

# Horace H. Rackham School of Graduate Studies

Diversity, Equity, and Inclusion Strategic Plan | FY 2024

## Strategic Plan Overview

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### **President's Diversity, Equity, and Inclusion Charge:**

"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."

### **Goals:**

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

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

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

### **Rationale:**

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 the University of Michigan. Today, Rackham Graduate School is the home of graduate education at U-M. More than 9,000 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 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 the 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; student parents; 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 broadly 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 and social media, in order to convey a welcoming and inclusive climate for the entire Rackham community.

**Key Strategies and Constituencies:**

Rackham's DEI 2.0, Year 1 Strategic Plan aligns with the graduate school's Strategic Vision. Rackham's strategic visioning process for the next five to eight years was informed by the graduate school's mission, our assumptions about the future of higher education based on feedback from numerous stakeholders, and our shared values as an institution.

The result of an inclusive strategic visioning process, which began in 2019 and continued despite the pandemic, Rackham's vision is that all of the graduate school's partners—faculty, students, alumni, and staff—will embrace their membership in the Rackham community and collaborate to promote excellence, diversity, innovation, and a student-centered academic experience in graduate education. To realize a student-centered experience, faculty members incorporate the educational, scholarly, and professional goals and potential of individual students into the design of curriculum, research, and mentoring.

Key strategies, or major goals, underpinning and uniting both Rackham's Strategic Vision and its DEI 2.0, Year 1 Strategic Plan include:

- 1) The vitality of the graduate student community will be strengthened through increased accessibility of graduate education, thereby expanding the diversity and inclusion of student viewpoints and backgrounds in graduate programs.
- 2) The Rackham organization will be configured to promote staff learning, recognition, collaboration, informational transparency, and empowerment.

- 3) Members of the Rackham community (including alumni, donors, and visitors) will recognize, value, and capitalize on their community membership.

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

## Planning Process Used

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### **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 strategic planning team, also known as the Rackham Diversity Advisory Committee (RACDAC) DEI 2.0, Year 1 DEI Strategic Planning Subcommittee, included (alphabetically by last name):

- Chris Barry, Gift Officer, Development and Alumni Relations (DAR), Rackham Graduate School;
- Carrie Brezine, Assistant Director, Institutional Research (IR), Rackham Graduate School;
- Cherie Dotson, Director of Access and Inclusion, Partnerships for Access, Community, and Excellence (PACE), Rackham Graduate School;
- Jason English, Rackham Master's of Social Work (MSW) Intern, and MSW Student;
- Emma Flores, Director of Strategic Evaluation and Assessment (R-SEAT), Rackham Graduate School;
- Ivette Gonzalez, Vice President, Puentes, and Doctoral Student in Biopsychology;
- Harsha Gouda, Co-President, Graduate Rackham International (GRIN), and Doctoral Student in Biological Chemistry;
- Erin Hunter, Director, MARI Mental Health Clinics, University Center for the Child and the Family (UCCF), and the Psychological Clinic (Psych Clinic), Mary A. Rackham Institute (MARI);
- Kristen Jensen, Manager for Associate Deans' Initiatives, Rackham Graduate School;
- Shana Littleton, President, Students of Color of Rackham (SCOR), Bouchet Graduate Honor Society Member, and Doctoral Candidate in Pharmacy;
- Claire Liu, President, Rackham Student Government (RSG), Central Student Government (CSG) Test Prep Program Director, and Master's Student in Public Health;
- Yuxin Liu, Co-President, Graduate Rackham International (GRIN), and Doctoral Student in Psychology;
- Adam Lucier, Financial Aid Program Manager, Finance and Fellowships, Rackham Graduate School;
- Anna Mapp, Rackham Associate Dean for Biological and Health Sciences, and Edwin Vedejs Collegiate Professor of Chemistry;
- Mallory Martin-Ferguson, Director, Graduate Student and Program Consultation Services (GSPCS), Rackham Graduate School;
- LaTasha Mitchell, Project and Administrative Coordinator, Rackham Graduate School;

- Luciana Nemtanu, Rackham Alum, Bouchet Graduate Honor Society Member, and Director, Student Experience, LSA Opportunity Hub, College of Literature, Science, and the Arts (LSA);
- Juliette Okotie-Eboh, Rackham Alum;
- Maria Ramirez, Rackham Master's of Social Work (MSW) Intern, and MSW Student;
- Deborah Stirrup, Senior Admissions Specialist, Rackham Graduate School; and,
- Victoria Vezaldenos, President, Puentes, Rackham Merit Fellow (RMF), and Doctoral Student in Combined Program in Education and Psychology.

### **Planning Process Summary:**

Building upon the momentum and success from DEI 1.0, the Rackham Diversity Advisory Committee (RACDAC) formed the strategic planning subcommittee to engage with the Rackham community to collectively generate and prioritize strategic objectives and action items for the DEI 2.0, Year 1 Strategic Plan. The RACDAC DEI 2.0, Year 1 Strategic Planning Subcommittee included representatives from each of Rackham's primary constituency groups, including graduate students, staff, faculty, and alumni.

Facilitated by Assistant Dean Ethriam Brammer, the subcommittee met six times between January 20 and April 21, 2023.

