



Diversity, Equity, and Inclusion Strategic Plan

Five-Year Strategic Objectives, Measures, and FY18 Actions

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

The President's Charge

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

Goals: Diversity, Equity, and Inclusion

Diversity

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

Equity

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

Inclusion

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

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

Since conferring its first doctoral degree in 1876, the University of Michigan has advanced the value of graduate education in meeting society's needs. In 1935, donor Mary Rackham worked with President Alexander Ruthven to endow the Graduate School with the means to support graduate education at Michigan. Today, the Rackham Graduate School is the home of graduate education at the University of



Michigan. More than 8,200 students are enrolled in Rackham's 111 doctoral, 100 master's, and 38 certificate programs situated within the schools and colleges of the University. Rackham brings together a community of scholars, researchers, and students across these programs, joined together by the rigors of their academic pursuits and connected through the Rackham Building. More than 112,000 Rackham alumni all over the world bring their talent and training to the problems they encounter and can claim important accomplishments within their professional and personal lives.

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

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

Summary of Year One Implementation

The DEI plan at the Rackham Graduate School emphasized four overarching strategic planning domains which include:

1. Recruitment
2. High Quality Academic and Professional Environment
3. Retention
4. Service, Partnership, and Collaboration

In each of these domains we aimed to continue and deepen our engagement with Rackham's various constituencies with regard to developing, evaluating, and prioritizing actions and strategies regarding DEI efforts. We recognized that many of our objectives and actions are institutionalized as part of our regular work at Rackham: RMF, SROP, MICHHERS, PREP, Bridges to Doctorate, RIW. Below we list some of our new and innovative programming established and/or implemented in Year 1:

**Action Item: Pipeline Program for Graduate Students from Minority Serving Institutions (MSIs)**

Many schools and colleges have long-term relationships with minority serving institutions (MSIs) across the country. In an effort to increase graduate student applications at U-M, the Rackham Graduate School will convene a working group to build a coordinated strategy for cultivating new alliances and enhancing existing partnerships with MSIs. The primary goal will be to establish an overarching approach and funding process to support MSI initiatives in individual schools and colleges.

Progress to Date:

We began year one by hosting a preliminary conversation with campus partners to lead Rackham's effort in developing an institutional strategy for MSI partnerships. This included identifying formal and informal partnerships and establishing the need for a coordinator experienced in working with minority serving institutions and able to collaborate with units campus-wide. The subsequent nationwide search for a coordinator revealed that this was likely the first position of its kind within any graduate school in the country. Following a successful hire, program leaders developed a comprehensive list of MSIs and are now identifying current graduate students who have attended an MSI by institution, department, and degree program. With a new administrator in place, year two will be devoted to information gathering and research on the factors that drive successful partnerships with MSIs. These findings will form the basis for development of an appropriate strategy as we move forward.

Action Item: Faculty Allies Program

The university will expand Rackham's Faculty Allies for Diversity program. Through this initiative, designated faculty allies work within their graduate education programs in collaboration with Rackham's diversity initiatives, serving as support contacts on DEI issues for graduate students. They also play a leadership role in the university's network for promoting diversity and excellence. Currently, there are 89 faculty allies representing 81 Rackham departments and programs. In the future, we will ensure that every Rackham program designates a faculty ally and includes that ally in their DEI efforts around graduate education. Collaborations will be encouraged to replicate the program in professional schools.

Progress to Date

In year one, more diverse and inclusive climates were created in U-M units by providing faculty allies with workshops designed to enhance their skills in addressing diversity issues within their respective programs. In addition, the Faculty Allies Program has been expanded by: inviting the participation of allies in Rackham program review meetings; providing an orientation/training process for new faculty allies; creating a faculty allies research literature and resource site in M+Box; improving communications relating to events and resources; offering one-on-one peer consultations; and launching a Student Ally Grant Program to support and integrate students as partners in faculty ally work. Another major accomplishment in year one was the restructuring of the Rackham Faculty Allies Grant Program to better meet the needs of faculty allies in both Rackham and non-Rackham programs. In addition, recruitment grants were restructured to correlate with departmental needs.



II. Planning Process Used

Planning Lead(s)

Rackham's planning leads are:

- Robin Means-Coleman, Associate Dean of Academic Programs and Initiatives, Professor of Communications and Professor of Afroamerican and African Studies
- Deborah Willis, Program Manager for Graduate Student Programs

Planning Team:

In addition to Associate Dean Means-Coleman, Rackham's planning team includes (alphabetically):

- Carol A. Fierke, Former Vice Provost and Dean of Rackham;
- Michael Solomon, Interim Vice Provost and Dean of Rackham;
- Emma Flores-Scott, Director of Recruitment and Graduate Student Engagement
- John Gonzalez, Director for Institutional Research;
- Mark Kamimura-Jimenez, Assistant Dean;
- Dawn Viau, Administrative Director

Additional Notes

As will be detailed in subsequent sections of this plan, we have developed numerous formal and informal mechanisms for gathering information from student voices (student surveys, student forums) regarding both DEI experiences and ideas/contributions around actions and solutions. These mechanisms also include our Rackham staff (e.g., Graduate Student Programs, Deans Office) having regular conferrals with diverse student constituencies around DEI issues (e.g., Rackham student organizations and other student organization partners, Rackham graduate student staff, among others). As such, student perspectives shaped and informed all of the strategic objectives and actions outlined in this plan. However, we do not currently have formal student members of the Rackham DEI advisory committee, given that committee's initial focus on addressing DEI issues *within* the Rackham organization, which had not been systematically explored before and for which we had little data or community input. As we work on further developing and formalizing the charge and working structures of this new Rackham DEI Advisory Committee (RAC DAC) as a part of our DEI plan, one important action step will be to work on the best ways to structure the committee to address issues related to both Rackham's internal organization and its mission to support graduate students and graduate education. Central to this step would be to involve and connect with, but not overburden students.

Planning Process Summary

Stage 1

Rackham has designed the year two plan as an extension of year one. The planning process includes and builds on our regular interactions, meetings with students, and data on our student experiences.



DEI Inventory Grid

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

Diversity in student population: "Excellence requires diversity"

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

High Quality Academic Environment

- (This mission area later expanded to include students, faculty, and staff, particularly Rackham staff, and re-labeled "*High Quality Academic and Professional Environment*")
- Includes focus on:
 - Equitable student access to high quality mentoring
 - Academic/research and scholarship supports
 - Academic and professional development programming, preparation for diverse career outcomes
 - Inclusive, supportive, equitable diversity climates

Retention/Supports Structures and Eliminating Barriers to Degree Completion

- (This mission area later expanded to include our internal Rackham organization and staff and re-labeled "*Retention/Eliminating Barriers to Success*")
- This mission area focused on structural and policy supports for progress and eliminating/minimizing barriers, especially those most likely to be experienced disproportionately or uniquely by particular identity/demographic groups
- Includes focus on:
 - Instrumental supports (funding)
 - Policies
 - Activities/resources to support personal development and well-being outcomes known to influence academic/professional progress, performance, and completion

DEI Inventory Grid Organization

The DEI Inventory Grid was organized in three ways (rows)

1. Individuals/entities responsible for implementing activities (Rackham and non-Rackham units); who is accountable for various Rackham activities
2. "Targets" of activities, e.g., focused on graduate programs, students, faculty, postdocs, or staff

The Inventory Grid helped our Rackham Leadership Team and DEI Planning Team to:



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

Data Identification

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

More Community Input

To augment and help focus use of existing data, the Rackham DEI strategic planning team planned and implemented Rackham Diversity Forums over the Fall 2016 and Winter 2017 terms with students, faculty, and staff to learn about DEI experiences, challenges, and proposed action steps and solutions from diverse constituencies. These events were planned and co-led with Rackham staff, other academic program staff, Rackham graduate student organization leaders, and other interested graduate students. The DEI unit leader also presented information and updates on Rackham’s DEI strategic plan, addressing questions and gathering additional input.

