Staff

Primary DE&I Goal

Promoting equitable and inclusive community

Other Applicable Domains

Diversity

Five-Year Strategic Objective 4

Learn about and (as appropriate) address the causes of Rackham staff attrition/turnover; use information to engage staff community and improve policies and practices related to enhancing retention

Measures of Success for Objective 4

- Low/decreased staff attrition due to experiences of negative work context/climate



FY17 Actions

- Work with Rackham DE&I Committee (RAC DAC) to:
- Develop and implement steps to learn about the reasons for staff attrition (e.g., internal Rackham concern/climate; promotional opportunity)
- Determine how negative climate experiences of staff lead to turnover/attrition
- Gather input from Rackham staff community (e.g., using staff committee structures) around best ways to learn about and address staff retention
- Enhance mechanisms for performance feedback and skill development
- Increase opportunities for advancement within Rackham
 - Assess the current climate of Rackham staff
 - Examine current conflict resolution procedures and practices; identify explicit ways to ensure DE&I issues are adequately integrated

Service, Partnership, and Collaboration

This domain reflects Rackham's broader mission of leadership and service to graduate education, including the necessary partnerships and collaborations with colleges/schools/units, programs, faculty, staff, students, postdocs, and alumni in order to achieve our goals around diversity and excellence in graduate education.

A significant component of Rackham's role in enhancing graduate education involves partnerships with and service to the U-M community (schools/colleges/units, graduate programs, staff, students, faculty). As such, the *Service, Partnership, and Collaboration* domain for us involves exploring whether diversity, equity and inclusion issues are seamless and fundamental underpinnings of our policies, offerings and resources, and overall service delivery models as a graduate school. We are mindful to examine whether our service is equitable, tailored to the unique needs of the populations we serve, and inclusive. Questions we considered include: Are we serving and communicating effectively with a broad and diverse range of students? Are our offerings and communications appropriately tailored to the needs of specific groups (disciplines, programs, students, faculty, staff)? Are our services and offerings impacting our populations of focus in ways that are aligned with the goals of those services and offerings? Are there gaps in our offerings, our service delivery scope, and our communications around these areas? How can we better align our services, offerings, and communications to fit the needs of a diverse campus community? Are there any aspects of our service offerings that are more difficult to access for various sub-groups of our communities? Are there gaps in our capacities to provide effective services and offerings and to engage in effective partnerships with our communities of interest? Are there gaps in our current ability to assess and evaluate the impacts of our services and offerings, as well as the effectiveness of our partnerships and collaborations?



Objective 1

Primary Constituents

Students

Primary DE&I Goal

Promoting an Equitable and Inclusive Community

Other Applicable Domains

High Quality Academic Environment (Education and Scholarship, Development)

Five-Year Strategic Objective 1

Develop, improve, and implement assessments/evaluations across programmatic activities for students.

Measures of Success for Objective 1

- Establishment of approach and protocol for use in proposing/approving new programs and initiatives (focused on identifying specific goals and objectives of proposed activity, how elements of proposed program will address stated goals/objectives, and plan for assessing whether objectives/goals met)
- Positive assessment outcomes for programmatic activities, as reported by students

FY17 Actions

- Document the programs with established assessment plans and metrics of success; compare to those without such plans and metrics
- Use assessment information to consider program effectiveness and program priorities (e.g., how to improve programs, whether to expand, or whether to discontinue)
- Work on developing policies and practices for assessment of program activities, including procedures for proposing/approving new programmatic activities

Objective 2

Primary Constituents

Students

Primary DE&I Goal

Promoting an Equitable and Inclusive Community

Other Applicable Domains

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High Quality Academic Environment (Education and Scholarship, Development)

Five-Year Strategic Objective 2

Enhance student participation in Rackham programmatic activities: Continue and improve outreach and advertisements to students around all programmatic activities assessed as beneficial to students; enhance outreach to historically underrepresented and/or marginalized groups.

Measures of Success for Objective 2

- Increased student participation in core programmatic activities, including those from historically underrepresented and/or historically marginalized groups
- Increased partnership with student organizations (including RSG and SCOR), campus offices, other schools/colleges/units to cross-promote relevant programs and resources

FY17 Actions

- Highest priority actions include:
- Gather input from students, staff, and faculty on advertising of programmatic activities in order to allocate resources effectively and identify new opportunities
- Investigate ways to track participation in programmatic activities
- Other actions to consider include:
- Create a promotional checklist for all programmatic activities (both those directly related to DE&I as well as other programming for the broader student population) to be used by Rackham staff to better implement communications and outreach strategies
- Take steps towards upgrading the events management system and the events calendar display for better classification/tags, share features, etc.