In an effort to fully integrate and align Rackham's DEI 2.0, Year 1 Strategic Plan with Rackham's Strategic Vision, the Strategic Planning Subcommittee was able to benefit from the inclusive process used to facilitate the creation of Rackham's Strategic Vision, as well as leverage the collective wisdom and contributions of nearly 30 Rackham team members serving on the four different steering teams. Additionally, the work of these four steering teams was shaped over the course of three years and three separate Rackham all staff retreats, which took place on August 27, 2019; August 23, 2020; and, August 24, 2022, when all fulltime staff contributed to the strategic visioning process.

Rackham's DEI 2.0, Year 1 Strategic Planning Subcommittee embarked upon its work by first reviewing the strategic goals, objectives, and tactics, as well as data and metrics, established by Rackham's Strategic Vision Steering Teams.

The Strategic Planning Subcommittee selected the strategic objectives that best aligned and unified the DEI 2.0, Year 1 Strategic Plan with Rackham's Strategic Vision. Then, the subcommittee selected strategic objectives and tactics from Rackham's Strategic Vision that would best advance Rackham's DEI priorities for the upcoming year (FY 2024).

After reviewing additional relevant data, previous annual DEI 1.0 strategic plans and reports, and outcomes from facilitated focus groups and crowd-sourced, idea-generation sessions, the Strategic Planning Subcommittee prioritized and selected additional action items to be included in the DEI 2.0, Year 1 Strategic Plan.

Upon completion of their work, the Strategic Planning Subcommittee shared relevant portions of drafts of the DEI 2.0, Year 1 Strategic Plan with key constituencies and stakeholders, such as the full RACDAC committee, Rackham Strategic Action Lead Team (SALT), and Rackham's Student and Post-

Doc Working Group.

After having recommendations for revision from these various stakeholder groups incorporated, a subsequent draft of the DEI 2.0, Year 1 Strategic Plan was shared with graduate school leadership at Rackham's Planning Group on April 11, 2023. This meeting included Dean Solomon, as well as Rackham's four associate deans, two assistant deans, and administrative director. Recommendations for revision offered by Planning Group were subsequently incorporated into the final draft of Rackham's DEI 2.0, Year 1 Strategic Plan.

*Process used to collect data:*

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

Additionally, in 2016 and 2022, Rackham collaborated with ADVANCE to conduct two staff climate surveys. Outcomes from the 2022 staff climate survey helped to inform staff-facing DEI initiatives found in this strategic plan.

*Sources of data:*

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

Staff demographic data were collected by Rackham Human Resources (HR). Staff climate data were 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, the DEI 2.0, Year 1 Strategic Planning Subcommittee analyzed available data in order to inform the drafting of the DEI 2.0, Year 1 Strategic Plan, which both addresses areas of continued concern as well as identifies new needs and strategic priorities.

*Action idea generation activities:*

As stated above, the Strategic Planning Subcommittee began by first reviewing the strategic goals, objectives, and tactics, as well as data and metrics, established by Rackham's Strategic Vision Steering Teams.

The Strategic Planning Subcommittee selected the strategic objectives that best aligned and unified the DEI 2.0, Year 1 Strategic Plan with Rackham's Strategic Vision; then, the subcommittee selected strategic objectives and tactics from Rackham's Strategic Vision that would best advance Rackham's DEI priorities for the next year.

After reviewing additional relevant data, previous annual DEI 1.0 strategic plans, and outcomes from facilitated focus groups and crowd-sourced, idea-generation sessions, the Strategic Planning Subcommittee prioritized and selected additional action items to be included in Rackham's DEI 2.0,

Year 1 Strategic Plan.

*Summary of engagement activities:*

The Strategic Planning Subcommittee benefited directly from the inclusive process used over three years to facilitate the creation of Rackham’s Strategic Vision. Strategic Vision Steering Teams utilized a wide variety of inclusive practices to engage stakeholders and constituency groups when creating their own strategic goals, objectives, and tactics. Nearly 30 Rackham team members served on four different steering teams. Their thoughtful, diligent, and community-engaged efforts began in 2019, persisted through the pandemic, and were finalized earlier this year.

In addition to the important DEI-centered work of the Strategic Vision Steering Teams, the DEI 2.0, Year 1 Strategic Planning Subcommittee also met six times over four months, continuing to engage with important stakeholder groups throughout the process.

After initial drafts were completed, the Strategic Planning Subcommittee shared relevant portions of drafts with key constituencies, such as the full RACDAC committee, Rackham SALT, and Rackham’s Student and Post-Doc Working Group.

Finally, the DEI 2.0, Year 1 Strategic Plan was shared with Rackham’s Planning Group, which includes Dean Solomon, as well as Rackham’s four associate deans, two assistant deans, and administrative director.

