



Rackham Graduate School

## Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY20 Actions

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

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*The President's Charge:*

The University of Michigan (U-M) has a fierce and longstanding commitment to diversity, equity, and inclusion (DEI). President Mark Schlissel has reaffirmed this value, making DEI a key priority of his presidency. At U-M, our dedication to academic excellence for the public good and the advancement of knowledge is inseparable from our commitment to DEI. 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 DEI 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, 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 U-M. More than 8,000 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

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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 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 partners with students, faculty, staff, and alumni to directly and indirectly attract, support, and empower a diverse student body from admission to graduation and beyond. To its graduate programs, Rackham provides structural supports, such as funding, training, and resources on recruitment, mentoring, and influencing change from within the program. To its 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

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### *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, also known as the Rackham Diversity Advisory Committee (RACDAC) Year 4 DEI Strategic Plan Subcommittee included (alphabetically by last name):

- Luciana Aenasoaie, Rackham Alum, Bouchet Graduate Honor Society Member, and Associate Director of Research and Mentoring, U-M Undergraduate Research Opportunity Program (UROP);
- Emma Flores, Director for Graduate Student Engagement, Rackham Graduate School;
- Richard Nunn, U-M Doctoral Student in Higher Education Public Policy and Postsecondary Education and Graduate Student Staff Assistant (GSSA), Rackham Graduate School;
- Juliette Okotie-Eboh, Rackham Alum and Senior Vice President for Public Affairs, MGM Grand Detroit;
- Darlene Ray-Johnson, Senior Graduate Student Affairs Officer and Resolution Officer, Rackham Graduate School;



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- Juri Sanchez, U-M Masters of Social Work Student and MSW Intern, Rackham Graduate School;
- Andrea Steinhoff, Major Gifts Officer, Rackham Graduate School; and,
- Deborah Stirrup, Admissions Specialist, Rackham Graduate School.

### *Planning Process Summary:*

The Rackham Year 3 DEI Strategic Plan was comprehensive in its breadth, depth, and overall impact, addressing needs among students, staff, and faculty. In order to begin to advance the Year 3 plan and create a plan for Year 4, the Rackham Diversity Advisory Committee (RACDAC) was formed, which includes representatives from each of Rackham's primary constituency groups, including students, staff, faculty, and alumni. In addition, the DEI Staff Strategic Action Lead Team (SALT) continues to address DEI and staff climate issues within Rackham, specifically.

Year 3 accomplishments include advancing the Minority Serving Institutions (MSI) Initiative to support diversity recruitment aims for U-M graduate and professional programs. Led by Edmund Graham, over the course of the 2018-2019 academic year, the MSI Initiative engaged in strategic planning to establish the mission, vision, and values statements for the MSI Initiative and set forth recommendations for a one-, two-, and five-year scope of work as charged by Dean Michael Solomon. With representatives from all major stakeholders, including students, faculty, and staff, the strategic planning process resulted in 18 recommendations to improve Rackham's support of and collaboration with U-M graduate and professional programs in attracting, recruiting, and supporting students from MSIs.

In addition, in cooperation with the Provost's office, Rackham launched the MSI Outreach and Collaboration grant competition, providing seed-funding to support programs in the recruitment of broadly diverse students from MSIs to U-M through faculty, staff, and student collaboration, resource sharing, and sustained relationships. In its inaugural year, the MSI grant competition received 14 proposals for eight (8) awards. Grants were awarded to both Rackham and non-Rackham programs, including projects submitted by the U-M Medical School; College of Engineering; School of Public Health; Taubman College of Architecture and Urban Planning; and, the College of Literature, Science, and the Arts (LSA).

The eight (8) awardees will be collaborating with eight (8) unique institutions representing Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Native American Serving Non-Tribal Institutions (NASNTIs). Projects began with an initial kickoff meeting held on May 22, 2019. Outreach and Planning Grants will continue through May 31, 2020; and, Collaboration and Implementation Grants will continue through October 31, 2020.

During 2018-2019, Rackham was also able to grow and expand participation in Rackham's Faculty Allies and Student Allies for Diversity Grant program. New energy, vitality, stability, and vision was brought to the initiative under the leadership of new Associate Dean Rita Chin, who took responsibility for the program in Fall 2018.

Under Associate Dean Chin's leadership, during the 2019-2020 Faculty Allies (FA) and Student Allies (SA) for Diversity Grant competition, 38 proposals were submitted, representing a 58.3%



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increase over the year before. 37 programs were awarded, which is an increase of 13 over the previous year, totaling \$383,395 for FA grant activities, and an additional \$105,000 for SA grants. The SA grant competition saw similar increases, growing from 11 programs in 2018-2019 to 21 for the 2019-2020 cycle, an increase of over 90% compared to the previous year. In addition, the 2019-2020 grant cycle included an opportunity for programs new to FA support to request an extra, one-time supplement of \$8,000 for especially ambitious and innovative projects.

