Diversity, Equity and Inclusion Strategic Plan
Five-Year Strategic Objectives, Measures and FY19 Actions

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 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 where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

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

Since conferring its first doctoral degree in 1876, the University of Michigan (U-M) 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 U-M. 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.
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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 accomplish: 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.

II. Planning Process Used

Planning Lead(s):
Rackham’s planning lead is Ethriam Brammer, Assistant Dean and DEI Implementation Lead.

Planning Team:
In addition to Assistant Dean Brammer, Rackham’s DEI planning team includes (alphabetically): Edmund Graham, MSI Institutions Coordinator; Darlene Ray-Johnson, Senior Graduate Student Affairs Office and Resolution Officer; Michael Solomon, Dean; and, Deborah Willis, Program Manager for Professional and Academic Development.

Planning Process Summary:

The Rackham Year 2 DEI Strategic Plan was comprehensive in its breadth, depth and overall impact, addressing needs among students, staff, faculty, alumni and marketing and communications. In order to begin to advance parts of the Year 2 plan in the absence of an Assistant Dean, a DEI Implementation Group was formed by Dean Solomon to support the implementation of DEI action items across Rackham’s various units. In addition, the DEI SALT Team was created to address DEI and staff climate issues, specifically.

Accomplishments of the DEI Implementation Group in Year 2 include advancing the Minority Serving Institutions (MSIs) Initiative to support diversity recruitment aims into U-M graduate programs. Led by Edmund Graham, Rackham MSI Coordinator, an MSI Strategic Planning Committee has begun to develop an MSI Partnership action plan, which includes goals, proposed infrastructure and incentives for participation.

The DEI Implementation Group was also able to pilot the Rackham Professional Development Diversity, Equity, and Inclusion Certificate Program, led by Deborah Willis, Program Manager for Professional and Academic Development. The program was established in response to graduate student requests for professional
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development in cultural competency and diversity and inclusion. The goal of the program is to prepare students
to enter a diverse and global job market while helping to foster an inclusive and equitable environment at U-M.
Thirty-eight (38) participants completed the program in year one.
Beginning in April 2018, after the hiring of the new Assistant Dean and DEI Implementation Lead, Ethriam
Brammer, the Rackham DEI Implementation Team reviewed the Year 2 DEI Strategic Plan as a point of
departure for Year 3 planning.

The team recognized that many action items listed in the Year 1 and Year 2 DEI Strategic Plans had been fully
implemented. Additionally, the team agreed that some consolidation of action items was appropriate to reduce
redundancy and make the plan more focused and efficient.

Three principal global objectives were identified: to promoting diversity, equity, and inclusion among 1) 
graduate and post-doctoral students, 2) staff, and 3) faculty partners. Continuing action items were re-organized
in alignment with these objectives.

In addition to consolidation of previous action items, new action items were generated in response to emerging
needs and challenges faced by Rackham students, staff, and faculty partners, including graduate student sexual
harassment and sexual misconduct, for example.

Finally, the Year 3 DEI Strategic Plan was shared with key constituencies, including Rackham Strategic Action
Lead Team (SALT), Rackham Implementation Team (RIT) and Rackham Planning Team. The plan was
revised based on recommendations provided by these various groups of Rackham stakeholders.

Process used to collect data:

Rackham’s own Institution Research (IR) division regularly gathers data tracking student climate and outcomes.
These data are shared internally in order to identify trends; and, they are also shared with graduate programs
through the Rackham Program Review (RPR) process.

Similarly, Rackham has recently conducted two staff climate surveys; and, Dawn Viau, Rackham Dean’s Chief
or Staff, provided additional longitudinal staff employment data.

Sources of data:

Rackham IR makes much of its student data accessible online through Tableau in an effort to increase
transparency and availability.

Staff data was collected by Rackham Human Resources (HR). Staff climate data was collected through the
campus-wide staff climate survey as well as a previous staff climate survey conducted in collaboration with
Advance.

Process used to analyze data:

In collaboration with Rackham IR and Rackham HR, the Rackham DEI Implementation Team collectively
analyzed available data in order to draft a Year 3 DEI Strategic Plan which both addressed areas of continued
concern as well as identified new areas of need.
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Action idea generation activities:

Though the emphasis for this year’s DEI strategic planning process was to identify areas of possible consolidation in order to increase focus, effectiveness, and efficiency, the Rackham DEI Implementation Team did engage in an idea generation phase which led to the inclusion of new action items, such as providing graduate student sexual harassment and sexual misconduct training and promoting inclusive mentoring among faculty partners.

Summary of engagement activities:

More than thirty (30) DEI-related workshops and trainings were offered to Rackham students and staff this year, exploring topics such as implicit bias, micro-aggressions and LGBTQ+ identities.

In fact, as a result of the successful implementation of the Rackham Professional Development Diversity, Equity, and Inclusion Certificate Program, Rackham has quadrupled its DEI trainings and workshops offered to all Rackham students.

In addition, a Bouchet Honorary Society focus group was conducted as part of a larger process of continuous improvement and strategic planning.