Identifying DEI Knowledge “Gaps”

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

- Need for assessment/evaluation process across our various ongoing DEI activities to help us better understand the different impacts of our programmatic work
- Recognition of significant program- and student-level data and input mechanisms but need for more input from faculty and staff members around DEI issues



- Need to include and increase focus on structure and climate of Rackham's internal organization and staff experiences related to DEI

Process Used to Collect Data

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

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

Assessment/Evaluation

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

Faculty and Staff Input

A second gap area was our recognized need for more input - not only from students but also from faculty and staff around DEI challenges and solutions. To respond to this gap, we held community events for both students (Rackham Student DEI Forum), for faculty and staff (Faculty and Staff DEI Forum), and for all groups together (Student, Staff, and Faculty DEI Forum) to allow for input and ideas sharing from multiple constituencies across our programs. We also presented our DEI plan and engaged in discussion in a range of faculty-focused and staff-focused meetings (i.e., meetings with Rackham department and graduate chairs, Rackham Faculty Allies, Rackham Executive Board, Rackham Staff Forum, Rackham Leadership Team).

DEI Within Rackham

We also recognized the need for data and input from Rackham staff around DEI strengths and challenges within the Rackham organization. Through this planning process, we learned that there had



never been a systematic examination of the climate experiences of Rackham staff, but that staff members felt challenges and concerns around a variety of DEI-related issues. To start addressing this gap, in mid-December 2015, after consultation with the Dean and Rackham Administrative Director, the DEI Unit Lead convened an initial Rackham Diversity, Equity, & Inclusion Advisory Committee (RAC DAC).

- The group first convened to discuss and plan its role in relation to the DEI strategic plan implementation and oversight, as well as to discuss and define the best structures and functions of this new Rackham committee for supporting DEI in the broader Rackham community. However, given the lack of prior information on Rackham staff climate experiences or perspectives related to DEI, it became clear that an important initial goal for this group would be to support our planning around enhancing DEI among Rackham staff, including developing new ways of engaging Rackham staff and community perspectives, input, and ideas around DEI within Rackham.
- A priority in the formation of this group was diverse membership, with regard to race/ethnicity, gender, Rackham unit, level of experience/seniority, among other areas of diversity. In addition, our new Rackham Administrative Director (D. Viau), in her efforts to learn about and improve the Rackham staff organization, began to engage with and gather informal information from staff around the strengths and challenges in Rackham, including those related to DEI.
- Note: Working on developing and refining the RAC DAC structure and functions—including the best committee structures to work on issues within Rackham as well as issues within our graduate programs and graduate student community—will be an immediate strategic action step within Rackham’s DEI plan. Critical to this step will be the participation and input of students, staff, and faculty from Rackham programs.

Sources of Data

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

Institutional Data

This includes current and historical data at the college- and graduate program-levels on student enrollments, completion/attrition, and time to degree; data are also disaggregated by gender, race/ethnicity (underrepresented minority student status), and international status. This year, we also began to disaggregate the data further (domestic men and women, international men and women, first generation 4-year college student, first generation U.S. citizen, Pell Grant recipient).

Rackham Program Review

In addition to program-level data, we drew on themes based in student-reported survey responses in Rackham’s regular (4-year) review of all graduate programs, representing programs across all disciplines and schools/colleges (i.e., Rackham current student surveys for all Rackham Master’s and Ph.D. programs; Ph.D. exit surveys across Rackham programs).



Rackham Research

We examined representative student data collected in recent Rackham research (2015, 2016) that examined more in-depth the experiences of doctoral students around climate, sense of belonging/community, and mentoring (i.e., our NSF-AGEP Identity Experiences survey).

- Central themes were identified and organized from our Rackham DEI Community Forum meetings (with students, faculty, staff from graduate programs), held in Fall 2015 and Winter 2016; and Diversity Forums held in Fall 2016 and Winter 2017.
- Themes from University-wide DEI events posted on the university DEI site were examined (with attention to those themes relevant to graduate students and graduate education, as well as to staff experiences).
- Themes organized from formal and informal meeting discussions/notes involving various Rackham constituencies (e.g., Rackham Faculty Allies for Diversity, Rackham Department/Graduate Chairs across all schools/colleges, Rackham Leadership Team, Student Advisory Boards, Students of Color of Rackham, Rackham Student Government).
- Human Resources data on the demographic make-up of Rackham staff.
- Initial themes organized from informal individual and group meetings with Rackham staff on staff experiences, including perceived strengths and challenges of Rackham related to DEI issues.

Process Used to Analyze Data

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

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

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



Action Idea Generation Activities

To support our data gathering and community input process, we continue to use the data gathered in year one from several community engagement events in which students, faculty, and staff offered ideas and suggestions for enhancing DEI:

Rackham DEI Student Forum (December 2015)

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

Rackham Faculty and Staff DEI Forum (February 2016)