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

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### **Summary of Data:**

*Student Data:*

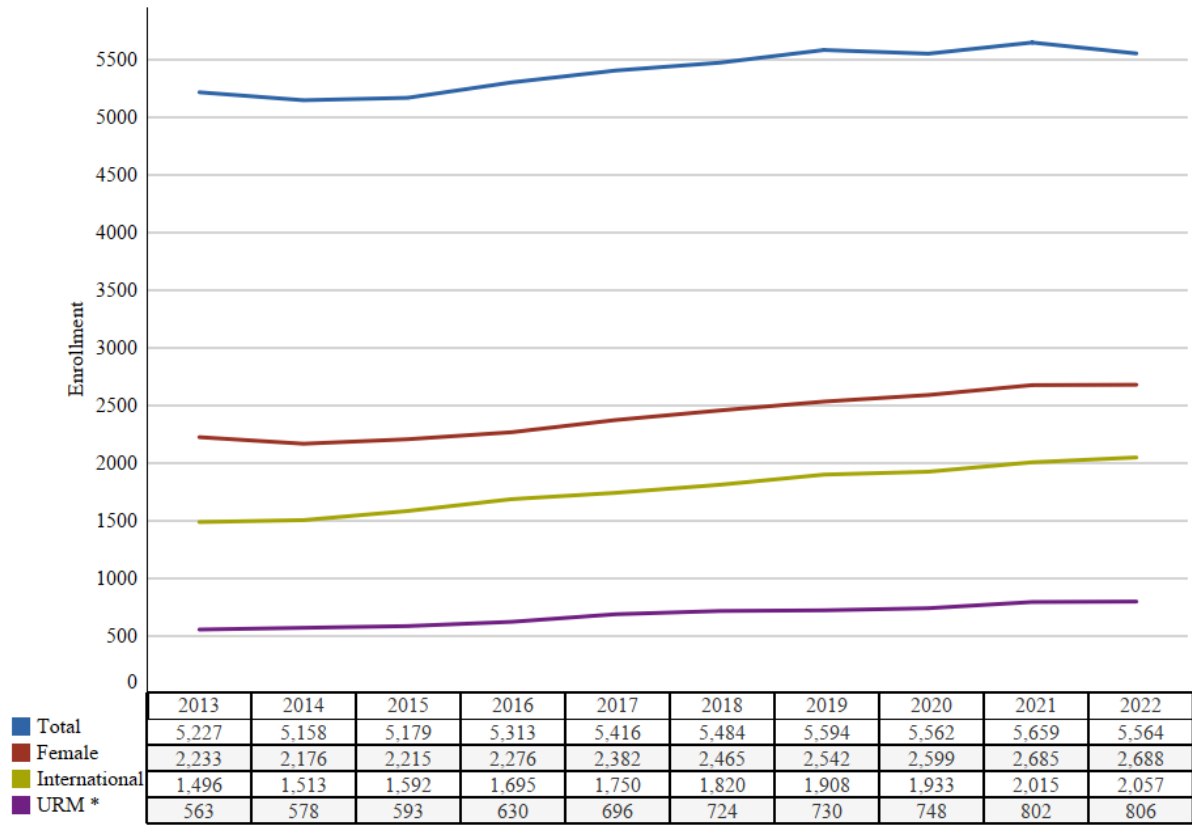
One of Rackham’s priority areas continues to be achieving a diverse, excellent graduate student community, which includes international students as an invaluable component of its diversity. Examples of historical and current Rackham enrollment data appear in the Figures 1 and 2 and Table 1 below.

The two figures below summarize Ph.D. enrollments from 2013 to 2022 (based on fall term enrollment records). Though the progress appears to have been slowed by the pandemic, the data in Figure 1 below, entitled “Total Enrolled Doctoral Students 2013–2022,” does reflect continued gradual increases in the number of women, international students, and students from historically underrepresented racial/ethnic backgrounds (URM).

