

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

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 institutional core 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

Rackham Graduate School

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

Planning Lead(s):

Rackham's DEI Planning and Implementation Lead is Assistant Dean Ethriam Brammer.

Planning Team:

In addition to Assistant Dean Brammer, Rackham's DEI planning team, also known as the Rackham Diversity Advisory Committee (RACDAC) Year 5 DEI Strategic Plan Subcommittee included (alphabetically by last name):

- Luciana Nemtanu, Rackham Alum, Bouchet Graduate Honor Society Member, and Associate Director of Research and Mentoring, U-M Undergraduate Research Opportunity Program (UROP);
- Shanice Battle, President, Students of Color of Rackham (SCOR), Rackham Merit Fellow (RMF), and Doctoral Candidate in Public Health;
- Andrea Belgrade, Co-President, Graduate Rackham International (GRIN), and Doctoral Student in Psychology;
- Hyo Sub Choi, Graduate Rackham International (GRIN) Representative and Doctoral Student in Molecular & Integrative Physiology;
- Jake Davidson, Rackham Masters of Social Work (MSW) Intern and MSW Student;

Rackham Graduate School

- Emma Flores, Director for Graduate Student Engagement (GSE) , Rackham Graduate School;
- Edmund Graham, Minority Serving Institutions (MSI) Coordinator, Rackham Graduate School;
- Garima Malhotra, Co-President, Graduate Rackham International (GRIN) and Doctoral Candidate in Space Sciences;
- Anna Mapp, Rackham Associate Dean for Biological and Health Sciences, and Edwin Vedejs Collegiate Professor of Chemistry;
- Mallory Martin-Ferguson, Associate Resolution Officer, Rackham Graduate School;
- Juliette Okotie-Eboh, Rackham Alum;
- Darlene Ray-Johnson, Senior Graduate Student Affairs Officer and Resolution Officer, Rackham Graduate School; and,
- Deborah Stirrup, Admissions Specialist, Rackham Graduate School.

Planning Process Summary:

Building upon the momentum and success from previous years, the Rackham Diversity Advisory Committee (RACDAC) formed a subcommittee to engage with the Rackham community to collectively generate and prioritize action items for the Year 5 DEI Strategic Plan. The RACDAC DEI Strategic Planning Subcommittee included representatives from each of Rackham's primary constituency groups, including students, staff, faculty, and alumni.

Year 4 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 2019-2020 academic year, the MSI Initiative learned how the first round of MSI grant recipients are leveraging their MSI funds, other resources, and relationships within and outside of U-M to cultivate new alliances and build graduate school pathways. For example, the Department of Political Science worked with Rackham and Jackson State University (JSU) to have a cluster of JSU students participate in Rackham's Summer Research Opportunity Program (SROP) this summer. The MSI Initiative has also been developing a toolkit to support the development of new alliances and enhancing existing partnerships.

In the spirit of continuous improvement and to help inform future development of the MSI Initiative, Rackham also conducted eight (8) faculty interviews from May 29 through June 18, 2020. Faculty members shared their experiences and valuable lessons learned when working with the MSI Initiative, attending the MSI Summit, and receiving MSI grant funding. A set of recommendations for program development is forthcoming based on these faculty interviews.

During 2019-2020, Rackham was also able to grow and expand participation in the Faculty Allies (FAs) and Student Allies (SAs) for Diversity Grant program. FAs serve as key contacts for DEI issues in graduate education within their respective departments. They participate in DEI workshops, provide mentorship to graduate students, and play a vital role in raising awareness and marshaling resources to address issues of diversity and climate in their programs. Rackham offers support to FAs, especially workshops to discuss best practices for and challenges to diversity work; resource and information sharing on DEI issues; inclusion in Rackham Program Review (RPR) meetings for their program; and, the opportunity to apply for a

Rackham Graduate School

Rackham Faculty Allies Diversity Grant of up to \$12,000 per year on behalf of their graduate program.