And, a Rackham DEI GSSA focus group was conducted as part of a larger process of continuous improvement.

III. Data and Analysis: Key Findings

Summary of Data:

Student Diversity:

One of Rackham’s priority areas continues to be 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).
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 red text in the figure) that disaggregating by racial/ethnic group reveals that the seeming flat/non-changing pattern among URM students is a function of increases in Hispanic/Latix and decreases in African American student enrollments. As noted in both figures, another possible contributing factor to enrollment patterns is the 2010 change in the 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).
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Enrolled Domestic Ph.D. Students 2005-2015
Enrolled Domestic Ph.D. Students, Highlighting Select Demographic Groups

The table below summarizes total enrollments for (FY2015) incoming cohort enrollments for Rackham’s masters and doctoral programs, along a number of demographic background factors.

### Snapshot of Rackham Student Enrollments

<table>
<thead>
<tr>
<th>masters</th>
<th>Ph.D.</th>
<th>TOTAL</th>
<th>FY2015 Cohort</th>
<th>TOTAL</th>
<th>FY2015 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment #</td>
<td></td>
<td>3,128</td>
<td>1,646</td>
<td>5,179</td>
<td>1,033</td>
</tr>
<tr>
<td>Domestic Women</td>
<td></td>
<td>29%</td>
<td>30%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>Domestic Men</td>
<td></td>
<td>27%</td>
<td>30%</td>
<td>27%</td>
<td>34%</td>
</tr>
<tr>
<td>International Women</td>
<td></td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>International Men</td>
<td></td>
<td>27%</td>
<td>25%</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>URM*</td>
<td></td>
<td>14%</td>
<td>13%</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>Pell Grant*</td>
<td></td>
<td>24%</td>
<td>23%</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>First Gen 4-Year College Grad*</td>
<td></td>
<td>15%</td>
<td>16%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>First Gen U.S. Citizen*</td>
<td></td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

Staff Diversity:

Along with advancing the values of DEI in graduate education for our students and academic programs, Rackham is also committed to our DEI values within our Rackham organization and staff community.

As a result of this historical commitment to diversity and inclusion, Rackham’s staff continues to be more diverse than the broader U-M campus according to a number of indicators:

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Race &amp; Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Year</td>
<td>Headcount</td>
<td>Female</td>
</tr>
<tr>
<td>2018</td>
<td>76</td>
<td>56 (74%)</td>
</tr>
<tr>
<td>2017</td>
<td>76</td>
<td>60 (79%)</td>
</tr>
<tr>
<td>2016</td>
<td>66</td>
<td>53 (80%)</td>
</tr>
<tr>
<td>2015</td>
<td>73</td>
<td>57 (78%)</td>
</tr>
<tr>
<td>2014</td>
<td>69</td>
<td>54 (75%)</td>
</tr>
<tr>
<td>2013</td>
<td>67</td>
<td>50 (75%)</td>
</tr>
</tbody>
</table>

*NOTE: Indicates select University-wide Comparison data.

As the table above indicates, Rackham compares favorably to the overall U-M community in terms of its gender and ethnic/racial diversity, particularly in terms of its representation of female, African American and Latinx employees.

Nevertheless, according to the All-Staff Climate Survey completed on April 23, 2017, there continues to be significant differences in the rating of the climate between male and female staff members, as well as ratings between White and Non-White staff.

The All-Staff Climate Survey report indicates:

- Overall satisfaction with the climate/environment in Rackham was 46%. However, 50% of those who are Non-White were dissatisfied or very dissatisfied with the climate, while only about a third of the White staff (32.6%) indicated dissatisfaction.

- In general, the Rackham rate of agreement with the positive statements about the climate was lower than the overall percentage of agreement for all U-M staff. However, Non-White staff had even lower rates of agreement than White staff members, particularly on survey items, such as:
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- Feel valued as an individual
- Sense of belonging
- Commitment to diversity
- Treated with respect
- Opportunities for professional success
- Ideas taken seriously in unit

- Non-White staff had higher agreement than White staff on:
  - I have to work harder than others to be valued equally in my unit
  - 31% of Non-White staff felt discrimination in the past 12 months

- In addition, although there are fewer men than women in Rackham, there are some differences in the perceptions between men and women on a number of survey items. For example, men’s rate of agreement is higher than women’s agreement on survey items, such as:
  - Commitment to diversity
  - Ideas taken seriously in unit
  - Opportunities for professional success
  - Fair and equitable rewards for work performance
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Key Findings, Themes and Recommendations:

Student Diversity:

The Rackham student population overall is more diverse relative to the broader U-M student population when examining selected/available demographic indicators, such as URMs, first generation, self-reported Pell grant recipient, etc. Although masters programs, overall, are less diverse than our Ph.D. programs. Rackham’s overall student diversity is also strong in comparison to the national picture for graduate education, especially among our competitive peer institutions.

However, 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 (i.e. recent increases in URM enrollments for the FY15 incoming cohorts). However, there are varied trends within the URM population (e.g. increases in Latinx student enrollments, decreases in African American student enrollments over time, as well as consistent, low enrollments among Native American students).