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



III. Data and Analysis: Key Findings

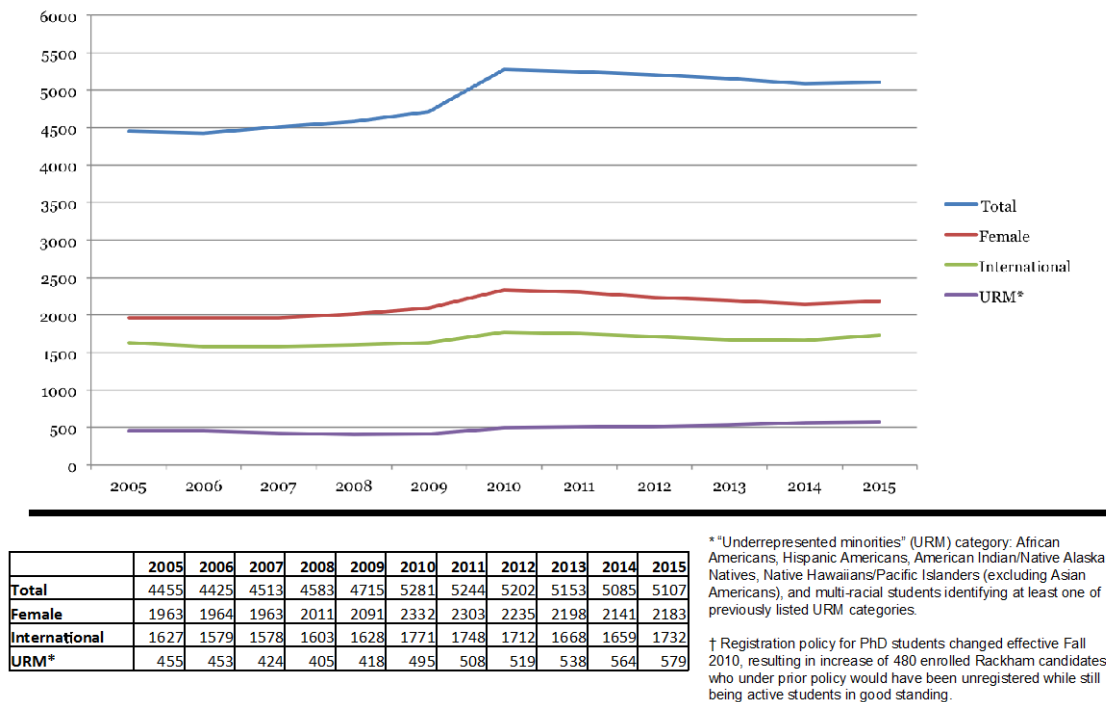
Summary of Data

Student Diversity

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

Total Enrolled Ph.D. Students 2005-2015

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



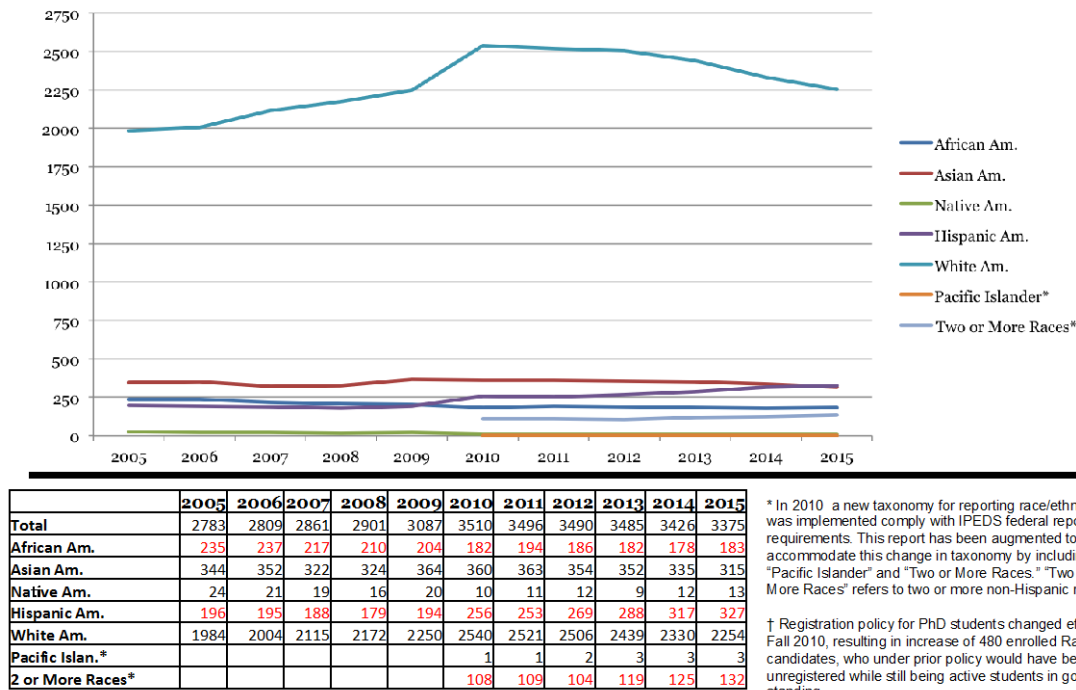
The second figure below includes data for racial/ethnic groups within domestic students, with patterns indicating an overall flat trend across groups. However, it is noteworthy (as indicated by red text in the figure below) that disaggregating by racial/ethnic group reveals that the seeming flat/non-changing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



2011 period reflects increased enrollments due to the implementation of Rackham's Continuous Enrollment Policy).

Enrolled Domestic Ph.D. Students 2005-2015

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



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

Snapshot of Rackham Student Enrollments

	MASTER'S TOTAL	FY2015 COHORT	PHD TOTAL	FY2015 COHORT
ENROLLMENT #	3128	1646	5179	1033
DOMESTIC WOMEN	29%	30%	29%	29%
DOMESTIC MEN	27%	30%	27%	34%
INTERNATIONAL WOMEN	16%	16%	16%	13%
INTERNATIONAL MEN	27%	25%	27%	24%
URM*	14%	13%	17%	19%
PELL GRANT*	24%	23%	24%	28%
FIRST GEN 4-YEAR COLLEGE GRAD*	15%	16%	15%	22%
FIRST GEN U.S. CITIZEN*	10%	9%	10%	10%

*Percentages are based on United States or Permanent Resident (Domestic) students



The patterns indicate an overall higher level of diversity with regard to demographic background for doctoral students in Rackham programs, relative to Rackham Master's students. In addition, our domestic student population is more gender-balanced than our international student population, in which men are more represented. Incoming cohort data (FY2015) indicate recent increases in URM students recruited into our doctoral programs, students who reported receiving Pell Grants during their undergraduate period (one indicator of socioeconomic background), and first generation 4-year college students.

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

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

Students' Climate Experiences

Community Input

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

Lack of Clarity and Inclusion

Lack of clarity and inclusion around DEI planning process and efforts (e.g., concerns about not knowing the status of the process in their academic programs and/or colleges; uncertainty about the best ways to inquire and get involved)

Student Burden

Student burden (e.g., inappropriately being asked to "do the diversity work" around recruitment, curriculum, and community building that programs and faculty should value and be accountable for)

Campus Climate

Campus climate (e.g., regular experiences of micro-aggressions, discrimination, and incivility; in academic and social settings; from student peers, faculty, and staff)



Faculty Issues

Faculty issues (e.g., faculty lack of cultural understanding that manifests in mentoring and in the classroom; faculty low expectations or stereotype-based treatment of women, ethnic/racial minority students, first generation students, international students; faculty challenges in effectively engaging diversity and inclusion in the classroom)

Short-Term and Long-Term Solutions around DEI Challenges

Students also offered short-term and long-term solutions around DEI challenges, focused on:

Ways to Increase Student Clarity and Inclusion in the DEI Planning Process

Leveraging Rackham's historical and current role as a DEI leader in planning and supporting progress in other schools/colleges/units

- Rackham serving as a resource for baseline data, climate assessment information for graduate students, defining clear and measureable success metrics for programs to use

Development of Practices to Enhance DEI

- “Diversity skills” training for faculty and students
- Accountability, incentives, and penalties for DEI efforts and outcomes
- Developing more ways to bring DEI programming to departments
- Enhancing efforts to connect students across graduate programs
- Communications: developing more effective DEI information dissemination strategies, including online resources

For more detail on these themes, visit the DEI section of Rackham's website

[<http://www.rackham.umich.edu/diversity/strategic-plan>].

Rackham DEI Discussions and Forums for Rackham Faculty Allies for Diversity

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

Recruitment

- Desire to learn and share information about “best practices” in recruitment; e.g., effective models of recruitment visitation events, developing productive relationships with Minority Serving Institutions (MSIs)
- Need for admissions workshop that addresses and provides accurate information about the legal context/Proposition 2 and helps faculty consider admissions approaches that are effective and legally compliant, such as holistic admissions approaches; (Note: Rackham offers such a workshop, which has



been increasingly well-attended in the past few years. However, the discussions demonstrated need for raising awareness about such Rackham programming.)

Mentoring and Teaching

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

Alignment with Rackham Data

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

Rackham Program Review

Below is a summary table of student responses to selected DEI-relevant questions from student surveys administered as a part of the Rackham Program Review (for all Rackham programs reviewed in the years 2012-2015). Our program review survey asks students about a range of program experiences including climate, sense of belonging, and mentoring, among other areas. The surveys also include open-ended questions that allow students to elaborate on and describe their program experiences. We collect these data from each of our graduate programs (current student surveys of Master's and Ph.D. students and exit surveys of Ph.D. students) on a regular review cycle (currently every 4 years). As such, we do and will continue to be able to provide programs with information about their specific students' experiences of their program, as well as changes/improvements in students' experiences over time. ***Data on student experiences and outcomes—including those related to DEI—are a key part of how Rackham evaluates the quality of its graduate programs.*** Furthermore, such data can support Rackham's and programs' assessment of progress/success on efforts related to their DEI goals.