Figure 1: Total Enrolled Doctoral Students 2013–2022

## Total Enrolled Doctoral Students 2013 - 2022

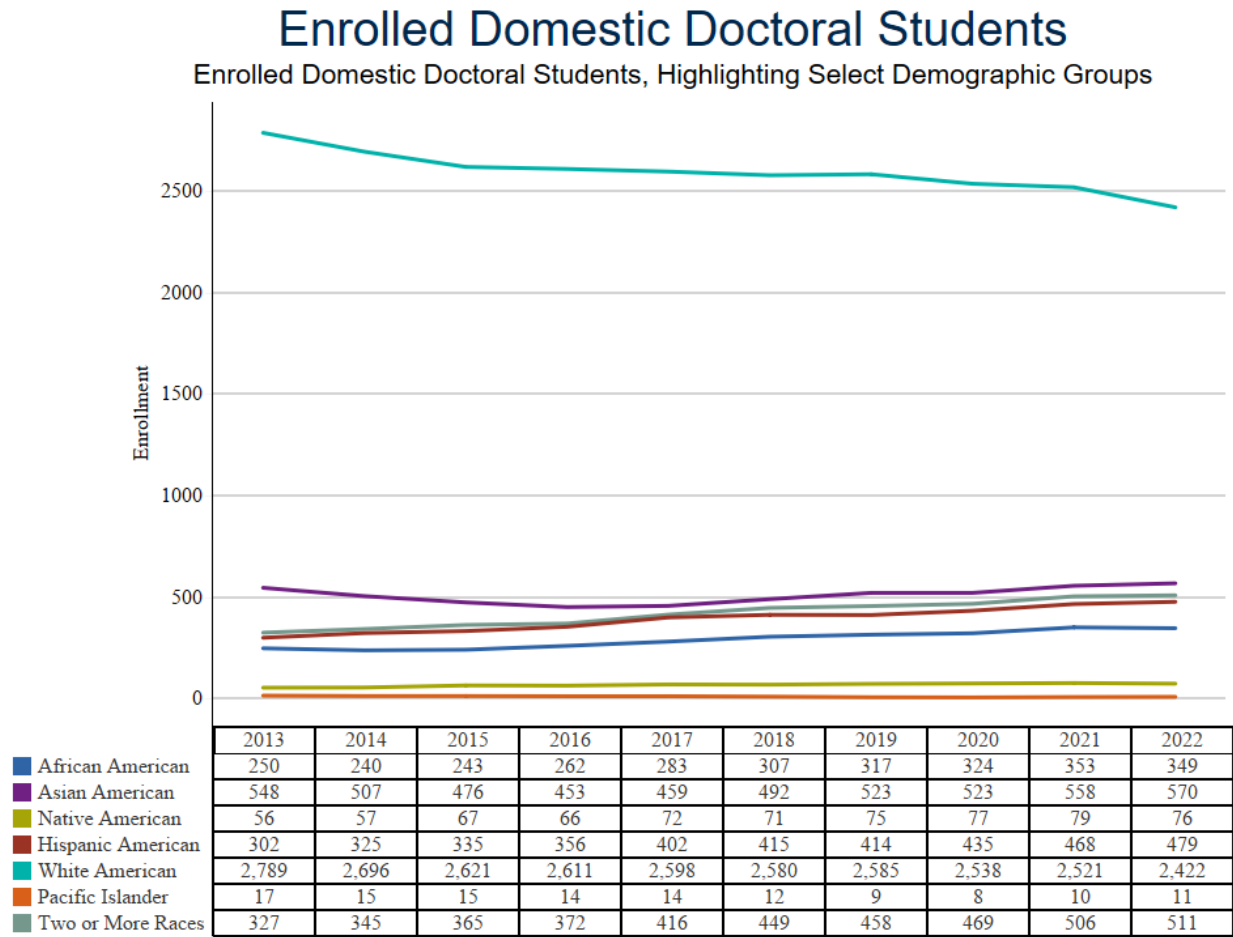
Enrolled Doctoral Students in each Year, Highlighting Select Demographic Groups



\*"Underrepresented minorities" (URM) category: African Americans, Hispanic Americans, American Indian/Native Alaskan Natives, Native Hawaiians/Pacific Islanders (excluding Asian Americans), and multi-racial students identifying at least one of previously listed URM categories.

The second figure below, entitled “Enrolled Domestic Doctoral Students,” includes data for racial/ethnic groups within domestic students, with patterns indicating an overall flat trend for African American doctoral students and a slowing increasing trend among Latinx doctoral students, which may have been negatively impacted by the recent pandemic.

Figure 2: Enrolled Domestic Doctoral Students 2013–2022



Finally, Table 1 below, entitled “Snapshot of Rackham Student Enrollments,” summarizes total enrollments for (FY 2022) incoming cohort enrollments for Rackham’s master’s and doctoral programs, along a number of demographic background factors.



Table 1: Snapshot of Rackham Student Enrollments

## Snapshot of Rackham Student Enrollments

	Masters		Ph.D.	
	Total	FA2022 Cohort	Total	FA2022 Cohort
Enrollment	4,225	2,116	5,564	991
Domestic Women	24%	25%	34%	33%
Domestic Men	24%	25%	29%	27%
International Women	19%	19%	14%	16%
International Men	32%	31%	23%	25%
URM*	17%	17%	23%	23%
Pell Grant*	27%	27%	31%	30%
First Gen 4-Year College Grad	17%	16%	21%	21%
First Gen U.S. Citizen*	14%	13%	13%	14%

\*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. In addition, our domestic student population continues to be more gender-balanced than our international student population, in which men are more prominently represented. Incoming cohort data (FY2022) indicate relatively flat trends across a number of intersecting dimensions of diversity for both master’s and doctoral students, including URM, Pell Grant recipients, and first generation statuses.

*Staff Data:*

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.

Indeed, Rackham’s staff tends to be slightly more diverse than the broader U-M campus in a number of categories:

<b>Table 2: Rackham Staff by Gender and Race &amp; Ethnicity (2013-2022)</b>							
Year	Headcount	Gender		Race & Ethnicity			
		Female	Male	Asian	Black or African American	Latinx or Hispanic	White, Non-Hispanic
2022	78	50 (64%)	28 (36%)	3 (4%)	14 (18%)	7 (9%)	52 (67%)
2021	75	49 (65%)	26 (35%)	3 (4%)	15 (20%)	7 (9%)	49 (65%)
2020	74	51 (69%)	23 (31%)	4 (5%)	15 (20%)	7 (9%)	47 (63%)
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 2 above indicates, Rackham compares favorably to the overall U-M community in terms of its ethnic/racial diversity, particularly with regard to its representation of African American and Latinx employees.