- Implications and Recommendations:
  - Continue to support the identification, development, and deepening of collaborations with Minority Serving Institutions (MSIs) towards better recruiting and supporting the success of students from MSIs into graduate and professional programs.
  - Continue to offer programmatic activities that promote and expand opportunities for undergraduate research leading to the pursuit of graduate study, such as through the Summer Research Opportunity Program (SROP).
  - Continue to offer programmatic activities and resources for Rackham students that support students’ sense of belonging and personal well-being, such as the Bouchet Honorary Society.

Staff Diversity:

As with its student population, Rackham compares favorably to the overall U-M community in terms of its gender and ethnic/racial diversity, particularly in terms of its representation of female, African American and Latinx employees.

Nevertheless, according to the All-Staff Climate Survey, there continues to be significant differences in the rating of the climate between male and female staff members, as well as ratings between White and Non-White staff.

- Implications and Recommendations:
  - Continue to develop systematic ways to measure, learn about and enhance Rackham staff climate, by using historical and contemporary diversity outcomes
in hiring, to ensure clarity, transparency and implementation of DEI best practices in the Rackham hiring process.

- Use the information gathered from the aforementioned systematic process to improve practices and policies related to staff feeling valued and a sense of belonging in order to improve staff retention.
- Continue to develop and enhance Rackham staff climate through mechanisms for increasing professional skill development.
- Continue to develop and enhance Rackham staff climate through mechanisms for increasing opportunities for career advancement internal and external to Rackham.

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

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

The Rackham Year 3 DEI Strategic Plan focuses on three global objectives: to promote diversity, equity, and inclusion among 1) graduate and post-doctoral students, 2) staff, and 3) faculty partners.

The following strategic objectives and action items also align with the Planning Domains recommended by the U-M Office of Diversity, Equity, and Inclusion (ODEI), which include:

- Education & Scholarship
- Recruitment, Retention & Development
- Promoting an Equitable & Inclusive Community
- Service

Similarly, they also reflect the ODEI’s Vital Strategies:

- Hiring and Selection (e.g. actions, policies, processes, development of tools, deeper dive analyses)
- Recruitment (e.g. actions, policies, processes, deeper dive analyses)
- Career Advancement (e.g. strategies, developing resources, pipeline, mentoring, deeper analyses)
- Diversity skills (staff, students, faculty, other)
- Climate enhancing activities (includes deeper dive analyses)
- Pathways for conflict resolution (includes roles, procedures, communication, deeper analyses)

Each of these strategic objectives 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, see Section IV.
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IV. A. Student Diversity, Inclusion & Excellence:

Five-Year Strategic Objective 1:

To recruit, retain, support the success and degree completion of students who reflect the richness of domestic and international diversity, while promoting an equitable and inclusive community, where all students feel a deep sense of belonging.

FY19 Actions:

- **Action Item 1.1:** Continue to support the identification, development, and deepening of partnerships with Minority Serving Institutions (MSIs) towards better recruiting and supporting the success of students from MSIs into graduate and professional programs.
- **Action Item 1.2:** Continue to create and enhance professional skill development and leadership training offerings related to diversity, equity, and inclusion (DEI) for students.
- **Action Item 1.3:** Continue to offer programmatic activities that promote and expand opportunities for undergraduate research leading to the pursuit of graduate study, such as through the Summer Research Opportunity Program (SROP).
- **Action Item 1.4:** Continue to offer programmatic activities and resources for Rackham students that support students’ sense of belonging and personal well-being, such as the Bouchet Honorary Society.
- **Action Item 1.5:** Provide additional Sexual Harassment and Sexual Misconduct training for graduate students, in collaboration with campus partners.

Measures of Success (for FY19 Actions):

- **Action Item 1.1:**
  - # of designated MSI students applying, admitted, and enrolled at U-M REUs
  - # of designated MSI students applying, admitted, and enrolled in U-M graduate school programs
  - # of programs establishing and maintaining MSI partnerships
- **Action Item 1.2:**
  - # of graduate students participating in and completing the Rackham DEI Certificate Program
  - # of graduate students participating in Rackham graduate student DEI trainings and workshops
- **Action Item 1.3:**
  - # of students applying, admitted, and enrolled at U-M REUs, like SROP
  - # of REU students applying, admitted, and enrolled in U-M graduate school programs
  - # of programs establishing and maintaining REUs
- **Action Item 1.4:**
  - Improved ethnic, racial, and gender outcomes on doctoral exit survey
  - Improved ethnic, racial, and gender outcomes on graduate student climate survey
  - Improved ethnic, racial, and gender outcomes on MDES
  - # of graduate students applying for indication in the Bouchet Honorary Society
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- Action Item 1.5:
  - # of graduate students participating in and completing Sexual Harassment and Sexual Misconduct training

Primary DE&I Goal: Inclusion

Other applicable goals: Diversity and Equity.