Objective 3

Primary Constituents

Academic Programs, Students, Faculty, and Staff in Academic Programs

Primary DE&I Goal

Promoting an Equitable and Inclusive Community

Other Applicable Domains

High Quality Academic Environment (Education and Scholarship, Development)



Five-Year Strategic Objective 3

Enhance our communications and information sharing with academic programs around Rackham's investment in DE&I.

Measures of Success for Objective 3

- Reports of awareness of DE&I issues and Rackham resources related to DE&I
- Analytics through MailChimp and Google analytics to see open rates on e-mails and traffic to Rackham's Diversity site/resources

FY17 Actions

- Highest priority actions include:
- Work on ways to further develop the "Diversity" section of the Rackham website; include tips, training, literature, promising practices and resources on and off campus
- Share more data related to DE&I on our website so graduate programs can more easily access needed information
- Include updates on Rackham's DEI efforts in monthly communications with graduate chairs and directors and graduate coordinators and in each semester update to all faculty
- Continue to update students on our DEI efforts in e-mail newsletters or special messages from Dean Fierke
- Other actions to consider include:
- Develop content strategy to acknowledge and celebrate our diversity (e.g., high numbers of first-gens, improvements in student diversity) via our website, social media, and external media opportunities.
- Reformat web resources related to DE&I (e.g., mentoring, community building) and develop a plan to distribute them to our various constituencies; consider whether/how to share in orientations/trainings, other meetings of faculty, students, and staff
- Explore more ways to use communications to help students connect with one another (e.g., ways to connect new first-generation students to share resources, among those who express desire to do so)

Objective 4

Primary Constituents

Academic Programs, Faculty, Staff, and Students in Academic Programs

Primary DE&I Goal

Promoting an Equitable and Inclusive Community

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Other Applicable Domains

High Quality Academic Environment (Education and Scholarship, Development)

Five-Year Strategic Objective 4

Gather information from academic programs and students about strengths and challenges in their communications, collaborations, and partnerships with Rackham; use information to continue areas of work and support that are particularly beneficial, as well as address areas of need or challenge, ways that we might partner more effectively.

Measures of Success for Objective 4

- Nature of complaints or inquiries from academic program members (faculty, staff, students) about problems in communications, process, or policy; changes in nature of complaints over time

FY17 Actions

- Explore diverse perspectives on the effective ways of reaching out to and gathering information from our various community constituencies for input on our collaborations and partnerships with them (Chairs/Directors, Grad Coordinators, Faculty Allies, Rackham Executive Board; Rackham-affiliated units)
- Use most promising ideas to develop a plan for regular input/feedback with partner constituencies

Objective 5

Primary Constituents

Rackham Staff

Primary DE&I Goal

Promoting an Equitable and Inclusive Community

Other Applicable Domains

High Quality Academic Environment (Education and Scholarship, Development)



Five-Year Strategic Objective 5

Improve Rackham communications and collaborations practices relevant to enhancing the delivery and implementation of services, programming, policy, and resources in support of our mission to enhance graduate education.

Measures of Success for Objective 5

- Staff reports on climate assessment (related to perceptions of effective communications and collaborations)
- Number and quality of use of collaborative technology tools (e.g., streamlined use of Box, forms, information management systems, etc.)
- Training received/attended by staff about these tools and topics related to collaborative working
- Increase the number of collaborative projects across Rackham offices
- ADA compliance in all areas of Rackham work environment (physical, digital)

FY17 Actions

- Continue exploring and implementing different organizational model (e.g., reporting lines) and the roles of the dean, associate deans, assistant deans
- Explore various ways staff and unit roles and work can be organized to enable communication and collaborations that increase efficiency and effectiveness in meeting our mission and goals for graduate education; use input of Rackham staff in this exploration (e.g., potential of new staff position focused on DE&I to support oversight of on-going efforts; best use of various staff meetings; joint staff meetings; change the focus of meetings from “reporting out” to “developing projects”; create policies and practices around data sharing and dissemination; among other areas identified from staff input)
- Develop a plan for implementing the most promising ideas and approaches
- Develop plan for staff training and making progress in improvements to our website, web applications, and web resources towards ADA compliance

Objective 6

Primary Constituents

Alumni

Primary DE&I Goal

Promoting an Equitable and Inclusive Community

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Other Applicable Domains

Diversity

Five-Year Strategic Objective 6

Increase engagement with Rackham alumni around DE&I issues.