Last year, the Faculty Allies for Diversity program continued to extend its impact. Rackham planned to offer four (4) FA workshops, with the dual goal of fostering community building and creating a network of faculty DEI practitioners. Due to COVID-19, we were only able to hold three (3) in-person events during the academic year, but added two (2) virtual town halls. At the in-person sessions, faculty had space for open dialogue, sharing of successful FA grant activities, and exchange of program-level best practices for student success and diversity. The virtual sessions provided an opportunity for faculty to discuss the effects of the pandemic on graduate students and diversity efforts, as well as to brainstorm concrete, program-level action in the wake of the summer's protest movement against systemic racism and police violence.

For the 2020–2021 Faculty Allies and Student Ally for Diversity Grant competition, Rackham received 39 proposals, representing a slight increase over Year 3. In all, 37 programs were awarded funding. Each program's proposal was amended because of COVID-19 budget and spending restrictions, resulting in \$242,944 allocated for FA grant activities and an additional \$91,650 for Student Ally (SA) grants. There were 22 SA applications for the 2020-2021 year.

Grants were awarded to both Rackham and non-Rackham programs, including Architecture, Cell and Developmental Biology, Chemical Biology, Combined Program in Education and Psychology, Earth and Environmental Sciences, Educational Studies, History, Mathematics, Nuclear Engineering and Radiological Sciences, Ross School of Business, School of Music Theater and Dance, Social Work and Social Science, Sociology, among many others.

In addition, other noteworthy Year 4 DEI accomplishments include the completion of the Graduate Students with Disabilities Needs Assessment, conducted in collaboration with the U-M ADVANCE Program. During the Winter 2020 semester, all graduate students across various programs under the Rackham Graduate School at U-M were surveyed (N=9,237) as part of the study. The total sample of graduate students who responded to the survey during the four-week period in which it was available was 1,070 (a response rate of 12%). A full report, co-authored by Ethriam Brammer, Nitya Chandran, Dwight Kelly, Janet Malley, Abigail Stewart, Arthur Verhoogt, and Melanie Yergeau, was published this summer. The report included seven (7) recommendations for how accommodations could be improved on campus for graduate students with disabilities. The report also included thirteen (13) recommendations for how the Graduate School could better support its students with disabilities, including the creation of a Rackham disabilities advisory committee to support these efforts.

In collaboration with U-M Student Life, Sexual Assault Prevention and Awareness Center (SAPAC), and Educational Theatre Company (ETC), Rackham continued to significantly scale up the Engendering Respectful Communities (ERC) sexual misconduct prevention workshop for graduate students. Originally, six (6) phase two pilot workshops were scheduled for in-person delivery. Before the outbreak of the pandemic, workshops were provided for the Chemistry, English, and History departments. There were 43 usable pre-post test matches and 62 completed post-tests to be used for continued expansion and improvement of the workshop.

Additionally, to support graduate students success, Rackham made a major financial investment to improve program climate when adding a new, fulltime position within the Office of Conflict

Rackham Graduate School

Resolution. This additional staff position has helped substantially increase the capacity of Rackham to address individual student concerns while implementing new restorative justice practices.

Finally, during the 2019-2020 academic year, Rackham developed three (3) new DEI toolkits for faculty education. Toolkits address: 1) Recruiting for Diversity; 2) Holistic Admissions; and, 3) DEI Climate. These toolkits, along with the MSI Initiative toolkit, will be available beginning Fall 2020.

As a result of these accomplishments, among many others, during their Spring/Summer 2020 meeting, held remotely on June 4, 2020, RACDAC members concluded that nearly all of the action items listed in Rackham's Year 4 DEI Strategic Plan had been successfully implemented. Indeed, had it not been for the disruption caused by COVID-19, as well as the resulting budgetary restrictions on facilities projects, Rackham may well have completed 100% of its Year 4 action items.

Given the success of the planning and implementation process employed in collaboration with RACDAC each year, the Year 5 DEI Strategic Plan Subcommittee was formed to review the Year 4 plan and begin the Year 5 planning process. Facilitated by Assistant Dean Ethriam Brammer, the subcommittee met six (6) times between February 28 and May 9, 2020. Upon completion of their work, a draft of Rackham's Year 5 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 stakeholders, a subsequent draft of the Year 5 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.