Primary ODEI Planning Domain: Recruitment, Retention & Development

Other applicable domains: Education & Scholarship; Promoting an Equitable & Inclusive Community; and, Service.

Primary ODEI Vital Strategy: Recruitment

Other applicable vital strategies: Diversity Skills; Climate Enhancing Activities; and, Pathways for Conflict Resolution.

IV. B. Staff Diversity, Inclusion & Excellence:

Five-Year Strategic Objective 2:

To foster and promote a diverse, equitable and inclusive working environment where all team members are valued, respected and provided with opportunities for life-long learning, professional growth and advancement.

FY19 Actions:

- Action Item 2.1: Continue to develop systematic ways to measure, learn about and enhance Rackham staff climate, by using historical and contemporary diversity outcomes in hiring, to ensure clarity, transparency and implementation of DEI best practices in the Rackham hiring process.
- Action Item 2.2: Use the information gathered from the aforementioned systematic process to improve practices and policies related to staff feeling valued and a sense of belonging in order to improve staff retention.
- Action Item 2.3: Continue to develop and enhance Rackham staff climate through mechanisms for increasing professional skill development.
- Action Item 2.4: Continue to develop and enhance Rackham staff climate through mechanisms for increasing opportunities for career advancement internal and external to Rackham.
- Action Item 2.5: Continue to provide opportunities for training and professional development in areas relevant to DEI and offer a resource list for DEI programs across campus.
Measures of Success (for FY19 Actions):

- Action Item 2.1:
  - Improved ethnic, racial, and gender outcomes on staff climate survey
  - # ethnically, racially and gender diverse job applicants, interviewees, offers, and hires
- Action Item 2.2:
  - Improved ethnic, racial, and gender outcomes on staff climate survey
  - Improved ethnic, racial, and gender employment outcomes
- Action Item 2.3:
  - Improved ethnic, racial, and gender outcomes on staff climate survey
  - # of Rackham staff members participating in and completing DEI trainings and workshops
- Action Item 2.4:
  - Improved ethnic, racial, and gender outcomes on staff climate survey
  - # of Rackham staff members participating in and completing U-M and Rackham professional development trainings and workshops
- Action Item 2.5:
  - # of U-M staff members participating in and completing DEI trainings and workshops offered by Rackham

Primary DE&I Goal: Inclusion

Other applicable goals: Diversity and Equity.

Primary ODEI Planning Domain: Promoting an Equitable & Inclusive Community

Other applicable domains: Recruitment, Retention & Development (staff); Education & Scholarship; and, Service.

Primary ODEI Vital Strategy: Hiring & Selection

Other applicable vital strategies: Recruitment (staff); Career Advancement; Diversity Skills; Climate Enhancing Activities; and, Pathways for Conflict Resolution.

IV. C. Collaborating to Promote Faculty Diversity, Inclusion & Excellence:

Five-Year Strategic Objective 3:

To work collaboratively with faculty from graduate and professional programs in order to develop, evaluate, enhance and prioritize strategic actions collectively impacting DEI (e.g. faculty/staff composition, climate, etc.) and student success outcomes.
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FY19 Actions:

- **Action Item 3.1:** Continue to engage with Rackham programs to identify and promote best practices to increase diverse student enrollment, success and degree completion.
- **Action Item 3.2:** Continue to advocate to graduate program leadership and faculty that program funding (e.g. block grants, Rackham Merit Fellowships, etc.) be more explicitly linked to diversity outcomes and a demonstrated commitment to DEI.
- **Action Item 3.3:** Continue to enhance support for Rackham Faculty Allies for Diversity in Graduate Education as well as the Rackham Faculty Allies Diversity Grant opportunity.
- **Action Item 3.4:** Increase participation in Rackham Faculty Allies by using targeted outreach to departments and programs that do not currently have a Faculty Ally.
- **Action Item 3.5:** Continue to gather best practices in inclusive pedagogy while offering workshops to all faculty in Rackham programs to promote inclusive mentoring practices.

**Measures of Success (for FY19 Actions):**

- **Action Item 3.1:**
  - # of designated underrepresented students applying, admitted, enrolled, and completing U-M graduate school programs
- **Action Item 3.2:**
  - # of designated underrepresented students applying, admitted, enrolled, and completing U-M graduate school programs
  - Value of Rackham block grant
  - # of RMFs allocated
- **Action Item 3.3:**
  - # of Rackham Faculty Allies
  - # of Rackham Faculty Allies Diversity Grants submitted and funded
- **Action Item 3.4:**
  - # of Rackham Faculty Allies, disaggregated by department and program
- **Action Item 3.5:**
  - # of U-M faculty members participating in and completing inclusive pedagogy workshops offered by Rackham

*Primary DE&I Goal:* Diversity

*Other applicable goals:* Equity and Inclusion.

*Primary ODEI Planning Domain:* Education & Scholarship

*Other applicable domains:* Recruitment, Retention & Development; Promoting an Equitable & Inclusive Environment; and, Service.

*Primary ODEI Vital Strategy:* Climate Enhancing Activities
Other applicable vital strategies: Recruitment; Diversity Skills; Career Advancement; and, Pathways for Conflict Resolution.