FA and SA grants were awarded to both Rackham and non-Rackham programs, including projects submitted by the U-M School of Social Work, Kellogg Eye Center, Dermatology, Middle East Studies, Anthropology, Nursing, English, Ross School of Business, and Naval Architecture and Marine Engineering, among many others.

Similar to the MSI Initiative, Rackham also underwent strategic planning processes for both the U-M Rackham chapter of the Bouchet Graduate Honor Society and Rackham's Summer Research Opportunity Program (SROP). Both of these efforts were facilitated by Assistant Dean Ethriam Brammer, and the strategic planning committees had strong representation from Rackham's various partner groups, including students, faculty, staff, and alumni.

Bouchet strategic planning resulted in 12 recommendations for continuous improvement, which were shared with the other 18 national chapters during the National Steering Committee Meeting, held at Yale University, on April 5, 2019. Implementations of these recommendations led to 24 submissions through Rackham's Bouchet nomination process, the highest number of applications received in the 11-year history of the chapter at U-M. In addition, all five (5) of Rackham's 2019 Bouchet inductees were selected to present their research at the Annual Yale Bouchet Conference on Diversity and Graduate Education.

The SROP strategic planning process similarly yielded 24 recommendations for continuous improvement, which were enthusiastically received by Big Ten Academic Alliance (BTAA) Graduate Diversity Officers (GDO), when the "U-M Rackham Summer Research Opportunity Program (SROP) Strategic Planning Committee Report" was presented at the annual BTAA GDO meeting on May 23, 2019. This report also included a comprehensive literature review of SROP scholarship over the decades, authored by Tia Clinton, former SROP student, SROP Graduate Student Mentor, and current doctoral student in Sociology at U-M.

As a result of this strategic planning process, committee members learned that SROP remains a critical tool for improving Rackham and U-M's capacity to provide a diverse cohort of undergraduates with high quality research experiences and exposure to the graduate community. Since 1986, Rackham's SROP has served nearly 1,500 students from scores of universities across the country, leading to the documented enrollment of 235 Ph.D. students in numerous different Rackham programs. In addition, from 2003-2017, approximately 2-out-of-3 SROP students offered admission to doctoral programs at U-M enrolled, leading to an average yield of 68.37% over the 15-year period.

These findings underlined the importance and effectiveness of SROP; and, the implementation of committee recommendations should help to grow SROP at U-M into the future.

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Finally, during the Fall 2018 semester, Rackham partnered with LSA, the Sexual Assault Prevention and Awareness Center (SAPAC), and the Office of Institutional Equity (OIE), in order to pilot a series of Sexual Harassment, Misconduct, and Assault Prevention workshops for graduate students. The objective of the workshop was to engage students in meaningful dialogue about the various forms of sexual misconduct, including harassment, assault, and discrimination, as a complement to online training offered to all graduate and professional students.

Four (4) pilot workshops were provided between November 19, 2018, and December 14, 2018, with a total of 44 students completing the program. The workshop was rigorously evaluated and ten (10) recommendations were advanced in order to improve the workshop as it moves into year 2 of the pilot during the 2019-2020 academic year.

As a result of these accomplishments, as well as many others, during their Winter 2019 meeting, held on February 7, 2019, RACDAC members concluded that most action items listed in Rackham's Year 3 DEI Strategic Plan had been fully implemented. Additionally, committee members agreed that additional attention should be paid to how Rackham partners with its alumni to collectively promote DEI.

Therefore, RACDAC expanded on the Year 3 objectives, which included 1) graduate and post-doctoral students, 2) staff, and 3) faculty partners, and added a new objective focusing on Rackham alumni.

The Year 4 DEI Strategic Plan Subcommittee was formed at that time to review the Year 3 plan and begin the Year 4 planning process. Facilitated by Assistant Dean Brammer, the subcommittee met six (6) times between February 28 and May 9, 2019. Upon completion of their work, a draft of Rackham's Year 4 DEI Strategic Plan was shared with key constituencies, including the full RACDAC committee, Rackham SALT team, and Rackham's Student and Post-Doc Working Group.

After incorporating recommendations for revision from these various groups of Rackham stakeholders, a subsequent draft of the Year 4 DEI Strategic Plan was shared with the Rackham Planning Group, which includes Dean Solomon, as well as Rackham's four (4) associate deans, two (2) assistant deans, and Administrative Director.

### *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, in 2017, Rackham conducted (2) two staff climate surveys.

### *Sources of data:*

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

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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 the U-M ADVANCE program.

### *Process used to analyze data:*

In collaboration with Rackham IR and Rackham HR, RACDAC collectively analyzed available data in order to draft a Year 4 DEI Strategic Plan which both addressed areas of continued concern as well as identified new areas of need.

### *Action idea generation activities:*

The RACDAC Year 4 DEI Strategic Plan Subcommittee engaged in a variety of different idea generation activities which led to the refinement of some Year 3 objectives as well as the inclusion of new action items for Year 4.