Examples of Rackham Program Review Survey Questions (Rackham programs reviewed in 2012-2015)

Department Climate	Scale: Disagree (1) to Agree (4)			
	MASTER'S		PhD	
<i>Sense of Community</i>	Mean	SD	Mean	SD
There is a sense of community among students	3.37	.67	3.13	.89
The climate encourages the participation of all students	3.37	.81	3.23	.88
Students in my program are treated with respect by faculty	3.63	.63	3.46	.75
How much do you feel you belong in your program?	3.32	.78	3.28	.80
<i>Sensitivity to Diversity</i>				
FACULTY MEMBERS in my program are sensitive to the experiences and/or needs of:	Mean	SD	Mean	SD
- Female graduate students	3.31	.92	3.32	.86



Department Climate	Scale: Disagree (1) to Agree (4)			
	MASTER'S		PhD	
- Graduate students of color	3.27	.94	3.24	.90
- International graduate students	3.27	.93	3.29	.87
- Lesbian, gay, bisexual, transgender, and queer graduate students	3.26	.94	3.28	.87
- Graduate students with disabilities	3.30	.92	3.24	.88
- Graduate students who are parents	3.30	.91	3.32	.85
- Graduate students who are older than the traditional age for students in my program	3.35	.89	3.35	.85
<i>[Note: The same series of questions are also asked about diversity sensitivity among STAFF and other GRADUATE STUDENTS in students' programs]</i>				

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

Rackham Research

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

Faculty Mentoring

With regard to access to mentoring:

¹ Of the 400 URM students surveyed, 293 participated (73.3% response rate). Of the 451 Non-URM students surveyed, 256 participated (71.4% response rate). Of respondents, 27.5% were in Biological and Health Sciences, 34.0% in Physical Sciences and Engineering, and 38.5% in Social Sciences. At the time of study, 46.8% of the respondents are pre-candidates and 53.2% are candidates. Women were 51.2% of the sample. Of the survey respondents, 26.2% were Hispanic, 43.3% White, 14.6% African American, 5.0% Asian American, 1.5% American Indian or Alaska Native, 0.2% Native Hawaiian or other Pacific Islander, and 6.7% were non-Hispanic and belonged to two or more races. (These categories conform to federal rules for the reporting of race and ethnicity data by higher education institutions.)



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

Department/Program Climate

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

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

Implications for Academic Engagement and Career Interests

Climate experiences mattered in how students engaged with their academic program community for URM and Non-URM students, but in different ways:

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

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

Lack of Inclusion

- "Definitions of diversity (when even discussed) mostly focus on black/white issues but rarely address Asian students, International Students, class issues, disability, etc.
- "As a white student, I don't feel like all people feel it is appropriate for me to engage in conversations around diversity, equity, and inclusion in my department. For this reason, I have taken a backseat in these discussions, choosing only to listen."



- Some issues regarding diversity and inclusion that affect me ... the inability to see myself represented more. From the doctoral students coming for interviews to the visiting faculty from outside universities, I do not feel as though my race and ethnic background are highly represented or the efforts to recruit more individuals like me are a high priority.

Student Burden

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

Campus Climate

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

Faculty Issues

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



Classroom Issues

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

Deeper Analysis

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

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

Inventorying Rackham’s DEI Activities

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

In Appendix A, we provide the latest version of our DEI Inventory Grid, our initial attempt to catalog and analyze our current DEI activities with regard to how they fit into our key priority/mission areas. The grid is organized in two ways: (1) by units/entities responsible for implementation; and (2) by “target units/groups” of activities (e.g., efforts/services provided directly to individual students or faculty members, activities that involve working at academic program/leadership level, etc.). Note: all activities are intended to serve the full population of Rackham students, including being attentive to diversity within our student population (around race/ethnicity, gender, socioeconomic status, disability, sexual orientation, parental status, among other areas). We also note



that some activities and resources that are available to all students may be uniquely relevant to or disproportionately used by students of particular demographic groups (e.g., emergency funding). We will continue to use this grid inventory to help guide our organization, development, as well as our evaluation of our DEI activities.

Key Examples

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

- Rackham Merit Fellowship Program
- Summer Programs for Recruitment
 - Summer Research Opportunities Program (SROP)
 - Michigan Humanities Emerging Research Scholars Program (MICHHERS)
 - Creating Connections Consortium (C3)
- Building Bridges to the Doctorate Program
- Rackham Admissions for Diversity and Excellence Workshop
- Rackham "Circle of Recruitment" Workshop
- Rackham Program Review
- Interdisciplinary Learning Communities models (such as the Alliance for Graduate Education for the Professoriate, AGEP)
- Mentoring Others Results in Excellence (MORE) Committee
- Rackham Faculty Allies for Diversity Program
- Rackham Diversity Grants Program
- Graduate Student Programs Office (various programming)

Selected Examples of Rackham DEI Programs, Initiatives, and Resources

Rackham Merit Fellowship

Foci

- Recruitment for Diversity;
- Retention;
- High Quality Academic and Professional Environment, Inclusive Climate

Description

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



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

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

Summer Undergraduate Programs for Recruitment

Foci

- Recruitment for Diversity;
- High Quality Academic and Professional Environment, Inclusive Climate

Description

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



its implementation, over 1500 students across the disciplines at U-M have participated in this program, with significant numbers applying and matriculating to graduate programs at U-M and other peer institutions as a result of their experiences.

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

In addition, in 2015, the programs in the Humanities and the Arts developed a newly launched program designed to better fit the norms and needs of humanities disciplines and programs. This program grew out of research on diversity recruitment programs by the Rackham Graduate School Humanities Diversity Committee in the summer of 2014. The Michigan Humanities Emerging Research Scholars program (MICHHERS) is a one-week program focusing on developing a piece of scholarship submitted by students as part of their application to the program. Students work closely with faculty and graduate student mentors on this writing, which culminates in research presentations on the final day of the program. In addition, students receive preparation in applying to graduate school and in writing the graduate school application. We were very pleased with the outcome of the first year's efforts. Michigan received over 100 applications for 15 spots, 5 in each of three departments: English Language and Literature, History, and Linguistics. Well over 90% of the participants agreed or strongly agreed that the program was a positive experience and that they would recommend it to others. We look forward to following up with these participants to encourage their application to U-M programs.

Building Bridges to the Doctorate

Foci

- Recruitment for Diversity;
- Retention;
- High Quality Academic and Professional Environment, Inclusive Climate

Description

Another significant initiative is our Building Bridges to the Doctorate Program, led and administered through Rackham Graduate School and supported through an NSF Innovation through Institutional Integration (I3) grant as well as partnerships with the College of Literature, Arts & Sciences and College of Engineering. As part of the terms of this federally funded initiative, the program is a fully funded master's program designed to attract a diverse student body into doctoral education, including those from historically underrepresented racial/ethnic groups. Over the past five years, the Bridges program included four participating departments: Applied and Interdisciplinary Mathematics, Applied Physics, Ecological and Evolutionary Biology, and Molecular, Cellular, and Developmental Biology. Bridges program students take graduate level courses—often alongside first-year doctoral students—that allow them to develop their skills, capacity, and confidence in a structured and



supportive environment. In addition to curricular and academic experiences, students are engaged in research activities that provide opportunities to learn about the key steps in professional development, as well as critical skills that scholars and scientists need (conceptual and technical skills, writing and presenting skills, etc.). Prior to engaging in coursework and research experiences, students are matched with faculty advisors and participate together in a mentoring workshop to support the development of an effective mentoring relationship. As a result, Bridges students are prepared to enter doctoral programs with considerable confidence, skill, and sophistication and are highly competitive for admission to doctoral programs at both U-M and peer institutions. At our fifth year of this program, results indicate a significant impact on the pipeline of URM students in doctoral study. Of the 50 students who have entered our Bridges program, 94% completed the Master's and 77% have now matriculated into Ph.D. programs (with 40% of those Master's completers having entered U-M Ph.D. programs). Another signal of impact is the recent development of new Bridges programs in our College of Engineering (in partnership with Rackham), as well as expressed interest in developing Bridges program models in departments in the Social Sciences and Humanities and Arts. These are additional indicators that the Bridges program is serving as a model for enhancing diversity and excellence in graduate education at U-M.