Rackham will also continue to support and enhance its Office of Conflict Resolution as well as its pathways for conflict resolution.

V. Goal-related Metrics – School, college or unit measures tracked over time

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 include:

- **Diversity:**
  - # of designated MSI students applying, admitted, and enrolled at U-M REUs
  - # of designated MSI students applying, admitted, and enrolled in U-M graduate school programs
  - # of programs establishing and maintaining MSI partnerships
  - # of students applying, admitted, and enrolled at U-M REUs, like SROP
  - # of REU students applying, admitted, and enrolled in U-M graduate school programs
  - # of programs establishing and maintaining REUs
  - # of designated underrepresented students applying, admitted, enrolled, and completing U-M graduate school programs
  - # ethnically, racially and gender diverse job applicants, interviewees, offers, and hires
  - Improved ethnic, racial, and gender employment outcomes

- **Equity:**
  - Improved ethnic, racial, and gender outcomes on doctoral exit survey
  - Improved ethnic, racial, and gender outcomes on graduate student climate survey
  - Improved ethnic, racial, and gender outcomes on MDES
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- # of graduate students participating in and completing Sexual Harassment and Sexual Misconduct training
- Improved ethnic, racial, and gender outcomes on staff climate survey
- Improved ethnic, racial, and gender employment outcomes
- Value of Rackham block grant
- # of RMFs allocated

**Inclusion:**
- # of graduate students participating in and completing the Rackham DEI Certificate Program
- # of graduate students participating in Rackham graduate student DEI trainings and workshops
- # of graduate students applying for indication in the Bouchet Honorary Society
- # of graduate students actively participating in SCOR and GRIN
- Improved ethnic, racial, and gender outcomes on staff climate survey
- # ethnically, racially, and gender diverse job applicants, interviewees, offers, and hires
- Improved ethnic, racial, and gender employment outcomes
- # of Rackham staff members participating in and completing DEI trainings and workshops
- # of Rackham staff members participating in and completing U-M and Rackham professional development trainings and workshops
- # of U-M staff members participating in and completing DEI trainings and workshops offered by Rackham
- # of designated underrepresented students applying, admitted, enrolled, and completing U-M graduate school programs
- Value of Rackham block grant
- # of RMFs allocated
- # of Rackham Faculty Allies
- # of Rackham Faculty Allies Diversity Grants submitted and funded
- # of U-M faculty members participating in and completing inclusive pedagogy workshops offered by Rackham
VI. Action Planning Tables with Details and Accountabilities

*Note: The “Group/persons accountable” column includes the units/individuals that will serve in lead/coordinating roles in assessing the outcomes of a respective strategic objection/action plan, as well as those units involved in and responsible for implementing the actions for that strategic objective.

VI. A. Student Diversity, Inclusion & Excellence:

<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Detailed Actions Planned (measurable, specific)</th>
<th>Measures of Success</th>
<th>Group/ persons accountable</th>
<th>Resources needed (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Strategic Objective 1: To recruit, retain, support the success and degree completion of students who reflect the richness of domestic and international diversity, while promoting an equitable and inclusive community, where all students feel a deep sense of belonging.</td>
<td>Action Item 1.1: Continue to support the identification, development, and deepening of partnerships with Minority Serving Institutions (MSIs) towards better recruiting and supporting the success of students from MSIs into graduate and professional programs.</td>
<td># of designated MSI students applying, admitted, and enrolled at U-M REUs</td>
<td>Dean’s Office</td>
<td>Increased Program Funding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td># of designated MSI students applying, admitted, and enrolled in U-M graduate school programs</td>
<td>Rackham DEI Implementation Lead</td>
<td>MSI Strategic Planning Facilitator</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td># of programs establishing and maintaining MSI partnerships</td>
<td>Rackham IR</td>
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<td></td>
<td>Rackham Admissions</td>
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<td></td>
<td></td>
<td>Designated RAC DAC Subcommittee(s)</td>
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</tr>
</tbody>
</table>
### Students

**Strategic Objective 1:** To recruit, retain, support the success and degree completion of students who reflect the richness of domestic and international diversity, while promoting an equitable and inclusive community, where all students feel a deep sense of belonging.