<b>Table 3: 2020 All Staff Campus Climate Survey Summary, Respondent Demographics</b>		
	Number of Respondents	Percent of Respondents
<b>Female</b>	40	62%
<b>Male</b>	25	38%
<b>URM</b>	16	25%
<b>Non-URM</b>	49	75%
<b>Total</b>	65*	100%

\*NOTE: There were a total of 65 respondents among the 74 staff members employed by Rackham at the time of the survey. This represents an 88% overall response rate.

Additionally, Rackham partnered with ADVANCE to conduct a second All-Staff Climate Survey, between November 10, 2020, and December 13, 2020. The 2020 All-Staff Climate Survey report indicates:

On average, Rackham staff rated the graduate school's climate as positive and tolerant. The highest rated characteristics for Rackham were non-homophobic, friendly, and respectful; lowest ratings were for down to earth, diverse, and collaborative.

- Staff who identified as an underrepresented minority rated Rackham as less diverse and welcoming than others.

- Staff in 2020 rated the environment as more positive than those in 2016; specifically as more friendly, respectful, collegial, collaborative, cooperative, and supportive.

Similarly, Rackham also saw improvements from 2016 to 2020 in terms of staff job satisfaction. Most staff were at least somewhat satisfied with their current positions.

- Staff in 2020 were more satisfied with their current positions than in 2016.
- The self-determination score for staff was high, with most staff agreeing with each of the three items:
  - They can decide on their own how to go about doing their work;
  - They have significant autonomy in determining how they do their job; and
  - They have considerable opportunity for independence and freedom in how they do their job.

### **Key Findings, Themes, and Recommendations:**

#### *Student Findings:*

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 master's programs, overall, are slightly less diverse than our Ph.D. programs. Rackham's overall student diversity is also strong in comparison to the national averages for graduate education, especially among our competitive peer institutions.

However, these positive trends in student diversity were slowed over the course of the pandemic. In addition, it is important to note that these gains are also 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, more work needs to be done to continue to address historical inequities in graduate education.

- ***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 Rackham Aspiring Fellows (RAF) 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 Graduate Honorary Society, as well as the various Rackham student organizations (i.e. RSG, SCOR, and GRIN).
- Explore opportunities to enhance the Rackham Merit Fellow (RMF) program and to increase the amount of funding awarded to master's degree students through programs like the Rackham Master's 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 Findings:*

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

Happily, according to the ADVANCE All-Staff Climate Survey, staff in 2020 rated Rackham as more friendly, respectful, collegial, collaborative, cooperative, and supportive than in 2016. Similarly, the positive environment score was higher for staff in 2020 than in 2016, as well.

Nevertheless, though Rackham continues to see important and welcome improvements, staff who identified as an underrepresented minority rated Rackham as less diverse and welcoming than others. As a result, though there have been tangible improvements in the climate for staff, Rackham acknowledges that there is still work to be done.

- ***Implications and Recommendations:***

- Continue to develop systematic ways to measure, learn about, and enhance Rackham staff climate, by using data to ensure clarity, transparency, and implementation of DEI best practices in the Rackham hiring process.
- Continue to 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.
- Continue to develop and enhance Rackham staff climate through mechanisms for increasing opportunities for career advancement internal and external to Rackham.

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

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**Introduction:**

The Rackham Graduate School plan addresses the needs of Rackham graduate students; staff; and, alumni, donors, and visitors. The strategic objectives needed to further the university-wide goals of diversity, equity, and inclusion have been aggregated into three distal objectives determined by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see the Action Planning Table.

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

## PEOPLE (Recruit, Retain & Develop a Diverse Community)

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Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

### **GRADUATE STUDENTS**

#### **Strategic Objective 1:**

Rackham will 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.

#### **Metrics:**

In order to continually assess progress with regard to Strategic Objective 1, Rackham will track:

- Number of broadly diverse students applying, admitted, enrolled, and completing Rackham graduate school programs
- Increased diversity of international students applying, admitted, enrolled, and completing Rackham graduate school programs

#### **Actions:**

Action Item 1.1: A Rackham faculty committee will advance recommendations to enhance the graduate student recruitment and application process to increase equity, diversity, access, and opportunity for international student applicants.

**Primary DEI Goal:** *Diversity, Equity & Inclusion*

### **STAFF**

#### **Strategic Objective 2:**

Rackham will 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.

#### **Metrics:**

In order to continually assess progress with regard to Strategic Objective 2, Rackham will track:

- Number of job applicants, interviewees, offers, and hires from broadly diverse backgrounds
- Improved climate survey outcomes for all of Rackham's broadly diverse staff

**Actions:**

Action Item 2.1: Rackham will continue to develop staff climate-enhancing activities through mechanisms for increasing opportunities for career advancement, internal and external to Rackham.

**Primary DEI Goal:** *Equity & Inclusion*

**ALUMNI**

**Strategic Objective 3:**

Rackham will engage and collaborate with its alumni to develop, promote, and sustain DEI efforts across Rackham's local, national, and global communities.

**Metrics:**

In order to continually assess progress with regard to Strategic Objective 3, Rackham will track:

- Number of broadly diverse alumni and donors participating in Rackham Development and Alumni events and activities
- Number of Rackham alumni and donors participating in and completing DEI-focused activities and events

**Actions:**

Action Item 3.1: Rackham will establish a sustainable program to connect current graduate students from broadly diverse backgrounds to Rackham alumni who share common experiences.