Measures of Success for Objective 6

- List of alumni to target for feedback on Rackham DE&I planning efforts
- Inclusion of alumni feedback in DE&I planning efforts
- Alumni reports of positive views of DE&I progress
- Alumni interest in participating in DE&I efforts (in providing time, funding, or other resources)

FY17 Actions

- Explore best ways to communicate to alumni Rackham's DE&I priorities
- Explore best process or format to structure a two-way dialogue with alumni regarding DE&I issues and plans
- Begin to implement early communication about the status and plans for Rackham's DE&I priorities
- Explore best ways to learn about and draw on the spectrum of diverse alumni, including those from historically underrepresented minority alumni and other minority backgrounds, that could be valuable in shaping direction of DE&I plans (inclusion in relevant committees or subcommittees, survey or other data gathering approach)

Objective 7

Primary Constituents

Alumni Donors and other Donors

Primary DE&I Goal

Diversity

Other Applicable Domains

High Quality Academic and Professional Environment (Education and Scholarship); Promoting equitable and inclusive community



Five-Year Strategic Objective 7

Establish DE&I priorities within Rackham's Development and Fundraising, Alumni Communication, and Fundraising Efforts.

Measures of Success for Objective 7

- Increase in diversity of demographic profiles of alumni donors, as well as other donors and prospective donors
- Compelling messages of DE&I initiatives are shared with alumni and donors
- DE&I topics/areas are a common or central theme in gift conversations and solicitation appeals
- Fundraising initiatives implemented for DE&I-focused programs, initiatives, fellowships (including RMF program)

FY17 Actions

- Examine make-up/backgrounds of current Rackham donors
- Continue new promising practices to reach diverse alumni (such as new outreach efforts to Rackham Merit Fellow alumni)
- Explore new ideas for increasing diversity in Rackham donors (e.g., selected outreach to groups of alumni such as former multicultural organization members; identifying specific DE&I themes in research, scholarship, and professional development that may be attractive to a broad range of donors, among other potential ideas)
- Establish outreach plans to RMF alumni, SCOR alumni and other potential fellowship programs to develop alumni conversations related to Rackham's DE&I priorities.
- Explore best ways to communicate with donors and prospective donors around Rackham's DE&I priorities
- Share stories with alumni of DE&I issues, priorities, and successes at Rackham

Objective 8

Primary DE&I Goal

Diversity

Other Applicable Domains

High Quality Academic and Professional Environment (Education and Scholarship); Promoting equitable and inclusive community



Michigan Society of Fellows

The Michigan Society of Fellows, under the auspices of the Rackham Graduate School, was established in 1970 with endowment grants from the Ford Foundation and the Horace H. and Mary Rackham Funds. Each year the Society selects outstanding applicants for appointment to [three-year fellowships](#) in the social, physical, and life sciences, and in the professional schools. In 2007 the Mellon Foundation awarded a grant to add Mellon Fellows in the humanities and arts. The newly appointed [Postdoctoral Fellows](#) join a unique interdisciplinary community composed of their peers as well as the [Senior Fellows of the Society](#), who include many of the University's leading scholars. [Alumni Fellows of the Society](#) have gone on to become distinguished scholars at U-M and other institutions around the world.

Five-Year Strategic Objective 8

- Increased diversity in Society of Fellows at U-M
- Documented and institutionalized process for integrating consideration of commitment to diversity, equity, and inclusion into recruitment, evaluation, and selection of Fellows

Measures of Success for Objective 8

- Explicit integration of DE&I into program mission statement
- Increased diversity in Society of Fellows in application pool
- Increased diversity in Fellows awarded and that accept positions at U-M (including scholars from underrepresented racial/ethnic backgrounds, women underrepresented in science)

FY17 Actions

- Continue new practice of gathering demographic information about program applicants; develop and implement practices to track over time
- Work with Rackham leadership and staff to document (and further develop) strategies for engaging DE&I principles in recruitment, evaluation, and selection processes; draw on resources and principles of ADVANCE program

Objective 9

Primary DE&I Goal

Promoting equitable and inclusive community

Other Applicable Domains

Diversity; High Quality Academic and Professional Environment (Development Opportunities); Retention

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Mary A. Rackham Institute

A primary mission of the Mary A. Rackham Institute (MARI) is to serve the [University of Michigan](#) and surrounding region with evaluation and intervention programs of the highest quality to assist individuals, couples and families with mental health/behavioral health concerns and with difficulties related to language, literacy, and communication. A second primary mission is to provide excellent [educational opportunities and training programs](#) for graduate and postgraduate students in these areas, including training in the delivery of clinical services and in the integration of science and practice. The MARI also strives to provide community education and outreach services in these areas.