<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Detailed Actions Planned (measurable, specific)</th>
<th>Measures of Success</th>
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<th>Resources needed (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Strategic Objective 1: Continue to create and enhance professional skill development and leadership training offerings related to diversity, equity, and inclusion (DEI) for students.</td>
<td>Action Item 1.2: Continue to create and enhance professional skill development and leadership training offerings related to diversity, equity, and inclusion (DEI) for students.</td>
<td># of graduate students participating in and completing the Rackham DEI Certificate Program</td>
<td>Dean’s Office</td>
<td>Continued Program Funding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td># of graduate students participating in Rackham graduate student DEI trainings and workshops</td>
<td>Rackham DEI Implementation Lead</td>
<td>Rackham PAD</td>
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<td></td>
<td>Designated RAC DAC Subcommittee(s)</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Strategic Objective 1: Continue to offer programmatic activities that promote and expand opportunities for undergraduate research leading to the pursuit of graduate study, such as through the Summer Research Opportunity Program (SROP).</td>
<td>Action Item 1.3: Continue to offer programmatic activities that promote and expand opportunities for undergraduate research leading to the pursuit of graduate study, such as through the Summer Research Opportunity Program (SROP).</td>
<td># of students applying, admitted, and enrolled at U-M REUs, like SROP</td>
<td>Dean’s Office</td>
<td>Continued Program Funding</td>
</tr>
<tr>
<td></td>
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<td></td>
<td># of REU students applying, admitted, and enrolled in U-M graduate school programs</td>
<td>Rackham DEI Implementation Lead</td>
<td>Rackham RGSE</td>
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<td>Designated RAC DAC Subcommittee(s)</td>
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<td>Key Constituency</td>
<td>Strategic Objective</td>
<td>Detailed Actions Planned (measurable, specific)</td>
<td>Measures of Success</td>
<td>Group/ persons accountable</td>
<td>Resources needed (if applicable)</td>
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<tr>
<td>Students</td>
<td>Strategic Objective 1: To recruit, retain, support the success and degree completion of students who reflect the richness of domestic and international diversity, while promoting an equitable and inclusive community, where all students feel a deep sense of belonging.</td>
<td>Action Item 1.4: Continue to offer programmatic activities and resources for Rackham students that support students’ sense of belonging and personal well-being, such as the Bouchet Honorary Society.</td>
<td># of programs establishing and maintaining REUs</td>
<td>Rackham IR&lt;br&gt;Rackham Admissions&lt;br&gt;Designated RAC&lt;br&gt;DAC&lt;br&gt; Subcommittee(s)</td>
<td>Increased Program Funding&lt;br&gt;Bouchet Strategic Planning Facilitator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved ethnic, racial, and gender outcomes on doctoral exit survey</td>
<td>Improved ethnic, racial, and gender outcomes on graduate student climate survey</td>
<td>Improved ethnic, racial, and gender outcomes on MDES</td>
<td>Dean’s Office&lt;br&gt;Rackham DEI Implementation Lead&lt;br&gt;Rackham RGSE&lt;br&gt;Rackham IR&lt;br&gt;Rackham Admissions&lt;br&gt;Designated RAC&lt;br&gt;DAC&lt;br&gt; Subcommittee(s)</td>
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<tr>
<td>Key Constituency</td>
<td>Strategic Objective</td>
<td>Detailed Actions Planned (measurable, specific)</td>
<td>Measures of Success</td>
<td>Group/ persons accountable</td>
<td>Resources needed (if applicable)</td>
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</tr>
<tr>
<td>Students</td>
<td>Strategic Objective 1: To recruit, retain, support the success and degree completion of students who reflect the richness of domestic and international diversity, while promoting an equitable and inclusive community, where all students feel a deep sense of belonging.</td>
<td>Action Item 1.5: Provide additional Sexual Harassment and Sexual Misconduct training for graduate students, in collaboration with campus partners.</td>
<td># of graduate students participating in and completing Sexual Harassment and Sexual Misconduct training</td>
<td>Dean’s Office&lt;br&gt;Rackham DEI Implementation Lead&lt;br&gt;Designated RAC&lt;br&gt;DAC&lt;br&gt; Subcommittee(s)</td>
<td>Space for Sexual Harassment and Sexual Misconduct trainings</td>
</tr>
</tbody>
</table>
VI. B. Staff Diversity, Inclusion & Excellence:

<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Detailed Actions Planned (measurable, specific)</th>
<th>Measures of Success</th>
<th>Group/persons accountable</th>
<th>Resources needed (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Strategic Objective 2: To foster and promote a diverse, equitable and inclusive working environment where all team members are valued, respected and provided with opportunities for life-long learning, professional growth and advancement.</td>
<td>Action Item 2.1: Continue to develop systematic ways to measure, learn about and enhance Rackham staff climate, by using historical and contemporary diversity outcomes in hiring, to ensure clarity, transparency and implementation of DEI best practices in the Rackham hiring process.</td>
<td>Improved ethnic, racial, and gender outcomes on staff climate survey # ethnically, racially, and gender diverse job applicants, interviewees, offers, and hires</td>
<td>Dean’s Office Rackham DEI Implementation Lead Rackham IR Rackham SALT Rackham HR Designated RAC DAC Subcommittee(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Staff</td>
<td>Strategic Objective 2: To foster and promote a diverse, equitable and inclusive working environment where all team members are valued, respected and provided with opportunities for life-long learning, professional growth and advancement.</td>
<td>Action Item 2.2: Use the information gathered from the aforementioned systematic process to improve practices and policies related to staff feeling valued and a sense of belonging in order to improve staff retention.</td>
<td>Improved ethnic, racial, and gender outcomes on staff climate survey Improved ethnic, racial, and gender employment outcomes</td>
<td>Dean’s Office Rackham DEI Implementation Lead Rackham IR</td>
<td>N/A</td>
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</tbody>
</table>
### Rackham Graduate School