Similarly, the Rackham SALT team also participated in similar idea generation activities in order to craft staff-focused actions items.

### *Summary of engagement activities:*

In addition to subcommittee idea generation activities, RACDAC also engaged with its partner constituencies.

A town hall meeting to solicit graduate student input into the DEI strategic planning process was held on April 24, 2019. The event was co-sponsored by Rackham Student Government (RSG), Students of Color of Rackham (SCOR), and Graduate Rackham International (GRIN).

The April 2019 edition of Rackham Staff Forum was used as a similar opportunity to engage with Rackham staff as part of the Year 4 DEI Strategic Planning process. This engagement strategy included an anonymous and confidential survey which was distributed to Rackham staff after Staff Forum. 38 Rackham team members completed the survey, leading to a number of new DEI action items for Year 4.

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

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### *Summary of Data:*

#### **Student Diversity:**

One of Rackham's priority areas continues to be achieving a diverse, excellent graduate student community, which includes international students as an invaluable component of its diversity. We highlight examples of historical and current Rackham enrollment data in the figures and tables below. Two figures below summarize Ph.D. enrollments from 2007-2018 (based on Fall term enrollment records). The data in the first figure below, entitled "Total Enrolled Ph.D. Students 2007-2018", reflect relatively flat trends for women and international students, and a small increase in students from historically underrepresented racial/ethnic backgrounds (URM).



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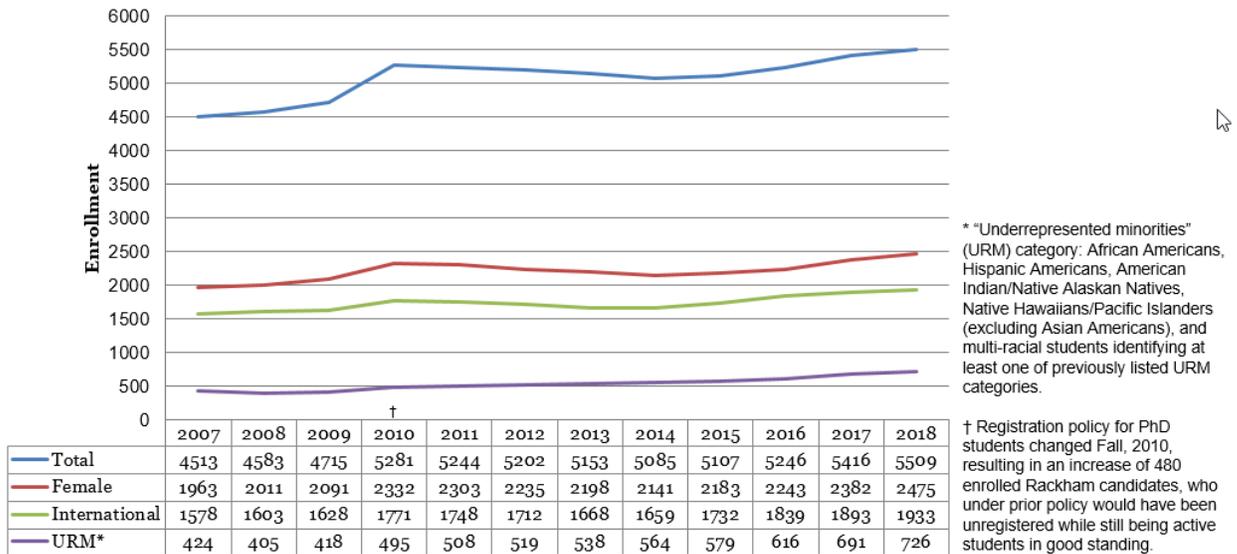
The second figure below, entitled “Enrolled Domestic Ph.D. Students”, includes data for racial/ethnic groups within domestic students, with patterns indicating an overall flat trend across groups. However, it is noteworthy that disaggregating by racial/ethnic group reveals that the seeming flat/non-changing pattern among URM students is a function of increases in Hispanic/Latinx 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).