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.

Rackham Graduate School

Process used to analyze data:

In collaboration with Rackham IR and Rackham HR, RACDAC collectively analyzed available data in order to draft a Year 5 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 5 DEI Strategic Plan Subcommittee engaged in a variety of different idea generation activities which led to the creation of new action items for Year 5.

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 graduate student focus group was scheduled for April; however, due to the pandemic, this focus group was cancelled, and Rackham used a student survey to solicit graduate student input into the DEI strategic planning process. The survey was distributed to leadership from Rackham Student Government (RSG), Students of Color of Rackham (SCOR), and Graduate Rackham International (GRIN), and it was administered from April 1 through April 14, 2020.

The Rackham Staff Forum was utilized again this year as an opportunity to engage with Rackham staff as part of the Year 5 DEI Strategic Planning process. This engagement strategy included an anonymous and confidential survey which was distributed on February 20, 2020, to Rackham staff during Staff Forum, leading to a number of new DEI action items for Year 5.

Finally, with the new incorporation of alumni DEI action items this year, Rackham originally scheduled two (2) DEI alumni focus groups in April: one to take place in Washington, DC, and the other in Detroit. However, due to COVID-19, the two in-person focus groups were reconstituted as one, single remote DEI alumni focus group, which took place on May 8, 2020. Many of the alumni action items listed on the Year 5 DEI plan are the direct result of this focus group interaction.

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, which includes international students as an invaluable component of its diversity. Examples of historical and current Rackham enrollment data in the figures and tables below.



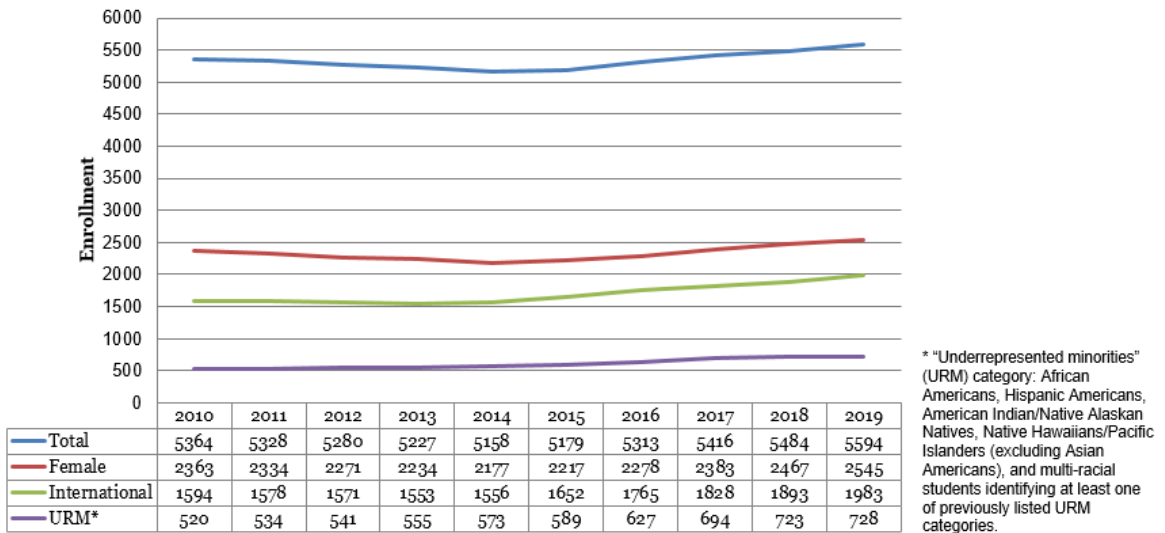
Rackham Graduate School

The two figures below summarize Ph.D. enrollments from 2010-2019 (based on Fall term enrollment records). The data in the first figure below, entitled “Total Enrolled Ph.D. Students 2010-2019”, reflect small increases in the number of women, international students, and students from historically underrepresented racial/ethnic backgrounds (URM), as well as the total number of students pursuing doctoral degrees.