**Primary DEI Goal:** *Diversity & Inclusion*

**PROCESS (Create an Equitable and Inclusive Campus Climate)**

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Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

**GRADUATE STUDENTS**

**Strategic Objective 4:**

The vitality of the graduate student community will be strengthened through increased accessibility of graduate education, thereby expanding the diversity and inclusion of student viewpoints and backgrounds in graduate programs.

**Metrics:**

In order to continually assess progress with regard to Strategic Objective 4, Rackham will track:

- Improved outcomes on doctoral exit survey
- Improved outcomes on current student survey
- Improved outcomes on Michigan Doctoral Experience Survey (MDES)

**Actions:**

Action Item 4.1: Rackham will assess and evaluate the effectiveness of campus wide funding initiatives, such as the MSI initiative, Building Bridges to the Doctorate programs, and the RMF and RMA fellowship programs.

Action Item 4.2: Rackham will expand upon the successful Rackham Aspiring Fellows (RAF) pilot program by increasing the number of Minority Serving Institution (MSI) partners.

Action Item 4.3: Rackham will expand the training and support for graduate programs and faculty seeking to implement evidence-based holistic admissions practices, with added attention to implications from the recent Supreme Court SFFA decision.

**Primary DEI Goal:** *Diversity & Inclusion*

**STAFF**

**Strategic Objective 5:**

The Rackham organization will be configured to promote staff learning, recognition, collaboration, informational transparency, and empowerment.

**Metrics:**

In order to continually assess progress with regard to Strategic Objective 5, Rackham will track:

- Improved outcomes on staff climate survey

**Actions:**

Action Item 5.1: Rackham will continue to review HR policies and performance planning through the lenses of equity and inclusion, and recommend new and revised policies, such as pathways for conflict resolution and requiring unconscious bias training for anyone serving on a Rackham hiring and selection committee.

Action Item 5.2: Rackham will review the current distressed student policy as well as provide Question, Persuade, Refer (QPR) training from Counseling and Psychological Services (CAPS) to educate staff about techniques to support distressed students.

**Primary DEI Goal:** *Diversity, Equity & Inclusion*

**ALUMNI**

**Strategic Objective 6:**

Members of the Rackham community (including alumni, donors, and visitors) will recognize, value, and capitalize on their community membership.

**Metrics:**

In order to continually assess progress with regard to Strategic Objective 6, Rackham will track:

- Number of broadly diverse alumni and donors participating in Rackham Development and Alumni events and activities
- Number of Rackham alumni and donors participating in and completing DEI-focused activities and events

**Actions:**

Action Item 6.1: Rackham will continue to collect and analyze 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 6.2: Rackham will dedicate this year's Giving Tuesday efforts to support the undergraduate research funding needs of students participating in Rackham's Summer Research Opportunity Program (SROP).

**Primary DEI Goal:** *Diversity & Inclusion*

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

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Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

### **GRADUATE STUDENTS**

**Strategic Objective 7:**

Rackham will support the academic development, research, teaching, service, and success of all its graduate students, with a special emphasis on the importance of diversity, equity, inclusion, and accessibility scholarship and competencies.

**Metrics:**

In order to continually assess progress with regard to Strategic Objective 7, Rackham will track:

- Number of graduate students participating in and completing the Rackham DEI Certificate Program
- Number of graduate students participating in Rackham graduate student DEI trainings and workshops
- Number of graduate students participating in events organized by Rackham supported student organizations, such as Rackham Student Government (RSG), Students of Color of Rackham (SCOR), and Graduate Rackham International (GRIN)

**Actions:**

Action Item 7.1: Rackham will provide additional funding for its graduate student organizations (RSG, SCOR, and GRIN) to be used toward community-building and strategic planning retreats as well as graduate student leadership training.



Action Item 7.2: Rackham will continue to provide robust support for the DEI Certificate Program, while expanding outreach and participation to include graduate students from the Dearborn and Flint campuses.

**Primary DEI Goal:** *Diversity, Equity & Inclusion*

## **STAFF**

### **Strategic Objective 8:**

The Rackham organization will foster an inclusive working environment where all team members are valued, respected, and provided with opportunities for lifelong learning, professional growth, and advancement.

### **Metrics:**

In order to continually assess progress with regard to Strategic Objective 8, Rackham will track:

- Number of Rackham staff members participating in and completing DEI trainings and workshops

### **Actions:**

Action Item 8.1: Rackham will encourage its staff to complete the Intercultural Development Inventory (IDI) while the graduate school continues to explore the creation of a Staff DEI Certificate.

Action Item 8.2: Action Item 2.1: Rackham will sponsor DEI celebrations, such as César Chávez Day of Service & Learning and Juneteenth, in order to increase staff DEI skills building.

**Primary DEI Goal:** *Diversity & Inclusion*

## **ALUMNI**

### **Strategic Objective 9:**

Rackham will engage and collaborate with alumni of Rackham programs to develop and promote DEI scholarship and learning for both its current students and graduates.

### **Metrics:**

In order to continually assess progress with regard to Strategic Objective 9, Rackham will track:

- Number of broadly diverse alumni and donors participating in Rackham Development and Alumni events and activities
- Number of Rackham alumni and donors participating in and completing DEI-focused activities and events

### **Actions:**

Action Item 9.1: Rackham will increase its outreach to and engagement with Rackham Merit Fellows (RMF) and international alumni.