Rackham Admissions for Diversity and Excellence Workshop

Focus

- Recruitment for Diversity

Description

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

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



Rackham “Circle of Recruitment” Workshop

Foci

- Recruitment for Diversity;
- High Quality Academic and Professional Environment, Mentoring and Inclusive Climate;
- Retention

Description

This workshop is designed to support faculty and faculty-staff teams in developing a strategic approach for achieving diversity and excellence in their graduate student communities. The recruitment workshop is based on our “circle of recruitment” framework—based in research and documented effective practices at U-M and beyond—and emphasizes multiple dimensions, or “phases” that affect recruitment, from identifying prospective students to supporting students’ progress to completion after admissions and matriculation. A primary premise guiding the workshop is that recruitment is a dynamic process involving multiple phases both prior to and after the admissions decisions, and these phases influence one another. Some programs put substantial efforts into one or two phases (e.g., recruitment weekends, conference visits) and show some success, but they ignore other phases (admissions criteria, the impact of programs’ retention record on future recruitment potential, the program’s mentoring reputation, engaging alumni to support recruitment). In our workshop, we emphasize that attending to all phases can help programs best meet their recruitment goals around diversity and excellence. The workshop supports participants in understanding and identifying their current recruitment strengths, needs, and opportunities of their specific departments based on their own program data (which we provide them). By the end of the workshop, participants develop a draft of a recruitment plan based on the attributes and capacity of their program, along with identification of needed supports to carry out the plan. Following the workshop, Rackham offers in-person, individual coaching around the recruitment plan, including planning for points of further consultation.

Rackham Program Review

Foci

- Recruitment for Diversity;
- High Quality Academic and Professional Environment, Mentoring and Inclusive Climate;
- Retention

Description

As a central part of Rackham’s efforts to support excellence and improvement in graduate education at U-M, we regularly conduct a review of every doctoral and master’s program (currently on a 4 year cycle). This review process is a partnership among Rackham, the Dean’s offices of schools/colleges, and the graduate programs. During the review of each program, Rackham provides the program leadership with a portfolio of program-specific data on all aspects of graduate education—including comparisons to other programs—to help inform conversations on the program’s practices. One important source of data is survey responses collected from the program’s graduate students around their program experiences, including academic and professional development and supports, program climate, and sense of belonging, among other areas. Diversity is a critical



feature of the Program Review, and we use program- and student-level data to engage with program leadership around their diversity challenges and efforts (e.g., in recruiting, mentoring, climate, and retention). The review complements the programs' current activities and goals through the sharing of ideas and promising practices in graduate education. At the end of the process, Rackham produces a summary report with program-specific recommendations. The programs respond with their plan for addressing the recommendations and moving their graduate programs forward. As a result of the Rackham Program Review, we are better informed about the needs and challenges of each Rackham program, and we make policy, develop programmatic initiatives, and make decisions about funding and other resource allocations accordingly.

Alliance for Graduate Education for the Professoriate

Foci

- Retention;
- High Quality Academic and Professional Environment, Mentoring and Inclusive Climate

Description

Rackham also is invested in programmatic activities that promote student community and success. As an example, Rackham is a participant in two initiatives funded by the National Science Foundation Alliance for Graduate Education and the Professoriate (AGEP) Transformation grants. The first is the Michigan AGEP Alliance (MAA). As a part of the terms of this federally funded initiative, this alliance involves 5 partner universities in Michigan (with U-M as the lead institution) that developed programmatic and research activities designed to increase the success of underrepresented minority (URM) graduate students and postdoctoral scholars in STEM fields (including natural sciences, engineering, and social sciences fields) and to support their pathways to academic/faculty careers. Core activities center on 1) improving mentoring relationships and 2) engaging in interdisciplinary learning communities. The programmatic efforts designed to improve mentoring relationships are: a) faculty-to-faculty training in evidence-based strategies for effective mentoring; b) the development of individual mentoring agreements tailored to the discipline and circumstances of each advising pair of faculty and student, as well as the students' career stage; and c) developing skills in mentoring through graduate students' relationships with faculty, research staff, postdocs, graduate and undergraduate students. The programmatic efforts designed to improve engagement in interdisciplinary learning communities are: a) building interdisciplinary learning communities on each campus of graduate students to encourage participants to develop their research ideas, share their ideas across disciplinary boundaries, and learn to explain themselves to those in other fields; b) engaging participants in learning communities across Alliance institutions to discuss research and its impact in the world; and c) linking faculty, senior researchers, postdoctoral fellows, and graduate students in conversations about the factors that make for productive and satisfying careers in research and scholarship.

Expanding Beyond STEM

While the AGEP program has had a historical focus on STEM and social sciences (NSF-eligible departments and disciplines), we are drawing on lessons learned from our AGEP participation around mentoring and learning communities to expand this model and our programming—especially that focused on mentoring and learning communities—to include and support students across all Rackham programs and disciplines. For instance, the



AGEP project team has partnered with other programs and campus stakeholders, including graduate students and student organizations, e.g., collaboration with Students of Color of Rackham (SCOR) and Society of Minority Engineers and Scientists – Graduate Component (SMES-G) student organizations around a campus-wide symposium linking research to the public and social justice (the “Navigating the Maize” conference); and collaborations with the Rackham Merit Fellowship program and Bridges to the Doctorate program activities.

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

Expanding Beyond STEM

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

Mentoring Others Results in Excellence (MORE)

Foci

- High Quality Academic and Professional Environment, Mentoring and Inclusive Climate;
- Retention

Description

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



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

Faculty Allies Program

Foci

- Recruitment for Diversity;
- High Quality Academic and Professional Environment, Mentoring and Inclusive Climate;
- Retention

Description

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



their program communities, Faculty Allies function as a leadership group and learning community, connecting with and drawing on one another for information, ideas and strategies, and support.

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

Rackham Diversity Grants

Foci

- Recruitment for Diversity;
- High Quality Academic and Professional Environment,
- Mentoring and Inclusive Climate;
- Retention

Description

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

Graduate Student Success

Foci

- Recruitment for Diversity;
- High Quality Academic and Professional Environment, Mentoring and Inclusive Climate;
- Retention



Description

An important partner to all of our programmatic initiatives is the Rackham Graduate School's Graduate Student Programs (GSP). The Director of GSP—in addition to coordinating the activities of GSP—serves as a liaison to many units on campus that work on DEI issues related to students' development and support (e.g., Campus Life). The GSP Recruitment Specialist develops and manages databases for identifying strong pools of prospective students from diverse backgrounds and shares these data with graduate programs along with other resources (workshops, written materials, and consultation) to support effective recruitment practices for enhancing diversity; runs recruitment workshops; and administers recruitment grants to programs to enable their recruitment efforts. GSP Academic Program Officers offer a variety of opportunities to support the academic, professional, and personal development and well-being of diverse undergraduates participating in Rackham summer programming. Most centrally, they develop and offer programming to support all graduate students once they are on campus, with specific attention to issues of diversity, including the needs of students from historically underrepresented or marginalized backgrounds. Examples of GSP activities include graduate school application preparation workshops, academic writing and dissertation writing workshops, mentoring workshops, career exploration conferences, interdisciplinary research conferences, community-building events, and activities and resources that support and promote students' personal well-being. These offerings also include activities developed specifically for the aforementioned Rackham Merit Fellows, Bridges, and AGEP communities, as well as for student organizations serving diverse constituencies (e.g., Students of Color of Rackham; Multicultural Leadership Council).