## Total Enrolled Ph.D. Students 2007-2018

Enrolled Ph.D. Students in Each Year, Highlighting Select Demographic Groups

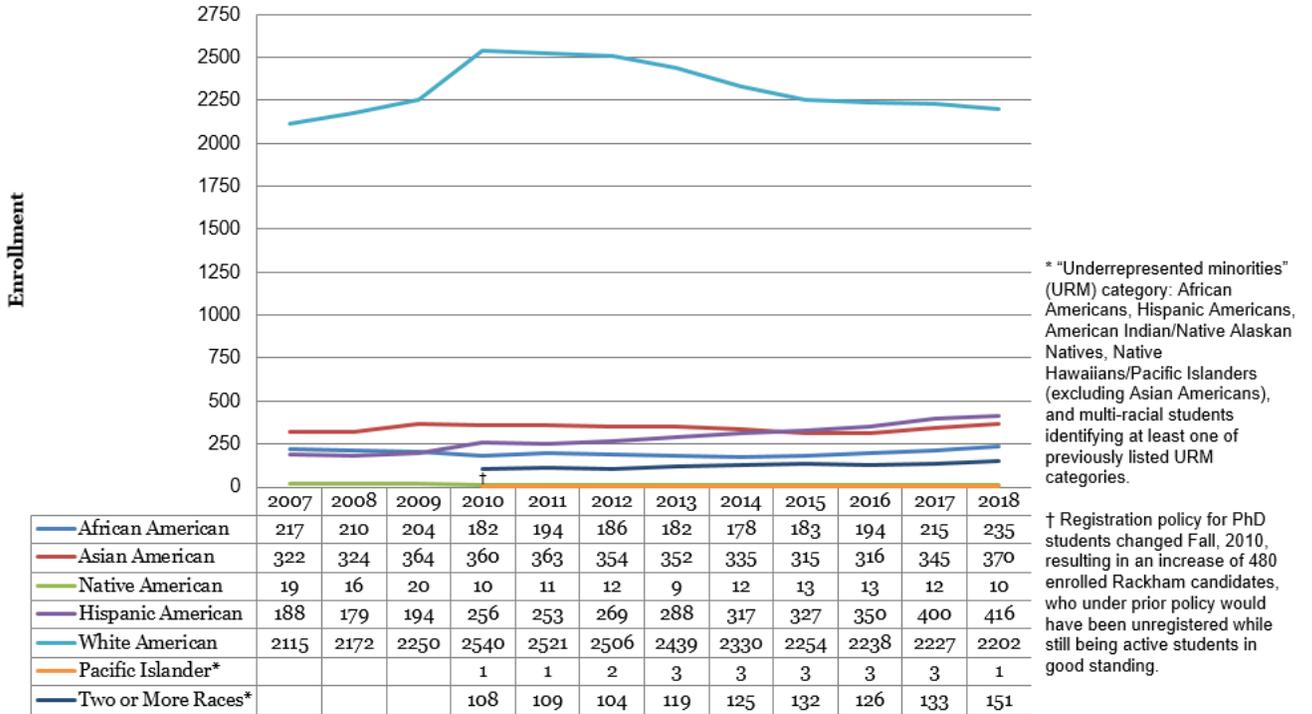




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# Enrolled Domestic Ph.D. Students

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



The table below summarizes total enrollments for (FY2018) incoming cohort enrollments for Rackham’s masters and doctoral programs, along a number of demographic background factors.

### Snapshot of Rackham Student Enrollments

	Masters		Ph.D.	
	TOTAL	FY2018 Cohort	TOTAL	FY2018 Cohort
Enrollment #	3,138	1,720	4,848	1,091
Domestic Women	25%	28%	32%	35%
Domestic Men	26%	28%	32%	34%
International Women	19%	18%	12.5%	12%
International Men	30%	27%	23%	22%
URM*	17%	17%	20%	21%
Pell Grant*	26%	26%	30%	29%
First Gen 4-Year College Grad	16%	16%	21%	22%
First Gen U.S. Citizen*	12%	12%	12%	12%

\*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 (FY2018) indicate recent



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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.

(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 own Rackham staff community.

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

Year	Headcount	Gender		Race & Ethnicity			
		Female	Male	Asian	Black or African American	Latinx or Hispanic	White, Non-Hispanic
2019	70	48 (69%)	22 (31%)	4 (6%)	11 (16%)	5 (7%)	49 (70%)
<b>2019*</b>		<b>63%</b>	<b>37%</b>	<b>10%</b>	<b>9%</b>	<b>4%</b>	<b>72%</b>
2018	76	56 (74%)	20 (26%)	3 (4%)	12 (16%)	5 (7%)	55 (72%)
2017	76	60 (79%)	16 (21%)	4 (5%)	11 (14%)	5 (7%)	55 (72%)
2016	66	53 (80%)	13 (20%)	5 (8%)	7 (11%)	8 (12%)	46 (70%)
2015	73	57 (78%)	16 (22%)	5 (7%)	14 (19%)	8 (11%)	46 (63%)
2014	69	54 (75%)	15 (22%)	3 (4%)	12 (17%)	7 (10%)	47 (68%)
2013	67	50 (75%)	17 (25%)	3 (4%)	11 (16%)	7 (10%)	46 (69%)
<b>2013*</b>		<b>62%</b>	<b>38%</b>	<b>11%</b>	<b>8%</b>	<b>3%</b>	<b>74%</b>

\*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 were differences in the rating of the climate between male and female staff members, as well as ratings between White and Non-White staff.