**Primary DEI Goal:** *Diversity & Inclusion*

## Goal-Related Metrics—Rackham 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. Items under discussion for these university-wide, goal-related metrics:

- 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: # reported incidents, reports on adverse impacts.
- Inclusion: results on UM climate measures of faculty, staff and students.

### **Rackham Goal-Related Metrics:**

*In order to demonstrate the impact of Rackham’s strategies and actions on the three strategic goals (People, Process, and Products) Rackham will track the following “local” measures over time:*

#### **People:**

- *Graduate Students:*
  - Number of broadly diverse students applying, admitted, enrolled, and completing Rackham graduate school programs
  - Increased diversity of international students applying, admitted, enrolled, and completing Rackham graduate school programs
- *Staff:*
  - Number of broadly diverse job applicants, interviewees, offers, and hires
  - Improved staff climate survey outcomes
- *Alumni, Donors, and Visitors:*
  - Number of broadly diverse alumni and donors participating in Rackham Development and Alumni events and activities
  - Number of Rackham alumni and donors participating in and completing DEI-focused activities and events

#### **Process:**

- *Graduate Students:*
  - Improved outcomes on doctoral exit survey
  - Improved outcomes on current student survey
  - Improved outcomes on Michigan Doctoral Experience Survey (MDES)
- *Staff:*
  - Improved outcomes on staff climate survey

- *Alumni, Donors, and Visitors:*
  - Number of broadly diverse alumni and donors participating in Rackham Development and Alumni events and activities
  - Number of Rackham alumni and donors participating in and completing DEI-focused activities and events

**Products:**

- *Graduate Students:*
  - Number of graduate students participating in and completing the Rackham DEI Certificate Program
  - Number of graduate students participating in Rackham graduate student DEI trainings and workshops
  - Number of graduate students participating in events organized by Rackham supported student organizations, such as Rackham Student Government (RSG), Students of Color of Rackham (SCOR), and Graduate Rackham International (GRIN)
- *Staff:*
  - Number of Rackham staff members participating in and completing DEI trainings and workshops
- *Alumni, Donors, and Visitors:*
  - Number of broadly diverse alumni and donors participating in Rackham Development and Alumni events and activities
  - Number of Rackham alumni and donors participating in and completing DEI-focused activities and events

**Action Planning Tables with Details and Accountabilities**

**PEOPLE** (*Recruitment, Retention & Development*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Graduate Students	Strategic Objective 1: Rackham will recruit, retain, and support the academic, professional, and personal development and degree completion of students who reflect the richness of	1) Number of broadly diverse students applying, admitted, enrolled, and completing Rackham graduate school programs.	Action Item 1.1: A Rackham faculty committee will advance recommendations to enhance the graduate student recruitment and application process to increase equity, diversity, access, and opportunity for international student applicants.	David Sept and Emily Swafford

	domestic and international diversity, while promoting an equitable and inclusive community, where all students feel a deep sense of belonging.	2) Increased diversity of international students applying, admitted, enrolled, and completing Rackham graduate school programs.		
Staff	Strategic Objective 2: Rackham will 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.	1) Number of job applicants, interviewees, offers, and hires from broadly diverse backgrounds.  2) Improved climate survey outcomes for all of Rackham's broadly diverse staff.	Action Item 2.1: Rackham will continue to develop staff climate-enhancing activities through mechanisms for increasing opportunities for career advancement, internal and external to Rackham.	Tom Mull, Ante' Britten, and SALT
Alumni	Strategic Objective 3: Rackham will engage and collaborate with its alumni to develop, promote, and sustain DEI efforts across Rackham's local, national, and global communities.	1) Number of broadly diverse alumni and donors participating in Rackham Development and Alumni events and activities.  2) Number of Rackham	Action Item 3.1: Rackham will establish a sustainable program to connect current graduate students from diverse backgrounds to Rackham alumni who share common experiences.	Chris Barry and Ethriam Brammer

		alumni and donors participating in and completing DEI-focused activities and events.	
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**PROCESS** *(Promoting & Equitable & Inclusive Community)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Graduate Students	Strategic Objective 4: The vitality of the graduate student community will be strengthened through increased accessibility of graduate education, thereby expanding the diversity and inclusion of student viewpoints and backgrounds in graduate programs.	1) Improved outcomes on doctoral exit survey. 2) Improved on current student survey. 3) Improved outcomes on Michigan Doctoral Experience Survey (MDES).	Action Item 4.1: Rackham will assess and evaluate the effectiveness of campus wide funding initiatives, such as the MSI initiative, Building Bridges to the Doctorate programs, and the RMF and RMA fellowship programs.  Action Item 4.2: Rackham will expand upon the successful Rackham Aspiring Fellows (RAF) pilot program by increasing the number of Minority Serving Institution (MSI) partners.  Action Item 4.3: Rackham will expand the training and support for graduate programs and faculty seeking to implement evidence-based holistic admissions practices, with added attention to implications from the recent Supreme Court SFFA decision.	Emma Flores, Maia Bergman, and Ethriam Brammer
Staff	Strategic Objective 5: The Rackham organization will be configured to promote staff learning, recognition, collaboration, informational transparency, and empowerment.	1) Improved outcomes on staff climate survey.	Action Item 5.1: Rackham will continue to review HR policies and performance planning through the lenses of equity and inclusion, and recommend new and revised policies, such as pathways for conflict resolution and requiring unconscious bias training for anyone serving on a Rackham hiring and selection committee.  Action Item 5.2: Rackham will review the current distressed student policy as well as provide Question, Persuade, Refer (QPR) training from	Tom Mull, Ante' Britten, Ethriam Brammer, and SALT