Rackham Staff

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

Rackham Staff Demographics Summary

Among the 67 Rackham faculty and staff (including five faculty members, Interim Dean Solomon and the four associate deans), 75% are women and 27% are from historically underrepresented racial/ethnic backgrounds. Furthermore, there is variation across Rackham units with regard to staff gender and racial composition.

Preliminary Data

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



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

One or Two Things I Like Most				
Communication	Development	Work Climate/Culture	Work Environment	Students
Staff Forum	Ability to learn new things Breadth of projects to work on Ability to learn new technology	Energy with all that's going on Feels like a family Culture of collaboration Strong ethics and integrity Contribution to rest of University	Interaction with so many units and staff Challenges due to changes Like the work (type, variety, etc.) The Rackham Building Stable work environment Dynamic	Ability to see impact on students Support provided Interacting with students
If I Was Able To Change Something				
Communication	Development	Work Climate/Culture	Work Environment	Procedures/Processes
Lack of communication within and across departments Lack of inclusion outside own area More transparency and sharing of knowledge/information More and clearer communication from leadership Provide ongoing feedback Website	Opportunity for advancement in Rackham Encourage growth More educational and career development opportunities Be more innovative	Less silos and more collaboration within and across departments More staff engagement at all levels Inequalities (department, degree, level of position) Lack of inclusion outside own area Leadership to be more approachable Show more appreciation and respect to staff Lack of recognition	Eliminate silos Improve collaboration across departments/teams Uniform guidelines/policies across Rackham Staff lounge Make more of a gathering place (lounge, exercise, collaboration space) More job sharing and working within other areas Reduce segregation of staff	Too many steps and people to go through to get things done More automation/use of workflows Create efficiencies, reduce/eliminate redundancies, work smarter More and better use of technology Lack of change Staff review/evaluation process

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



deeper dive into staff experiences, as well as the organizational structures and practices and social norms that may contribute to positive and negative experiences.

Key Findings, Themes, and Recommendations

Key Theme: Diversity Within Rackham

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

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

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

Implications and Recommendations

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

Key Theme: Doctoral Completion of URM Students

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

Implications and Recommendations

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

Key Theme: DEI-Related Challenges

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



Implications and Recommendations

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

Key Theme: Development and Training Needed

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

Implications and Recommendations

- Learn about and address (through Rackham programming and partnerships with programs) relevant development/training needs for faculty, students, and staff, especially in areas of:
- Recruitment/admissions knowledge and practices (e.g., addressing perceived challenges in recruitment and encouraging use of best practices around identifying pools of qualified prospective students from diverse backgrounds; accurate information around the legal context and ways to recruit for diversity in effective and legally compliant ways, the benefits and effective use of holistic review approaches in admissions)
- Mentoring (increasing and encouraging faculty engagement in mentoring; development of knowledge and skills around mentoring in general and mentoring diverse students; need for incentives for investment in mentoring and good mentoring and consequences for consistent, poor, ineffective mentoring);
- Diversity and inclusion in classroom and academic settings (increasing student and faculty instructors' understanding and pedagogical skills related to diversity and inclusion in the classroom; helping students navigate their own roles and identities as students and instructors in the classroom, including ways of responding effectively to micro-aggressions; need for faculty to view themselves as accountable for creating an environment of diversity, equity, and inclusion in the classroom, regardless of their scholarly/disciplinary backgrounds).

Key Theme: Staff Feedback

Rackham staff experiences of DEI are underexplored.

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



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

Implications and Recommendations

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



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.

Rackham's DEI Strategic Planning Domains

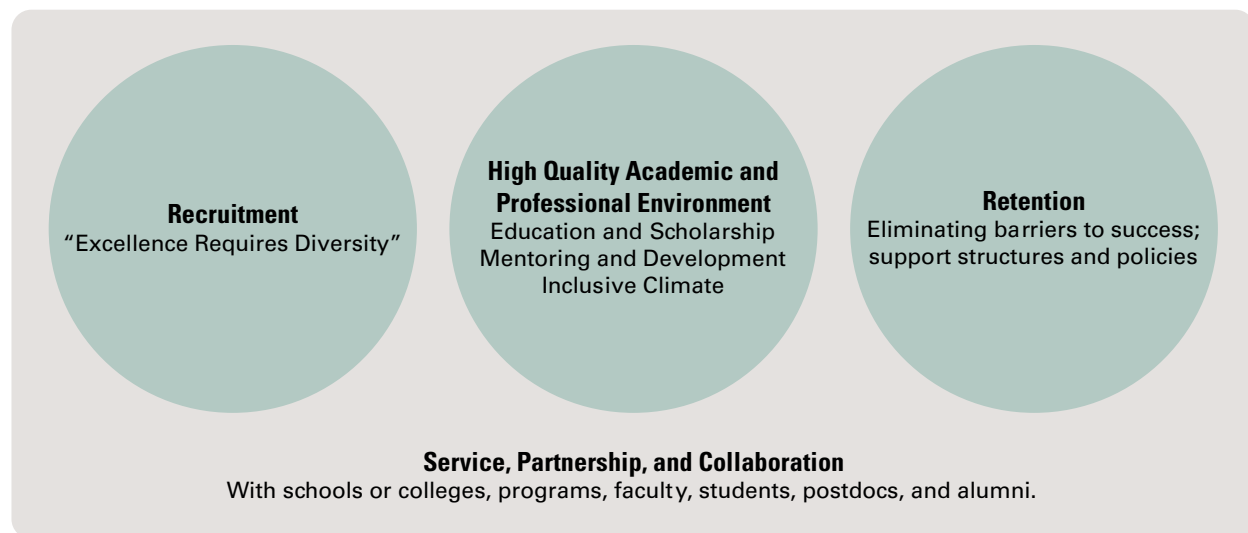
In the President's Charge, U-M units developing DEI Strategic Plans were asked to develop strategic actions around four domains determined by the University. The University-wide domains include:

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

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

1. Recruitment;
2. High Quality Academic Environment;
3. Retention; and
4. Service, Partnership, and Collaboration.

Rackham's Diversity, Equity, and Inclusion Foci





Recruitment

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

High Quality Academic and Professional Environment

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

Retention

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

Service, Partnership, and Collaboration

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

STRATEGIC OBJECTIVES

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



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

Additional Notes on Success Metrics

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

IV. Strategic Objectives Across DEI Planning Domains

IV. A. Recruitment

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



knowledge and use of effective practices related to the recruitment and admissions process. Within our Rackham organization, recruitment refers to transparent and equitable policies, practices, and norms related to selection and hiring of a strong, skilled, and diverse staff.

Questions we considered in this domain include: Are graduate programs making every effort to ensure excellence and diversity in their graduate student populations? Is access/admissions to graduate programs in our schools/colleges and units equitable? Within our Rackham Graduate School organization, how are staff members recruited for position roles? Are there equitable opportunities for access and consideration for staff positions?