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.

Total Enrolled Doctoral Students 2010-2019

Enrolled Doctoral Students in Each Year, Highlighting Select Demographic Groups

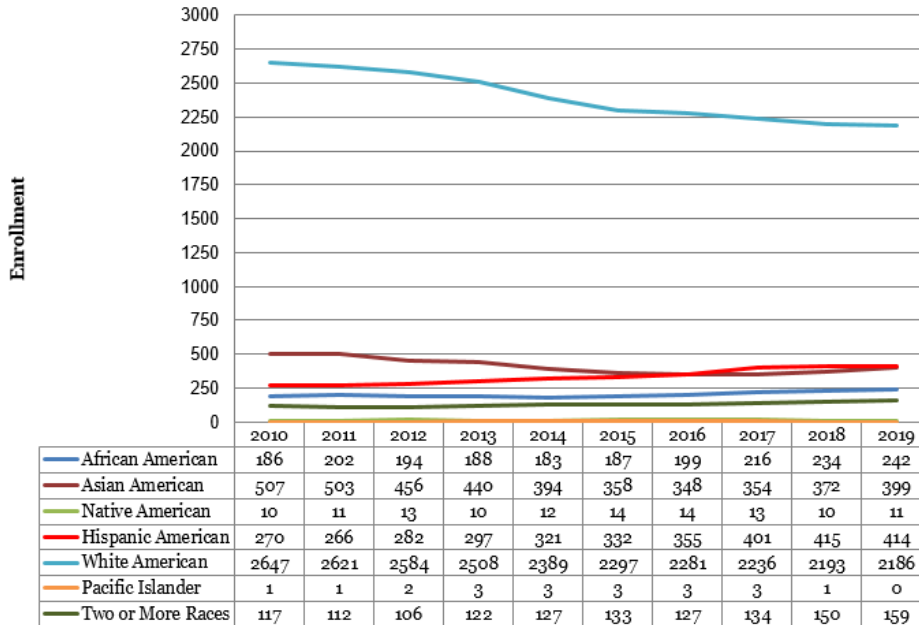




Rackham Graduate School

Enrolled Domestic Doctoral Students

Enrolled Domestic Doctoral Students, Highlighting Select Demographic Groups



The table below summarizes total enrollments for (FY2019) 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	FY2019 Cohort	TOTAL	FY2019 Cohort
Enrollment #	3,300	1,853	5,594	1,122
Domestic Women	25%	28%	33%	34%
Domestic Men	26%	26%	32%	31%
International Women	19%	18%	13%	14%
International Men	30%	28%	23%	22%
URM*	16%	17%	20%	20%
Pell Grant*	26%	25%	30%	30%
First Gen 4-Year College Grad	17%	17%	21%	21%
First Gen U.S. Citizen*	14%	13%	12%	13%

*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 (FY2019) 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.



Rackham Graduate School

[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%)
2019*		63%	37%	10%	9%	4%	72%
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%)
2013*		62%	38%	11%	8%	3%	74%

*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. However, since 2013, the staff has become slightly less diverse in categories, such as the number and percentage of female employees and the number and percentage of Latinx employees.

In addition, 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.

2017 All Staff Campus Climate Survey Summary: Respondent Demographics		
	Rackham Respondents	UM Regular Staff
Female	78%	61%
Male	22%	39%
White	73%	75%



Rackham Graduate School

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.

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

Rackham Graduate School

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; however, there are varied trends within the URM population.

- ***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), Michigan Humanities Emerging Research Scholars Program (MICHHERS) and the new Ready-for-Rackham (R4R) program.
- 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 needs 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.

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:***



Rackham Graduate School

- 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*

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

The Rackham Year 5 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)
- 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



Rackham Graduate School

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.