MARI is comprised of three units:

- [University Center for Language and Literacy](#) (UCLL) offers intensive language and literacy evaluations and intervention services for children, youth, young adults, and adults
- [University Center for the Child and Family](#) (UCCF) provides mental health services to children, couples, and families
- [University Psychological Clinic](#) provides mental health services to adults over 18 years of age

Five-Year Strategic Objective 9

- Explicit integration of DE&I into MARI mission statement
- Documented and institutionalized processes for explicitly integrating DE&I principles into MARI practices related to personnel (e.g., staff and students) and to clients

Measures of Success for Objective 9

- Diversity in MARI staff demographic background
- Diversity in demographic background of clients served
- All staff have training/capacity to engage with and serve diverse constituencies effectively

FY17 Actions

- Document/describe diversity characteristics of personnel and clients (with regard to demographic background, among other areas of diversity relevant to MARI mission)
- Document (and further develop as needed) strategies for engaging DE&I principles in MARI personnel selection and development; outreach to communities/clients; draw on resources and principles of ADVANCE program, as appropriate

Objective 10

Primary DE&I Goal

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Diversity

Other Applicable Domains

High Quality Academic and Professional Environment (Education and Scholarship); Promoting equitable and inclusive community

Michigan Quarterly Review

The Michigan Quarterly Review (MQR) is an eclectic interdisciplinary journal of arts and culture that seeks to combine the best of poetry, fiction, and creative nonfiction with outstanding critical essays on literary, cultural, social, and political matters. The flagship journal of the University of Michigan, *MQR* draws on lively minds here and elsewhere, seeking to present accessible work of all varieties for sophisticated readers from within and without the academy.

Five-Year Strategic Objective 10

- Explicit integration of DE&I into MQR mission statement
- Documented process for explicitly integrating DE&I principles into MQR practices related to personnel (e.g., diversity of student interns) and scholarship (e.g., how MQR works to achieve diversity and inclusion in authors selection, evaluation of scholarship)

Measures of Success for Objective 10

- DE&I program mission statement
- Documented process for integrating DE&I into recruitment, evaluation, and selection of Fellows
- Diversity in personnel (e.g., race/ethnicity, gender, and other demographic/identity backgrounds of student interns)
- Diversity in scholars/authors selected
- Diversity in scholarship represented in MQR

FY17 Actions

- Continue practice of recruiting personnel (e.g., student interns) from programs that have significant student diversity; develop a plan to document and institutionalize this approach
- Document/describe diversity characteristics of authors and scholars (with regard to demographic background, career stage/rank, among other areas of diversity)
- Work with Rackham leadership and staff as needed to document (and further develop) strategies for engaging DE&I principles in MQR recruitment, evaluation, and selection processes; draw on resources and principles of ADVANCE program, as appropriate



RACKHAM GRADUATE SCHOOL

DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN

UNIVERSITY OF MICHIGAN

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Goal-Related Metrics

University-wide Metrics

With regard to the three goals of the Strategic Plan, the university will track and publish overall metrics relating to the three goals. Potential items being considered for the university-wide, goal-related metrics include:

Diversity

Makeup of freshman class, diversity of faculty at all levels, diversity of staff, diversity of workforce overall, diversity of students overall, completion rates for all students at all levels

Equity

Number of reported incidents, reports on adverse impacts

Inclusion

Results on U-M climate measures of faculty, staff and students

Rackham-specific Metrics We Are Considering

Diversity

- Diversity and make-up of graduate student population (master's, Ph.D.)
- Diversity and make-up of Rackham Merit Fellows selected/admitted by programs
- Program- and faculty-level participation in activities, offerings, and resources to support diversity (e.g., workshops on recruitment and admissions, diversity grants programs, Faculty Allies program)
- Diversity and make-up of Rackham staff
- Staff-level participation in resources to support diversity (e.g., educational offerings and experiences, committees and task forces, other programming)

Equity

- Completion rates across students from diverse demographic backgrounds; trends across Rackham divisions, schools/colleges/units, and graduate programs
- Results on selected items from Rackham Program Review surveys and other Rackham research surveys (related to equitable academic and professional opportunities, funding); examination of demographic group differences when possible

Updated: November 17, 2017

Source: rackham.umich.edu/downloads/rackham-dei-strategic-plan.pdf

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- Results on climate survey of Rackham staff (e.g., around equitable opportunities for professional support, growth, and development)