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2017 All Staff Campus Climate Survey Summary: Respondent Demographics		
	Rackham Respondents	UM Regular Staff
Female	78%	61%
Male	22%	39%
White	73%	75%
African American / Black	15%	10%
Other Non-White	12%	15%
Not Specified	< 1%	<1%

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:

- 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

It is worth noting that, since the survey was conducted in 2017, there have been a number of transitions within Rackham staff. Given the various efforts to improve staff diversity, equity, inclusion, and sense of belonging, it may be useful to conduct another staff climate survey in the coming years to be able to assess improvements in staff perceptions of Rackham’s climate.

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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 URM, 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) and the Michigan Humanities Emerging Research Scholars Program (MICHHERS).
- 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.
- Explore opportunities to enhance the Rackham Merit Fellow (RMF) program and to increase the amount of funding awarded to masters degree students through programs like the Rackham Masters Award (RMA).
- Conduct formal assessments, including focus groups, to help identify strategies and resources needed to support the success of Rackham's international students.

### **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.



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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.
- Review HR policies and performance planning through the lenses of equity and inclusion, and recommend new and revised policies, such as requiring unconscious bias training for anyone serving on a Rackham hiring committee.
- Increase the visibility of staff contributions to DEI, possibly through formal awards and recognitions, as well as the development of a DEI professional certificate or passport, which would include core competencies around sexual misconduct prevention and cultural competency.
- 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\***

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

The Rackham Year 4 DEI Strategic Plan focuses on four (4) global objectives: to promote diversity, equity, and inclusion among: 1) graduate and post-doctoral students, 2) staff, 3) faculty, and 4) alumni 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)



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- 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 Rackham will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see Section IV.

### IV. A. Student Diversity, Inclusion, & Excellence:

#### *Five-Year Strategic Objective 1:*

To recruit, retain, and support the academic, professional, and personal development 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.

#### *FY20 Actions:*

- **Action Item 1.1: Conduct formal assessments, including focus groups, to help identify strategies and resources needed to support the success of Rackham’s international students and graduate students with disabilities.**
- **Action Item 1.2: Explore opportunities to enhance the Rackham Merit Fellow (RMF) program and to increase the amount of funding awarded to masters degree students through programs like the Rackham Masters Award (RMA), Bridges-to-the-Doctorate, and King-Chávez-Parks (KCP) Future Faculty Fellows (FFF) programs.**
- **Action Item 1.3: Increase programmatic activities that promote and expand opportunities for undergraduate research leading to the pursuit of graduate study through programs, such as TRIO Student Support Services (SSS) Program and Mellon Mays Undergraduate Fellowship Program (MMUF).**
- **Action Item 1.4: Explore ways to create more inclusive, accessible, and student-friendly spaces in Rackham.**
- Action Item 1.5: Provide additional Sexual Misconduct Prevention training for graduate students, in collaboration with campus partners.
- **Action Item 1.6: Increase the capacity of the Rackham Office of Conflict Resolution, while integrating more restorative justice practices.**

#### *Measures of Success (for FY20 Actions):*

- **Action Item 1.1:**
  - # of focus groups and engagement sessions held
  - # of students participating in focus groups and engagement sessions
  - International student retention and graduate rates
- **Action Item 1.2:**



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- # of RMF and RMA awards
- Amount of RMF and RMA awards
- # of graduate students participating in Bridges-to-the-Doctorate and KCP FFF programs
- **Action Item 1.3:**
  - # of TRIO SSS undergraduate students served by Rackham
  - # of MMUF undergraduate students served by Rackham
- **Action Item 1.4:**
  - # of inclusive spaces initiatives completed
  - # of graduate students participating in inclusive spaces planning and implementation
- Action Item 1.5:
  - # of Sexual Misconduct Prevention training events held
  - # of graduate students completing Sexual Misconduct Prevention training
- **Action Item 1.6:**
  - # of students engaged with the Rackham Office of Conflict Resolution
  - # of resolutions using restorative justice practices

*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, Pathways for Conflict Resolution, and Climate Enhancing Activities.

**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 lifelong learning, professional growth, and advancement.

*FY20 Actions:*

- **Action Item 2.1: Review HR policies and performance planning through the lenses of equity and inclusion, and recommend new and revised policies, such as conflict**



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resolution and requiring unconscious bias training for anyone serving on a Rackham hiring committee.

- **Action Item 2.2: Promote inclusive and universal design principles to establish more welcoming and inclusive physical spaces and environments to enhance accessibility, team-building, and collaboration across Rackham units.**
- **Action Item 2.3: Increase the visibility of staff contributions to DEI, possibly through formal awards and recognitions, as well as the potential development of a DEI professional certificate or passport, which would include core competencies around sexual misconduct prevention and cultural competency.**
- 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: Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive, through supporting unit-level participation in mandatory training.**

*Measures of Success (for FY20 Actions):*

- **Action Item 2.1:**
  - # of policy recommendations resulting from review process
- **Action Item 2.2:**
  - # of inclusive spaces initiatives completed
  - # of Rackham staff members participating in inclusive spaces planning and implementation
- **Action Item 2.3:**
  - # 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 Rackham staff members participating in and completing U-M and Rackham professional development trainings and workshops addressing sexual harassment and misconduct prevention

*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.