FY21 Actions:

- **Action Item 1.1: Explore options for discontinuing the use of the Graduate Record Examinations (GRE) for admissions decisions in all Rackham programs.**
- **Action Item 1.2: Seek to eliminate criminal and academic misconduct questions from the Rackham Graduate School admission application.**
- **Action Item 1.3: Study the potential effects of designating a portion of current Rackham Merit Fellowship (RMF) funding, or establish a new parallel RMF fund, to be awarded exclusively to graduates of either Minority Serving Institutions (MSIs), Historically Black Colleges and Universities (HBCUs), or specifically selected MSIs and/or HBCUs.**
- **Action Item 1.4: Conduct formal assessments, including focus groups, to help identify strategies and resources needed to support the success of graduate student parents and graduate students from the LGBTQ+ community.**
- **Action Item 1.5: Create a Rackham advisory committee on disability issues to facilitate the implementation of recommendations resulting from the 2020 Rackham Graduate Students with Disabilities Needs Assessment.**
- **Action Item 1.6: Conduct an international graduate student climate survey.**
- **Action Item 1.7: Continue to explore ways to create more inclusive, accessible, and student-friendly spaces in Rackham.**

Measures of Success (for FY21 Actions):

- **Action Item 1.1:**
 - # of graduate programs discontinuing the use of the GRE for admissions
 - % of graduate programs discontinuing the use of the GRE for admissions
- **Action Item 1.2:**
 - Elimination of the question on the application
- **Action Item 1.3:**
 - # of RMF recipients from MSIs and/or HBCUs
 - % of RMF recipients from MSIs and/or HBCUs
- **Action Item 1.4:**
 - Completion of needs assessments
- **Action Item 1.5:**



Rackham Graduate School

- Establishment of the advisory committee
- **Action Item 1.6:**
 - # of international graduate student survey participants
 - % of international graduate students participating in the survey
- Action Item 1.7:
 - # of inclusive spaces initiatives completed

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.

FY21 Actions:

- Action Item 2.1: Continue to review HR policies and performance planning through the lenses of equity and inclusion, and recommend new and revised policies, such as the implementation of “Fair Process” principles (e.g. engagement, explanation, and expectation clarity), conflict resolution and requiring unconscious bias training for anyone serving on a Rackham hiring committee.
- Action Item 2.2: Continue to 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: Continue to 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.
- **Action Item 2.4: Develop and promote in-person learning opportunities for Rackham staff to continue to learn about sexual harassment and misconduct**



Rackham Graduate School

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.

- **Action Item 2.5: Commemorate Juneteenth through Rackham-sponsored events and grant Rackham staff requests for time off in observance of Juneteenth without deductions to their vacation or sick time.**
- **Action Item 2.6: Partner with both Rackham and non-Rackham units (i.e. AGSA, GRIN, SCOR, etc.) to create events to build community between both staff and students, including the implementation of monthly story circles, organized around specific themes, to foster community and a sense of belonging throughout the Rackham community.**
- **Action Item 2.7: Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.**

Measures of Success (for FY21 Actions):

- Action Item 2.1:
 - # of policy recommendations resulting from review process
- Action Item 2.2:
 - # of inclusive spaces initiatives completed
- Action Item 2.3:
 - # of Rackham staff members participating in and completing DEI trainings and workshops
 - % of Rackham staff members participating in and completing DEI trainings and workshops
 - # of DEI awards present to Rackham staff members
- **Action Item 2.4:**
 - **# of Rackham staff members participating in and completing trainings and workshops**
 - **% of Rackham staff members participating in and completing trainings and workshops**
- **Action Item 2.5:**
 - **# of Juneteenth events**
 - **# of Rackham staff members participating in Juneteenth events**
 - **% of Rackham staff members participating in Juneteenth events**
- **Action Item 2.6:**
 - **# of Rackham staff members participating in events**
 - **% of Rackham staff members participating in events**
 - **# of graduate students participating in events**
- **Action Item 2.7:**
 - **# of value statements completed**

Primary DE&I Goal: Inclusion

Other applicable goals: Diversity and Equity.

Rackham Graduate School

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 (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.