Recruitment (Students)

Objective 1: Minority Serving Institutions Initiative (Recruitment)

Develop a structure for partnerships with identified Minority Serving Institutions (MSIs) to support diversity recruitment aims into U-M graduate programs.

Measures of Success

1. Increased institutional knowledge (of U-M faculty, staff, academic programs) of effective practices for developing and maintaining strong, ethical, and mutually beneficial partnerships with MSIs
2. Increases in students from MSI partner programs applying and admitted to U-M graduate programs

FY 17-18 Actions

1. Create a working group, led by Edmund Graham, Rackham's MSI Coordinator, to develop MSI Partnership action plan (goals, proposed infrastructure, including incentives for participation)
2. Survey graduate programs' recruitment practices, successes, and interests in a MSI partnership program

Objective 2: Ensure clarity and transparency around Rackham staff hiring processes, including ways DEI are taken up in processes.

Measures of Success

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

FY 17-18 Actions

1. Bring together historical and contemporary data on diversity and make-up of Rackham staff
2. Assess strengths and challenges/needs in current HR approaches, policies, and procedures related to staff recruitment and hiring (e.g., specific efforts that are taken to encourage diverse applicants; lateral moves and promotions within Rackham)
3. Improve processes based on assessment of Y1 outcomes.



IV. B. “High Quality Academic/Professional Environment” (Education and Scholarship, Development Opportunities, Promoting an Equitable and Inclusive Climate)

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

Education and Scholarship

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

Development Opportunities

Development opportunities include resources and activities designed to support the academic and professional development of students, for instance, supports for exploring diverse career pathways, tools for effectively navigating the mentoring relationships with faculty advisors, and enhancing graduate student instructors’ capacity for creating a climate of diversity and inclusion in the classroom. This component also includes development offerings for faculty and staff that would enhance DEI experiences for students and more broadly in their program communities, for instance, supports for enhancing program/faculty/staff knowledge and skill around recruitment for diversity, as well as knowledge and use of “best practices” in mentoring students from diverse backgrounds. Within our Rackham organization, development refers to policies, practices, and norms related to providing equitable opportunities for staff professional development and advancement through systematic feedback, mentoring, and support for professional learning and growth. Questions we considered include: Are there opportunities for development and advancement around areas relevant to students, faculty, and staff? Are these opportunities transparent and available to diverse individuals and in equitable ways?

Equitable and Inclusive Climate

This component speaks to our efforts to create and nurture a multicultural and inclusive campus community. This means more than just mitigating overt acts of discrimination and bias, but rather increasing our collective awareness of the influence of implicit bias on decision-making, communication, and conflict within the community, and our commitment to creating and promoting welcome and inclusive spaces. In our work, we are also mindful that differences do not only arise from visible identities, but a variety of experiences that contribute to equity and inclusion. Questions we considered



include: Are our schools/colleges, units, and programs places where all feel welcomed? Do graduate students feel a sense of belonging in their academic programs? Within our Rackham organization, do people feel free to express their opinions? Do all community members perceive their ideas are given serious consideration? Do all staff, faculty, and students in our community feel a sense of belonging?

Objective 1: DEI Climate of Rackham (High Quality Academic/Professional Environment)

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

Measures of Success

1. Positive reports on staff climate assessment
2. Staff participation in Rackham committees, including a broad range of staff participants (e.g., a Staff Ally for Diversity) represented across Rackham units
3. Decreased staff attrition due to experiences of negative work climate

FY17-18 Actions

1. Assess the current climate of Rackham staff and share information about staff perspectives around climate; create committee structures focused on staff community and climate
2. Enhance mechanisms for skill development and increase opportunities for advancement
3. Continue exploring and implementing different organizational model (e.g., reporting lines) and the roles of the dean, associate deans, assistant deans as they relate to staff

Objective 2: DEI Professional Development (High Quality Academic/Professional Environment)

Enhance skill development offerings related to diversity, equity, and inclusion for students

Measures of Success

1. Development and/or expansion of offerings/programs related to supporting DEI education
2. Establishment of supports/programming for graduate student leaders' learning and development around DEI and leadership roles

FY 17-18 Actions

1. Establish professional development programming to support students' participation in leadership training related to DEI (e.g., implementation of the DEI leadership and professional development certificate program)
2. Create a Student Allies for Diversity Grants program for student initiated projects
3. Create Diversity Student Diversity Leader awards

Objective 3: Development of Strategic Plan for Year 3 (High Quality Academic/Professional Environment)

Continued, deepened engagement with Rackham's various constituencies with regard to developing, evaluating and prioritizing actions and strategies regarding DEI efforts

*Measures of Success*

1. Increased participation in Rackham feedback structures (e.g., town halls, forums, survey responses of students, faculty, staff)
2. Reported improvements in clarity, inclusion, and community buy-in and accountability in planning process

FY 17-18 Actions

1. Develop and formalize a new Rackham Diversity, Equity, and Inclusion Advisory Committee (RAC DAC) with a focus on participation of Rackham staff and students, faculty, staff from Rackham programs, and alumni
2. Seek input from multiple constituencies (e.g., deans from other academic units, leadership from student organizations) on plan updates and revisions for Year Two
3. Explore and document “best practices” from other institutions (e.g., B1G Ten Academic Alliance) regarding DEI

Objective 4: Provide more opportunities for training and development around educational areas relevant to DEI

Measures of Success

1. Increase in educational/professional development offerings for Rackham staff
2. Broad participation of Rackham staff in educational/development offerings

FY 17-18 Actions

1. Gather input from Rackham staff around areas of education/development/training related to DEI that are of most interest and relevance
2. Identify areas of education/training to prioritize; develop a plan for regular offerings of programming in these areas; and provide a resource list for programs across campus that are relevant to DEI initiatives
3. Plan for Y3-Y5 based on assessment of Y1/2 outcomes.

IV. C. Retention (Eliminating Barriers to Completion and Success)

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

With regard to graduate students, retention focuses on minimizing or eliminating barriers to progress in and completion of the graduate program. Within our Rackham organization, retention refers to policies, practices, and norms related to efforts and success in retaining excellent, diverse staff. Questions we considered include: In what ways do student progress indicators (e.g., rates of student completion) differ across various demographic groups? Within Rackham, in what ways do progress indicators (staff



promotion, turnover, and other related measures) differ across individuals from various demographic, social, and cultural groups? What do we know about barriers and challenges experienced by diverse members of our graduate student and Rackham staff communities that might impact their abilities to fulfill their potential for success? How can we use this knowledge to improve our programming, policies, and other supports?

Objective 1: Continue offering and supporting programmatic activities and resources for the broader Rackham student community that also provide interdisciplinary communities of learning; and support for historically underrepresented and/or marginalized students to address barriers to students' sense of belonging and personal well-being that have been found to negatively influence progress and completion

Measures of Success

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

FY 17-18 Actions

1. Identify/inventory programming and resources that support student sense of belonging
2. Prioritize those programs/activities that have shown most success/impact; consider discontinuing those that have shown less impact
3. Develop a plan for evaluation/assessment (or improving evaluation/assessment) for those programs and activities that are viewed as most promising or high priority
4. Participation in #IChoseUMich campaign from student organizations, campus partners, and students/alumni who represent diverse backgrounds and have resources to share
5. Work to revise Rackham Interdisciplinary Workshops proposals to require that they include an aspect of Diversity, Equity, and Inclusion that will be addressed
6. Consider best ways to develop new structures to support/enhance sense of belonging for diverse student constituencies
7. Plan for Y3-Y5 based on assessment of Y1/2 outcomes.