<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Detailed Actions Planned (measurable, specific)</th>
<th>Measures of Success</th>
<th>Group/ persons accountable</th>
<th>Resources needed (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Strategic Objective 2: To foster and promote a diverse, equitable and inclusive working environment where all team members are valued, respected and provided with opportunities for life-long learning, professional growth and advancement.</td>
<td>Action Item 2.3: Continue to develop and enhance Rackham staff climate through mechanisms for increasing professional skill development.</td>
<td>Improved ethnic, racial, and gender outcomes on staff climate survey # of Rackham staff members participating in and completing DEI trainings and workshops</td>
<td>Dean’s Office Rackham DEI Implementation Lead Rackham IR Rackham SALT Rackham HR Designated RAC DAC Subcommittee(s)</td>
<td>Increased Program Funding</td>
</tr>
<tr>
<td>Key Constituency</td>
<td>Strategic Objective</td>
<td>Detailed Actions Planned (measurable, specific)</td>
<td>Measures of Success</td>
<td>Group/ persons accountable</td>
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<tr>
<td>Staff</td>
<td>Strategic Objective 2: To foster and promote a diverse, equitable and inclusive working environment where all team members are valued, respected and provided with opportunities for life-long learning, professional growth and advancement.</td>
<td>Action Item 2.4: Continue to develop and enhance Rackham staff climate through mechanisms for increasing opportunities for career advancement internal and external to Rackham.</td>
<td>Improved ethnic, racial, and gender outcomes on staff climate survey # of Rackham staff members participating in and completing U-M and Rackham professional development trainings and workshops</td>
<td>Dean’s Office Rackham DEI Implementation Lead Rackham IR Rackham SALT Rackham HR Rackham PAD Designated RAC DAC Subcommittee(s)</td>
<td>Increased Program Funding</td>
</tr>
<tr>
<td>Rackham Staff</td>
<td>Strategic Objective 2: To foster and promote a</td>
<td>Action Item 2.5: Continue to provide opportunities for training and professional development in areas relevant to</td>
<td># of U-M staff members participating in and completing DEI trainings and workshops offered by Rackham</td>
<td>Dean’s Office Rackham DEI Implementation</td>
<td>Increased Program Funding</td>
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<tr>
<td>U-M Staff</td>
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</table>
### VI. C. Collaborating to Promote Faculty Diversity, Inclusion & Excellence:

<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Detailed Actions Planned (measurable, specific)</th>
<th>Measures of Success</th>
<th>Group/ persons accountable</th>
<th>Resources needed (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>U-M Faculty</td>
<td>Strategic Objective 3: To work collaboratively with faculty from graduate and professional</td>
<td>Action Item 3.1: Continue to engage with Rackham programs to identify and promote best practices to increase diverse student enrollment, success and degree completion.</td>
<td># of designated underrepresented students applying, admitted, enrolled, and completing U-M graduate school programs</td>
<td>Dean’s Office, Rackham DEI Implementation Lead</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Constituency</td>
<td>Strategic Objective</td>
<td>Detailed Actions Planned (measurable, specific)</td>
<td>Measures of Success</td>
<td>Group/persons accountable</td>
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</table>
| U-M Faculty      | Strategic Objective 3: To work collaboratively with faculty from graduate and professional programs in order to develop, evaluate, enhance and prioritize strategic actions collectively impacting DEI (e.g. faculty/staff composition, climate, etc.) and student success outcomes. | Action Item 3.2: Continue to advocate to graduate program leadership and faculty that program funding (e.g. block grants, Rackham Merit Fellowships, etc.) be more explicitly linked to diversity outcomes and a demonstrated commitment to DEI. | # of designated underrepresented students applying, admitted, enrolled, and completing U-M graduate school programs  
Value of Rackham block grant  
# of RMFs allocated | Rackham Admissions  
U-M Graduate Program(s)  
Designated RAC DAC Subcommittee(s) | Dean’s Office  
Rackham Planning Group  
Rackham DEI Implementation Lead  
Rackham IR  
Rackham Admissions | Increased Program Funding |
<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Detailed Actions Planned (measurable, specific)</th>
<th>Measures of Success</th>
<th>Group/ persons accountable</th>
<th>Resources needed (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>U-M Faculty</td>
<td>Strategic Objective 3: To work collaboratively with faculty from graduate and professional programs in order to develop, evaluate, enhance and prioritize strategic actions collectively impacting DEI (e.g. faculty/staff)</td>
<td>Action Item 3.3: Continue to enhance support for Rackham Faculty Allies for Diversity in Graduate Education as well as the Rackham Faculty Allies Diversity Grant opportunity.</td>
<td># of Rackham Faculty Allies # of Rackham Faculty Allies Diversity Grants submitted and funded</td>
<td>Rackham Program Review Rackham RGSE U-M Graduate Program(s) Designated RAC DAC Subcommittee(s)</td>
<td>Increased Program Funding</td>
</tr>
</tbody>
</table>