FY21 Actions:

- **Action Item 3.1: Explore the establishment of a new policy defining Rackham “Graduate Faculty” status based on an analysis of peer institutions.**
- Action Item 3.2: Continue to develop and promote the utilization of the Rackham MSI Toolkit and DEI Toolkits to disseminate evidence-based practices for how faculty can improve diversity and inclusivity within graduate programs while exploring the opportunity to create a DEI Professional Certificate Program for graduate faculty.
- **Action Item 3.3: Investigate options for providing financial support for doctoral students to identify new mentors and/or Principal Investigators post-candidacy.**
- **Action Item 3.4: Partner with faculty to create advising statements.**
- **Action Item 3.5: Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention (“umbrella policy”).**

Measures of Success (for FY21 Actions):

- **Action Item 3.1:**
 - **Establishment of policy**
- Action Item 3.2:
 - # of DEI Toolkit presentations to faculty
 - # of faculty members participating in DEI Toolkit presentations
- **Action Item 3.3:**
 - **# of doctoral students applying for financial support**
 - **# of doctoral student receiving financial support**



Rackham Graduate School

- **Action Item 3.4:**
 - # of faculty members using advising statements
- **Action Item 3.5:**
 - # of Rackham events in support of sexual and gender-based misconduct prevention efforts
 - # of Rackham event attendees

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.

FY21 Actions:

- **Action Item 4.1: Explore opportunities to increase financial support of international graduate students through alumni and donor partnerships.**
- **Action Item 4.2: Explore methods for conducting effective outreach to graduate students in anticipation of their graduation to encourage continued engagement with Rackham as alumni.**
- **Action Item 4.3: Better leverage platforms such as UCAN and Rackham Connect to facilitate community-building and mentorship opportunities between alumni and current graduate students.**
- **Action Item 4.4: Establish formal mechanisms for alumni from diverse backgrounds to help Rackham advance its DEI programming and provide mentorship to current graduate students from diverse backgrounds.**
- **Action Item 4.5: Begin to partner with Rackham graduate programs to explore opportunities for alumni to engage in the recruitment and admissions process.**
- **Action Item 4.6: Explore the creation of an Alumni DEI Professional Development Certificate offered for alumni of Rackham programs.**



Rackham Graduate School

Measures of Success (for FY21 Actions):

- **Action Item 4.1:**
 - Total funds raised
 - Total financial support provided to graduate students
- **Action Item 4.2:**
 - # of graduating students who join Rackham Connect
 - # of graduating students who join UCAN
 - # of graduating students who join the Alumni Association
- **Action Item 4.3:**
 - # of alumni who join Rackham Connect
 - # of alumni who join UCAN
- **Action Item 4.4:**
 - # of alumni who serve as mentors
- **Action Item 4.5:**
 - # of graduate programs engaging alumni in the recruitment and admissions process
 - % of graduate program engaging alumni in the recruitment and admissions process
- **Action Item 4.6:**
 - # of alumni who enroll in the DEI certificate program
 - # of alumni who complete the DEI certificate program

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

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:



Rackham Graduate School

- *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
 - # 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

Rackham Graduate School

- 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

Rackham Graduate School
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	Action Item 1.1: Explore options for discontinuing the use of the Graduate Record Examinations (GRE) for admissions decisions in all Rackham programs.	# of graduate programs discontinuing the use of the GRE for admissions % of graduate programs discontinuing the use of the GRE for admissions	Rackham Dean’s Office	Survey of graduate programs Peer institution comparison Literature review