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*Primary ODEI Vital Strategy:* Hiring & Selection

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

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

*Five-Year Strategic Objective 3:*

To work collaboratively with faculty from Rackham programs to develop, evaluate, enhance, and prioritize strategic actions collectively impacting DEI as well as promoting the benefits of a diverse faculty for student success.

*FY20 Actions:*

- **Action Item 3.1: Develop a DEI Tool Kit promoting evidence-based practices for how faculty can improve diversity climate and inclusivity within graduate programs.**
- **Action Item 3.2: Partner with the National Center for Institutional Diversity (NCID) and schools and colleges to promote and expand faculty diversity opportunities through postdoctoral fellowships, like the NCID Postdoctoral Fellowship program, Bouchet Graduate Honor Society, KCP, and the College of Literature, Science, and Arts' Collegiate Fellows Program.**
- **Action Item 3.3: Explore ways to increase the visibility of faculty demographic data within the Rackham Program Review (RPR), RMF allocations, and Block Grant processes.**
- **Action Item 3.4: Engage Rackham programs to collectively assess alternative models which promote student-centered graduate education to support enhanced diversity, equity, inclusion.**
- **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 FY20 Actions):*

- **Action Item 3.1:**
  - # of DEI Climate Tool Kit presentations to faculty
  - # of faculty participating in DEI Climate Tool Kit presentations
- **Action Item 3.2:**
  - # of broadly diverse candidates applying, interviewing, offered, and accepting post-doctoral fellowships
- **Action Item 3.3:**
  - # of RPRs including faculty demographic data and discussions
- **Action Item 3.4:**
  - # of U-M faculty attending Rackham Faculty Symposium
- **Action Item 3.5:**



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- # of U-M faculty members participating in and completing inclusive pedagogy workshops offered by Rackham

*Primary DE&I Goal:* Inclusion

*Other applicable goals:* Diversity and Equity.

*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, and Career Advancement.

**IV. D. Engaging with Alumni to Advance Diversity, Inclusion, & Excellence:**

*Five-Year Strategic Objective 4:*

**To engage and collaborate with alumni of Rackham programs to develop, promote, and sustain DEI efforts across Rackham's local, national, and global communities through strategic actions.**

*FY20 Actions:*

- **Action Item 4.1: Develop a cohesive communication plan, including a case statement, to support the advancement of Rackham DEI initiatives.**
- **Action Item 4.2: Collect and analyze Rackham alumni data and conduct alumni focus groups to determine how alumni can support future DEI development efforts and identify Rackham alumni, both domestically and internationally, who would like to be involved in advancing these efforts.**
- **Action Item 4.3: Explore potential collaborations with the Alumni Association of the University of Michigan and other alumni groups to support Rackham DEI initiatives.**
- **Action Item 4.4: Examine practices from peer and other institutions that can be integrated into Rackham DEI alumni efforts.**

*Measures of Success (for FY20 Actions):*

- **Action Item 4.1:**
  - # of Rackham alumni engaged through dissemination of case statement
- **Action Item 4.2:**
  - # of alumni focus groups held



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- # of Rackham alumni attending focus groups
- # of Rackham domestic and international alumni identified as DEI advocates
- **Action Item 4.3:**
  - # of alumni groups engaged
  - # of Rackham alumni engaged through existing alumni groups
- **Action Item 4.4:**
  - # of recommendations resulting from review of existing practices

*Primary DE&I Goal:* Inclusion

*Other applicable goals:* Diversity and Equity.

*Primary ODEI Planning Domain:* Promoting and Equitable & Inclusive Community

*Other applicable domains:* Recruitment, Retention & Development; Education & Scholarship; and, Service.

*Primary ODEI Vital Strategy:* Climate Enhancing Activities

*Other applicable vital strategies:* Recruitment and Diversity Skills.

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

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*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, like SROP
  - # of designated MSI students applying, admitted, and enrolled in U-M graduate school programs



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- # 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
  - # of graduate students participating in and completing Sexual Misconduct Prevention training
  - Improved ethnic, racial, and gender outcomes on staff climate survey
  - Improved ethnic, racial, and gender employment outcomes
  - Amount awarded through Rackham block grants
  - # of RMFs awards
  
- *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 induction into 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, as well as the proposed DEI passport or certificate program
  - # of designated underrepresented students applying, admitted, enrolled, and completing U-M graduate school programs
  - Amount awarded through Rackham block grants
  - # 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

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**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:**

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
Students	Strategic Objective 1: To recruit, retain, and support the academic, professional, and personal development 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	<b>Action Item 1.1: Conduct formal assessments, including focus groups, to help identify strategies and resources needed to support the success of Rackham’s international students and graduate students with disabilities.</b>	<b># of focus groups and engagement sessions held</b>  <b># of students participating in focus groups and engagement sessions</b>  <b>International student retention and graduate rates</b>	Dean’s Office  Other Ad Hoc Subcommittees and Task Forces	Student Participation