The table outlines strategic actions and objectives aimed at enhancing diversity, equity, and inclusion within graduate and professional programs. It includes specific actions, measures of success, and groups/persons accountable for ensuring the implementation of these objectives. The table also highlights the resources needed for each action item.
### Rackham Graduate School

<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Detailed Actions Planned (measurable, specific)</th>
<th>Measures of Success</th>
<th>Group/ persons accountable</th>
<th>Resources needed (if applicable)</th>
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</thead>
<tbody>
<tr>
<td>U-M Faculty</td>
<td>Strategic Objective 3: To work collaboratively with faculty from graduate and professional programs in order to develop, evaluate, enhance and prioritize strategic actions collectively impacting DEI (e.g. faculty/staff composition, climate, etc.) and student success outcomes.</td>
<td>Action Item 3.4: Increase participation in Rackham Faculty Allies by using targeted outreach to departments and programs that do not currently have a Faculty Ally.</td>
<td># of Rackham Faculty Allies, disaggregated by department and program</td>
<td>Dean’s Office Rackham Planning Group Rackham DEI Implementation Lead Rackham Faculty Allies Committee Rackham Program Review U-M Graduate Program(s) Designated RAC DAC Subcommittee(s)</td>
<td>Increased Program Funding</td>
</tr>
<tr>
<td>Key Constituency</td>
<td>Strategic Objective</td>
<td>Detailed Actions Planned (measurable, specific)</td>
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<tr>
<td>U-M Faculty</td>
<td>Strategic Objective 3: To work collaboratively with faculty from graduate and professional programs in order to develop, evaluate, enhance and prioritize strategic actions collectively impacting DEI (e.g. faculty/staff composition, climate, etc.) and student success outcomes.</td>
<td>Action Item 3.5: Continue to gather best practices in inclusive pedagogy while offering workshops to all faculty in Rackham programs to promote inclusive mentoring practices.</td>
<td># of U-M faculty members participating in and completing inclusive pedagogy workshops offered by Rackham</td>
<td>Dean's Office Rackham Planning Group Rackham DEI Implementation Lead Rackham Faculty Allies Committee Rackham Program Review Rackham PAD U-M Graduate Program(s) Designated RAC DAC Subcommittee(s)</td>
<td>Increased Program Funding</td>
</tr>
</tbody>
</table>
In addition to the evaluation plan above, Rackham will utilize data on demographic composition and climate survey indicators provided for all campus units in the annual DEI Metrics reports that are provided to unit leadership and their designees. For graduate students, indicators include:

- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College

Climate survey indicators for staff include:

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

VII. Plans for Supporting, Tracking and Updating the Strategic Plan

The Rackham Diversity, Equity and Inclusion Strategic Plan unit lead is the key contact for stewardship of the plan in FY19. The DEI Implementation 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, in collaboration with existing Rackham committees and working groups:

**DEI Implementation Lead FY19:** Ethriam Brammer, Assistant Dean

**Action Owners:**
- Students (Action Items 1.1-1.5): Emma Flores, Program Manager, Recruitment & Graduate Student Engagement; Edmund Graham, MSI Coordinator; Dahlia Petrus, Program Manager, Recruitment & Graduate Student Engagement; Laura Schram, Program Manager, Professional & Academic Development; Deborah Willis, Program
Rackham Graduate School

Manager, Professional & Academic Development; Monique Washington, Director, Admissions; Rackham Planning Group; Rackham Graduate Student & Post-Doc Working Group; MSI Strategic Planning Committee; Bouchet Strategic Planning Committee; SROP Strategic Planning Committee; U-M CRLT; U-M OIE; and, RAC DAC Subcommittee(s).

- Staff (Action Items 2.1-2.5): Darlene Ray-Johnson, Senior Graduate Student Affairs Office and Resolution Officer, Conflict Resolution; Rackham SALT; Rackham Implementation Team; Rackham Planning Group; Rackham HR; Dawn Viau, Chief of Staff, Dean’s Office; and, RAC DAC Subcommittee(s).

- Faculty (Action Items 3.1-3.5): Valeria Bertacco, Associate Dean; Faculty Allies Committee; MORE Committee; Rackham Planning Group; and, RAC DAC Subcommittee(s).

Data Reporting: John Gonzalez, Director, Institutional Research

Communications: Matt Nelson, Director, Communications

Year 4 Planning: Ethriam Brammer, in collaboration with RAC DAC Planning Subcommittee

Budget: Dawn Viau, Chief of Staff, Dean’s Office

The Rackham DEI Implementation Lead and RAC DAC Planning Committee, in consultation with Rackham Dean and Vice Provost for Academic Affairs, and in collaboration with the various action owners and subcommittees, will conduct a review of the plan in Winter 2019.

Based on Year 1-3 outcomes, along with RAC DAC and Rackham committee feedback, Year 4 recommendations will be presented and discussed with the various Rackham stakeholders and constituencies, including students, faculty, and staff. Community input and feedback will be integrated into the Year 4 DEI Strategic Plan, as appropriate.