Rackham Graduate School

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	Action Item 1.2: Seek to eliminate criminal and academic misconduct questions from the Rackham Graduate School admission application.	Elimination of the question on the application	Rackham Admissions, Academic Records & Dissertations Rackham Dean's Office	Peer institution comparison Literature review
Students	Strategic Objective 1	Action Item 1.3: Designate a portion of current Rackham Merit Fellowship (RMF) funding, or establish a new parallel RMF fund, to be awarded exclusively to graduates of either Minority Serving Institutions (MSIs), Historically Black Colleges and Universities (HBCUs), or specifically selected MSIs and/or HBCUs.	# of RMF recipients from MSIs and/or HBCUs % of RMF recipients from MSIs and/or HBCUs	Rackham RMF Faculty Review Committee Rackham Dean's Office	Additional RMF Funding
Students	Strategic Objective 1	Action Item 1.4: Conduct formal assessments, including focus groups, to help identify strategies and resources needed to support the success of	Completion of needs assessments	Rackham Graduate Student Engagement	Possible funding to support assessment activities

Rackham Graduate School

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
		graduate student parents and graduate students from the LGBTQ+ community.		Rackham Dean's Office	
Students	Strategic Objective 1	Action Item 1.5: Create a Rackham advisory committee on disability issues to facilitate the implementation of recommendations resulting from the 2020 Rackham Graduate Students with Disabilities Needs Assessment.	Establishment of the advisory committee	Rackham Dean's Office	Possible funding to support committee activities
Students	Strategic Objective 1	Action Item 1.6: Conduct an international graduate student climate survey.	# of international graduate student survey participants % of international graduate student participating in the survey	Rackham Institutional Research Rackham Dean's Office	Possible funding to support assessment activities
Students	Strategic Objective 1	Action Item 1.7: Continue to explore ways to create more inclusive, accessible, and student-friendly spaces in Rackham.	# of inclusive spaces initiatives completed	Rackham Inclusive Spaces Committee Rackham Dean's Office	Facilities funding

Rackham Graduate School
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: 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.	Action Item 2.1: Continue to review HR policies and performance planning through the lenses of equity and inclusion, and recommend new and revised policies, such as the implementation of “Fair Process” principles (e.g. engagement, explanation, and expectation clarity), conflict resolution and requiring unconscious bias training for anyone serving on a Rackham hiring committee.	# of policy recommendations resulting from review process	Rackham HR Rackham Administrative Director	Stakeholder participation
Staff	Strategic Objective 2	Action Item 2.2: Continue to promote inclusive and universal design principles to establish more welcoming and inclusive physical spaces and environments to enhance accessibility, team-	# of inclusive spaces initiatives completed	Rackham Inclusive Spaces Committee Rackham Dean’s Office	Facilities funding

Rackham Graduate School

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
		building, and collaboration across Rackham units.			
Staff	Strategic Objective 2	Action Item 2.3: Continue to 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.	# of Rackham staff members participating in and completing DEI trainings and workshops % of Rackham staff members participating in and completing DEI trainings and workshops # of DEI awards presented to Rackham staff members	Rackham STAR Committee Rackham Administrative Director	Stakeholder participation Program funding
Staff	Strategic Objective 2	Action Item 2.4: Develop and promote in-person learning opportunities for Rackham staff to continue to learn about 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.	# of Rackham staff members participating in and completing trainings and workshops % of Rackham staff members participating in and completing trainings and workshops	Rackham SALT Committee Rackham HR U-M Organizational Learning	Possible funding to provide trainings
Staff	Strategic Objective 2	Action Item 2.5: Commemorate Juneteenth through Rackham-sponsored events and grant	# of Juneteenth events	Rackham SALT Committee	Possible event funding

Rackham Graduate School

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
		Rackham staff requests for time off in observance of Juneteenth without deductions to their vacation or sick time.	# of Rackham staff members participating in Juneteenth events % of Rackham staff members participating in Juneteenth events		
Staff	Strategic Objective 2	Action Item 2.6: Partner with both Rackham and non-Rackham units (i.e. AGSA, GRIN, SCOR, etc.) to create events to build community between both staff and students, including the implementation of monthly story circles, organized around specific themes, to foster community and a sense of belonging throughout the Rackham community.	# of Rackham staff members participating in events % of Rackham staff members participating in events # of graduate students participating in events	Rackham SALT Committee Graduate student organizations	Possible event funding
Staff	Strategic Objective 2	Action Item 2.7: Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.	# of value statements completed	Rackham Steering Committees	