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Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
	deep sense of belonging.				
Students	Strategic Objective 1:	<b>Action Item 1.2: Explore opportunities to enhance the Rackham Merit Fellow (RMF) program and to increase the amount of funding awarded to masters degree students through programs like the Rackham Masters Award (RMA), Bridges-to-the-Doctorate, and King-Chávez-Parks (KCP) Future Faculty Fellows (FFF) programs.</b>	<b># of RMF and RMA awards</b>  <b>Amount of RMF and RMA awards</b>  <b># of graduate students participating in Bridges-to-the-Doctorate and KCP FFF programs</b>	Dean's Office  RMF Evaluation Committee  Other Ad Hoc Subcommittees and Task Forces	Increased Fellowship Funding
Students	Strategic Objective 1:	<b>Action Item 1.3: Increase programmatic activities that promote and expand opportunities for undergraduate research leading to the pursuit of graduate study through programs, such as TRIO Student Support Services (SSS) Program and Mellon Mays Undergraduate Fellowship Program (MMUF).</b>	<b># of TRIO SSS undergraduate students served by Rackham</b>  <b># of MMUF undergraduate students served by Rackham</b>	Dean's Office  OAMI  Ad Hoc Subcommittees and Task Forces	Stakeholder Participation
Students	Strategic Objective 1:	<b>Action Item 1.4: Explore ways to create more inclusive, accessible,</b>	<b># of inclusive spaces initiatives completed</b>	Dean's Office	Stakeholder Participation

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Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
		<b>and student-friendly spaces in Rackham.</b>	<b># of graduate students participating in inclusive spaces planning and implementation</b>	Inclusive Spaces Ad Hoc Committee	Facilities Funding Allocation
Students	Strategic Objective 1:	Action Item 1.5: Provide additional Sexual Misconduct Prevention training for graduate students, in collaboration with campus partners.	# of Sexual Misconduct Prevention training events held  # of graduate students completing Sexual Misconduct Prevention training	Dean’s Office  SAPAC  Participating Academic Departments	Increased Program Funding
Students	Strategic Objective 1:	<b>Action Item 1.6: Increase the capacity of the Rackham Office of Conflict Resolution, while integrating more restorative justice practices.</b>	<b># of students engaged with the Rackham Office of Conflict Resolution</b>  <b># of resolutions using restorative justice practices</b>	Office of Conflict Resolution	Increased Program Funding

**VI. B. Staff Diversity, Inclusion, & Excellence:**

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
Staff	Strategic Objective 2:	<b>Action Item 2.1: Review HR policies and performance planning through the lenses of</b>	<b># of policy recommendations resulting from review process</b>	Rackham HR  Administrative	Stakeholder Participation

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Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
	To foster and promote a diverse, equitable, and inclusive working environment where all team members are valued, respected, and provided with opportunities for lifelong learning, professional growth, and advancement.	<b>equity and inclusion, and recommend new and revised policies, such as conflict resolution and requiring unconscious bias training for anyone serving on a Rackham hiring committee.</b>		Director	
Staff	Strategic Objective 2:	<b>Action Item 2.2: Promote inclusive and universal design principles to establish more welcoming and inclusive physical spaces and environments to enhance accessibility, team-building, and collaboration across Rackham units.</b>	<b># of inclusive spaces initiatives completed</b>  <b># of Rackham staff members participating in inclusive spaces planning and implementation</b>	Dean's Office  Inclusive Spaces Ad Hoc Committee	Stakeholder Participation  Facilities Funding Allocation

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Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
Staff	Strategic Objective 2:	<b>Action Item 2.3: Increase the visibility of staff contributions to DEI, possibly through formal awards and recognitions, as well as the potential development of a DEI professional certificate or passport, which would include core competencies around sexual misconduct prevention and cultural competency.</b>	<b># of Rackham staff members participating in and completing DEI trainings and workshops</b>	SALT Team  Administrative Director  Ad Hoc Subcommittee or Task Force	Stakeholder Participation  Increased Program Funding
Staff	Strategic Objective 2:	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.	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	SALT Team  Administrative Director  Ad Hoc Subcommittee or Task Force	Stakeholder Participation
Staff	Strategic Objective 2:	<b>Action Item 2.5: Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive, through supporting unit-level participation in mandatory training.</b>	<b># of Rackham staff members participating in and completing U-M and Rackham professional development trainings and workshops addressing sexual harassment and misconduct prevention</b>	Rackham HR  Administrative Director	U-M HR Content  Stakeholder Participation