			Counseling and Psychological Services (CAPS) to educate staff about techniques to support distressed students.	
Alumni	Strategic Objective 6: Members of the Rackham community (including alumni, donors, and visitors) will recognize, value, and capitalize on their community membership.	1) Number of broadly diverse alumni and donors participating in Rackham Development and Alumni events and activities.  2) Number of Rackham alumni and donors participating in and completing DEI-focused activities and events.	Action Item 6.1: Rackham will continue to collect and analyze 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 6.2: Rackham will dedicate this year's Giving Tuesday efforts to support the undergraduate research funding needs of students participating in Rackham's Summer Research Opportunity Program (SROP).	Chris Barry, Jordan Kifer, and Ethriam Brammer

**PRODUCTS (Education, Scholarship & Service)**

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Graduate Students	Strategic Objective 7: Rackham will support the academic development, research, teaching, service, and success of all its graduate students, with a special emphasis on the importance of diversity, equity, inclusion, and	1) Number of graduate students participating in and completing the Rackham DEI Certificate Program.  2) Number of graduate students participating in Rackham graduate student DEI	Action Item 7.1: Rackham will provide additional funding for its graduate student organizations (RSG, SCOR, and GRIN) to be used toward community-building and strategic planning retreats as well as graduate student leadership training.  Action Item 7.2: Rackham will continue to provide robust support for the DEI Certificate Program, while expanding outreach and participation to include graduate students from the Dearborn and Flint campuses.	Mallory Martin-Ferguson, Ethriam Brammer, Emily Swafford, Ante' Britten, and Sebastian Beckley

	accessibility scholarship and competencies.	<p>trainings and workshops.</p> <p>3) Number of graduate students participating in events organized by Rackham support student organizations, such as Rackham Student Government (RSG), Students of Color of Rackham (SCOR), and Graduate Rackham International (GRIN).</p>		
Staff	Strategic Objective 8: The Rackham organization will foster an inclusive working environment where all team members are valued, respected, and provided with opportunities for lifelong learning, professional growth, and advancement.	1) Number of Rackham staff members participating in and completing DEI trainings and workshops.	<p>Action Item 8.1: Rackham will encourage its staff to complete the Intercultural Development Inventory (IDI) while the graduate school continues to explore the creation of a Staff DEI Certificate.</p> <p>Action Item 8.2: Rackham will sponsor DEI celebrations, such as César Chávez Day of Service &amp; Learning and Juneteenth, in order to increase staff DEI skills building.</p>	Tom Mull, Ante' Britten, Ethriam Brammer, and SALT
Alumni	Strategic Objective 9: Rackham will engage and collaborate with alumni of	1) Number of designated underrepresented alumni and donors	Action Item 9.1: Rackham will increase its outreach to and engagement with Rackham Merit Fellows (RMF) and international alumni.	Anna Mapp, Cherie Dotson, Chris Barry, and Ethriam Brammer

	Rackham programs to develop and promote DEI scholarship and learning for both its current students and graduates.	<p>participating in Rackham Development and Alumni events and activities.</p> <p>2) Number of Rackham alumni and donors participating in and completing DEI-focused activities and events.</p>		
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## 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 FY 2024. The DEI implementation lead, in consultation with the 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 initiatives; and, the Rackham Development and Alumni Relations team will partner closely with the DEI implementation lead to advance alumni-based DEI initiatives.

**DEI Implementation Lead FY 2024:** Ethriam Brammer, Assistant Dean

**Data Reporting:** Carrie Brezine, Assistant Director, Institutional Research (IR)

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

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

**DEI 2.0, Year 1 Plan Implementation:** Ethriam Brammer, in collaboration with RACDAC, SALT, and other Rackham Units

**Student Initiatives:** Cherie Dotson, Director of Access and Inclusion, Partnerships for Access, Community, and Excellence (PACE)

**Staff Initiatives:** Mallory Martin-Ferguson, Director, Graduate Student and Program Consultation Services (GSPCS), and Chair, Rackham Strategic Action Lead Team (SALT)



**Alumni Initiatives:** Chris Barry, Gift Officer, Development and Alumni Relations (DAR)

Similarly, the Rackham DEI implementation lead and RACDAC Planning Committee, in consultation with the 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 2024 to track progress to date and to identify areas that require additional attention before the end of FY 2024.

Finally, throughout the year, RACDAC and its various action owners and subcommittees will demonstrate their collective commitment to continuous improvement by providing a variety of opportunities for different stakeholders and constituencies to engage with Rackham, utilizing evaluation tools, such as surveys, focus groups, and individual interviews.