Inclusion

- Results on selected items from Rackham Program Review student surveys and other Rackham research surveys with students (related to climate, mentoring, sense of community and belonging); examination of trends over time; examination of demographic group differences when possible
- Program- and faculty-level participation in resources to support inclusion and equity (e.g., mentoring workshops and support activities, Rackham Faculty Allies)
- Results on climate survey of Rackham staff (around inclusive climate and community experiences)
- Participation of a range of Rackham staff across Rackham staff committees, other staff decision-making bodies, and initiatives at Rackham and university levels
- Input from program faculty (grad chairs/directors, department chairs, Rackham Faculty Allies) around their views of DE&I in their programs, as well as their feelings of clarity and inclusion in their work and collaboration with Rackham (through surveys and documented feedback in Chairs' and Rackham Faculty Allies' meetings)
- Input from academic program staff (Graduate Coordinators and others) around clarity and inclusion in their work and collaboration with Rackham (e.g., through surveys and documented feedback in Graduate Coordinators' meetings)



Plans for Supporting, Tracking and Updating the Strategic Plan

Rackham Diversity, Equity, and Inclusion Advisory Committee (RAC DAC)

The Rackham Diversity, Equity and Inclusion Strategic Plan unit lead is the key contact for stewardship of the plan in FY17. The DE&I unit lead – in consultation with Rackham Dean and Vice Provost for Academic Affairs – will be assisted by members of the Rackham Diversity, Equity, and Inclusion Advisory Committee (RAC DAC) in tracking and supporting the plan implementation.

We have developed a structure for the RAC DAC support team that would delegate leadership around areas of responsibility:

DE&I Unit Lead 2016-17

Mark Kamimura-Jimenez, Assistant Dean

Action Owners

Faculty

Robin Means-Coleman, Associate Dean

Students and Alumni

- John Godfrey, Assistant Dean
- Mark Kamimura-Jimenez, Assistant Dean

Staff

Dawn Viau, Rackham Chief of Staff

Data Reporting

John Gonzalez, Director of Institutional Research

Engagement

Mark Kamimura-Jimenez, Assistant Dean

Unit Communications

Mark Kamimura-Jimenez, Assistant Dean

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Year Two Planning

- Robin Means-Coleman, Associate Dean
- Mark Kamimura-Jimenez, Assistant Dean
- Darlene Ray-Johnson, Rackham Resolution Officer

Budget

Dawn Viau, Rackham Chief of Staff

Tracking and Updates

This committee will conduct a review of the plan in summer and early fall 2016 with multiple constituencies (Rackham Leadership Team, students, graduate and department chairs, Rackham Faculty Allies, MORE Committee, Rackham Executive Board, other program faculty, graduate coordinators, Rackham staff forum) and gather feedback and additional ideas to be implemented throughout the year. A mid-year status report on progress will be presented to the Rackham Leadership Team (made up of Rackham Deans and Unit Directors) in January and a final evaluation of Year 1 success measures, accomplishments from the plan as well as Year 2 recommendations will be presented to Rackham Leadership Team beginning in April, 2017. The Year 1 outcomes and Year 2 recommendations will be presented and discussed with students, faculty, and staff (in forum-type meetings) at the end of Year 1, in which further community input and feedback will be solicited and integrated, as appropriate, into Year 2 plans.



Action Planning Tables

- [Recruitment Action Planning Table PDF](#)
- [High Quality Academic/Professional Environment Action Planning Table PDF](#)
- [Retention Action Planning Table PDF](#)
- [Service, Partnership, and Collaboration Action Planning Table PDF](#)



Footnotes

[1] Another DEI Student Forum was also planned for February, but extreme weather/snow on the day of the event caused it to be cancelled.

[2] Given the timing of these events, input and organized themes were not available in time to incorporate into the DE&I plan draft submitted on March 31. But, this information - along with further community input - will be considered as we continue to revise and develop the draft in preparation for the Fall 2016 plan launch.

[3] The information is from Rackham programs reviewed in 2012-2015. The same series of questions are also asked about diversity sensitivity among staff and other graduate students in students' programs.

[4] Of the 400 URM students surveyed, 293 participated (73.3% response rate). Of the 451 Non-URM students surveyed, 256 participated (71.4% response rate). Of respondents, 27.5% were in Biological and Health Sciences, 34.0% in Physical Sciences and Engineering, and 38.5% in Social Sciences. At the time of study, 46.8% of the respondents are pre-candidates and 53.2% are candidates. Women were 51.2% of the sample. Of the survey respondents, 26.2% were Hispanic, 43.3% White, 14.6% African-American, 5.0% Asian-American, 1.5% American Indian or Alaska Native, 0.2% Native Hawaiian or other Pacific Islander, and 6.7% were non-Hispanic and belonged to two or more races. These categories conform to federal rules for the reporting of race and ethnicity data by higher education institutions.

[5] The demographic information is from April 2016.