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

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
Faculty	Strategic Objective 3: To work collaboratively with faculty from Rackham programs to develop, evaluate, enhance, and prioritize strategic actions collectively impacting DEI as well as promoting the benefits of a diverse faculty for student success.	<b>Action Item 3.1: Develop a DEI Tool Kit promoting evidence-based practices for how faculty can improve diversity climate and inclusivity within graduate programs.</b>	# of DEI Climate Tool Kit presentations to faculty  # of faculty participating in DEI Climate Tool Kit presentations	Dean's Office  Ad Hoc Subcommittee or Task Force	MSW Interns  Stakeholder Feedback
Faculty	Strategic Objective 3:	<b>Action Item 3.2: Partner with the National Center for Institutional Diversity (NCID) and schools and colleges to promote and expand faculty diversity opportunities through</b>	# of broadly diverse candidates applying, interviewing, offered, and accepting post-doctoral fellowships	Dean's Office  Bouchet Graduate Honor Society	Stakeholder Participation  Coordinated Communications Plan

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Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
		postdoctoral fellowships, like the NCID Postdoctoral Fellowship program, Bouchet Graduate Honor Society, KCP, and the College of Literature, Science, and Arts' Collegiate Fellows Program.		NCID LSA	
Faculty	Strategic Objective 3:	<b>Action Item 3.3: Explore ways to increase the visibility of faculty demographic data within the Rackham Program Review (RPR), RMF allocations, and Block Grant processes.</b>	<b># of RPRs including faculty diversity data and discussions</b>	Dean's Office Rackham IR	Institutional Data
Faculty	Strategic Objective 3:	<b>Action Item 3.4: Engage Rackham programs to collectively assess alternative models which promote student-centered graduate education to support enhanced diversity, equity, inclusion.</b>	<b># of U-M faculty attending Rackham Faculty Symposium</b>	Dean's Office Symposium Planning Committee	Stakeholder Participation Program Funding
Faculty	Strategic Objective 3:	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.	# of U-M faculty members participating in and completing inclusive pedagogy workshops offered by Rackham	Dean's Office MORE Committee Rackham PAD	Stakeholder Participation

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**VI. D. Engaging with Alumni to Advance Diversity, Inclusion, & Excellence:**

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
Alumni	<b>Strategic Objective 4:</b> To engage and collaborate with alumni of Rackham programs to develop, promote, and sustain DEI efforts across Rackham's local, national, and global communities through strategic actions.	<b>Action Item 4.1: Develop a cohesive communication plan, including a case statement, to support the advancement of Rackham DEI initiatives.</b>	<b># of Rackham alumni engaged through dissemination of case statement</b>	Dean's Office  Rackham Communications  Rackham Development & Alumni Relations  Ad Hoc Subcommittee or Task Force	Stakeholder Participation
Alumni	<b>Strategic Objective 4:</b>	<b>Action Item 4.2: Collect and analyze Rackham alumni data and conduct alumni focus groups to determine how alumni can support future DEI development efforts and identify Rackham alumni, both domestically and</b>	<b># of alumni focus groups held</b>  <b># of Rackham alumni attending focus groups</b>  <b># of Rackham domestic and international alumni identified as DEI advocates</b>	Dean's Office  Rackham Development & Alumni Relations  Ad Hoc	Stakeholder Participation  Program Funding

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Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
		internationally, who would like to be involved in advancing these efforts.		Subcommittee or Task Force	
Alumni	<b>Strategic Objective 4:</b>	<b>Action Item 4.3: Explore potential collaborations with the Alumni Association of the University of Michigan and other alumni groups to support Rackham DEI initiatives.</b>	<b># of alumni groups engaged</b> <b># of Rackham alumni engaged through existing alumni groups</b>	Dean’s Office  Rackham Development & Alumni Relations  U-M Alumni Association  Ad Hoc Subcommittee or Task Force	Stakeholder Participation
Alumni	<b>Strategic Objective 4:</b>	<b>Action Item 4.4: Examine practices from peer and other institutions that can be integrated into Rackham DEI alumni efforts.</b>	<b># of recommendations resulting from review of existing practices</b>	Dean’s Office  Rackham Development & Alumni Relations  Ad Hoc Subcommittee or Task Force	Stakeholder Participation  Literature Review



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

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The Rackham Diversity, Equity and Inclusion Strategic Plan unit lead is the key contact for stewardship of the plan in FY20. 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 (RACDAC) in tracking and supporting the plan implementation.

**DEI Implementation Lead FY20:** Ethriam Brammer, Assistant Dean

**Data Reporting:** John Gonzalez, Director, Institutional Research

**Communications:** Matt Nelson, Director, Communications

**Budget:** Ante' Britten, Administrative Director, Dean's Office

**Year 5 Planning:** Ethriam Brammer, in collaboration with RACDAC Planning Subcommittee

The Rackham DEI Implementation Lead and RACDAC 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 2020.

Based on Year 1-4 outcomes, along with RACDAC and Rackham committee feedback, Year 5 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 5 DEI Strategic Plan in a similar fashion to the Year 4 plan.