Rackham Graduate School
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.	Action Item 3.1: Explore the establishment of a new policy defining Rackham “Graduate Faculty” status based on an analysis of peer institutions.	Establishment of policy	Rackham Dean’s Office	Graduate faculty survey Peer institution comparison
Faculty	Strategic Objective 3	Action Item 3.2: Continue to develop and promote the utilization of the Rackham MSI Toolkit and DEI Toolkits to disseminate evidence-based practices for how faculty can	# of DEI Toolkit presentations to faculty # of faculty members participating in DEI Toolkit presentations	Rackham Dean’s Office Rackham MSI Initiative	Possible event funding

Rackham Graduate School

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
		improve diversity and inclusivity within graduate programs while exploring the opportunity to create a DEI Professional Certificate Program for graduate faculty.			
Faculty	Strategic Objective 3	Action Item 3.3: Investigate options for providing financial support for doctoral students to identify new mentors and/or Principal Investigators post-candidacy.	# of doctoral students applying for financial support # of doctoral students receiving financial support	Rackham Dean's Office	Funding for doctoral student financial support
Faculty	Strategic Objective 3	Action Item 3.4: Partner with faculty to create advising statements.	# of faculty members using advising statements	Rackham MORE Committee Rackham Faculty Allies Rackham Program Review	
Faculty	Strategic Objective 3	Action Item 3.5: Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").	# of Rackham events in support of sexual and gender-based misconduct prevention efforts # of Rackham event attendees	Rackham Dean's Office	Possible event funding

Rackham Graduate School
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	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.	Action Item 4.1: Explore opportunities to increase financial support of international graduate students through alumni and donor partnerships.	Total funds raised Total financial support provided to graduate students	Rackham Development and Alumni Relations	Possible funding for events and travel
Alumni	Strategic Objective 4	Action Item 4.2: Explore methods for conducting effective outreach to graduate students in anticipation of their graduation to encourage continued engagement with Rackham as alumni.	# of graduating students who join Rackham Connect # of graduating students who join UCAN # of graduating student who join the Alumni Association	Rackham Development and Alumni Relations	Possible funding for events and marketing campaign

Rackham Graduate School

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
Alumni	Strategic Objective 4	Action Item 4.3: Better leverage platforms such as UCAN and Rackham Connect to facilitate community-building and mentorship opportunities between alumni and current graduate students.	# of alumni who join Rackham Connect # of alumni who join UCAN	Rackham Development and Alumni Relations	Possible funding for events and marketing campaign
Alumni	Strategic Objective 4	Action Item 4.4: Establish formal mechanisms for alumni from diverse backgrounds to help Rackham advance its DEI programming and provide mentorship to current graduate students from diverse backgrounds.	# alumni who serve as mentors	Rackham Development and Alumni Relations	Possible funding for events and marketing campaign
Alumni	Strategic Objective 4	Action Item 4.5: Begin to partner with Rackham graduate programs to explore opportunities for alumni to engage in the recruitment and admissions process.	# of graduate programs engaging alumni in the recruitment and admissions process % of graduate programs engaging alumni in the recruitment and admissions process	Rackham Dean's Office	
Alumni	Strategic Objective 4	Action Item 4.6: Explore the creation of an Alumni DEI Professional Development	# of alumni who enroll in the DEI certificate program	Rackham Development and Alumni	Possible funding for events and

Rackham Graduate School

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Measures of Success	Group/ persons accountable	Resources needed (if applicable)
		Certificate offered for alumni of Rackham programs.	# of alumni who complete the DEI certificate program	Relations Rackham Professional and Academic Development	marketing campaign

Rackham Graduate School

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 FY21. 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.

In addition, the Rackham Staff Strategic Action Lead Team (SALT) will take a central role in the implementation of staff DEI initiative; and, the Rackham Development and Alumni Relations team will partner closely with the DEI Implementation Lead to advance alumni DEI initiatives which emerged from last year's Rackham alumni outreach and engagement.

DEI Implementation Lead FY21: 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 2021.