Objective 2: Continue policies and practices with academic programs that encourage and lead to enhanced student completion

Measures of Success

1. Increased student completion outcomes across Rackham divisions, schools/colleges/units, and academic programs; including elimination of completion differences across demographic subgroups (race/ethnicity, gender, citizenship, first generation college students)
2. Minimal student attrition at advanced stages in graduate program, relative to numbers discontinuing at earlier stages

*FY 17-18 Actions*

1. Continue a plan to provide academic units and programs with student data on a regular basis (annually during block grant award, in program review year), disaggregated by a variety of demographic identity groups (race/ethnicity, domestic men and women, international men and women, first generation students, student-reported Pell Grant recipients)
2. Continue emphasis on high student completion across demographic groups within the Rackham Program Review process; including discussions and idea sharing with programs around “best practices” for promoting completion
3. Continue emphasis to programs leadership/faculty of new Rackham policy approach in which Rackham funding to programs (block grant, Rackham Merit Fellowships, other awards, and resources) is more explicitly linked to diversity outcomes (e.g., efforts to minimize “achievement gaps” or completion rates across demographic subgroups)
4. Plan for Y3-Y5 based on assessment of Y1/2 outcomes.

Objective 3: Learn about and (as appropriate) address the causes of Rackham staff attrition/turnover; use information to engage staff community and improve policies and practices related to enhancing retention

Measures of Success

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

FY 17-18 Actions

1. Develop and implement steps to learn about the reasons for staff attrition (e.g., internal Rackham concern/climate; promotional opportunity)
2. Determine how negative climate experiences of staff lead to turnover/attrition
3. Gather input from Rackham staff community (e.g., using staff committee structures) around best ways to learn about and address staff retention
4. Examine current conflict resolution procedures and practices; identify explicit ways to ensure DEI issues are adequately integrated
5. Plan for Y3-Y5 based on assessment of Y1/2 outcomes.

IV. D. Service, Partnership, and Collaboration

A significant component of Rackham’s role in enhancing graduate education involves partnerships with and service to the U-M community (schools/colleges/units, graduate programs, staff, students, faculty). As such, the *Service, Partnership, and Collaboration* domain for us involves exploring whether diversity, equity, and inclusion issues are seamless and fundamental underpinnings of our policies, offerings, and resources, and overall service delivery models as a graduate school. We are mindful to examine whether our service is equitable, tailored to the unique needs of the populations we serve, and inclusive. Questions we considered include: Are we serving and communicating effectively with a broad and diverse range of students? Are our offerings and communications appropriately tailored to the needs of specific groups (disciplines, programs, students, faculty, and staff)? Are our services and offerings impacting our populations of focus in ways that are aligned with the goals of those services and



offerings? After the gaps in our offerings, our service delivery scope, and our communications around these areas? How can we better align our services, offerings, and communications to fit the needs of a diverse campus community? Are there any aspects of our service offerings that are more difficult to access for various sub-groups of our communities? Are there gaps in our capacities to provide effective services and offerings and to engage in effective partnerships with our communities of interest? Are there gaps in our current ability to assess and evaluate the impacts of our services and offerings, as well as the effectiveness of our partnerships and collaborations?

Objective 1: Develop, improve, and implement assessments/evaluations across programmatic activities for students

Measures of Success

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

FY 17-18 Actions

1. Document the programs with established assessment plans and metrics of success; compare to those without such plans and metrics
2. Work on developing policies and practices for assessment of program activities, including procedures for proposing/approving new programmatic activities (e.g., how to improve programs, whether to expand, or whether to discontinue)
3. Plan for Y3-Y5 based on assessment of Y1/2 outcomes.

Objective 2: Enhance our communications and information sharing with academic programs around Rackham's investment in DEI

Measures of Success

1. Reports of awareness of DEI issues and Rackham resources related to DEI
2. Analytics through MailChimp and Google analytics to see open rates on emails and traffic to Rackham's Diversity site/resources

FY 17-18 Actions

1. Work on ways to further develop the "Diversity" section of the Rackham website; include tips, training, literature, promising practices, and resources on and off campus
2. Share more data related to DEI on our website so graduate programs can more easily access needed information
3. Continue to update students on our DEI efforts in email newsletters or special messages from Dean Solomon



4. Develop content strategy to acknowledge and celebrate our diversity (e.g., high numbers of first-gens, improvements in student diversity) via our website, social media, and external media opportunities
5. Explore more ways to use communications to help students connect with one another (e.g., ways to connect first-gen students to share resources, among those who express desire to do so)
6. Plan for Y3-Y5 based on assessment of Y1/2 outcomes.

Objective 3: Improve Rackham communications and collaborations practices relevant to enhancing the delivery and implementation of services, programming, policy, and resources in support of our mission to enhance graduate education

Measures of Success

1. Staff reports on climate assessment (related to perceptions of effective communications and collaborations)
2. Number and quality of use of collaborative technology tools (e.g., streamlined use of Box, forms, information management systems, etc.)
3. Training received/attended by staff about these tools and topics related to collaborative working
4. Increase the number of collaborative projects across Rackham offices

FY 17-18 Actions

1. Explore various ways staff and unit roles and work can be organized to enable communication and collaborations that increase efficiency and effectiveness in meeting our mission and goals for graduate education; use input of Rackham staff in this exploration (e.g., potential of new staff position focused on DEI to support oversight of on-going efforts; best use of various staff meetings; joint staff meetings; change the focus of meetings from “reporting out” to “developing projects”; create policies and practices around data sharing and dissemination; among other areas identified from staff input)
2. Develop plan for staff training and making progress in improvements to our website, web applications, and web resources towards ADA compliance
3. Develop a plan for implementing the most promising communications ideas and approaches
4. Plan for Y3-Y5 based on assessment of Y1/2 outcomes

Objective 4: Establish DEI priorities within Rackham’s Development and Fundraising, Alumni Communication, and Fundraising Efforts

Measures of Success

1. Increase in diversity of demographic profiles of alumni donors, as well as other donors and prospective donors
2. Compelling messages of DEI initiatives are shared with alumni and donors
3. DEI topics/areas are a common or central theme in gift conversations and solicitation appeals



4. Fundraising initiatives implemented for DEI-focused programs, initiatives, fellowships (including RMF program)

FY 17-18 Actions

1. Examine make-up/backgrounds of current Rackham donors
2. Continue new promising practices to reach diverse alumni (such as new outreach efforts to Rackham Merit Fellow alumni)
3. Explore new ideas for increasing diversity in Rackham donors (e.g., selected outreach to groups of alumni such as former multicultural organization members; identifying specific DEI themes in research, scholarship, and professional development that may be attractive to a broad range of donors, among other potential ideas)
4. Establish outreach plans to RMF alumni, SCOR alumni, and other potential fellowship programs to develop alumni conversations related to Rackham's DEI priorities
5. Explore best ways to communicate with donors and prospective donors around Rackham's DEI priorities
6. Plan for Y3-Y5 based on assessment of Y1/2 outcomes

Objective 5: Enhance supports for Rackham Faculty Allies for Diversity to better enable their roles as leaders and change agents in graduate education.

Measures of Success

1. Expand Faculty Allies program to include non-Rackham units

FY17-18 Actions

1. Targeted outreach to non-Rackham departments/units that do not have a Faculty Ally



V. Goal-Related Metrics – School, College, or Unit Measures Tracked Over Time

University-Wide Metrics

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

Diversity

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

Equity

Number of reported incidents, reports on adverse impacts

Inclusion

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

Rackham-Specific Metrics We Are Considering

Diversity

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

Equity

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

Inclusion

- Results on selected items from Rackham Program Review student surveys and other Rackham research surveys with students (related to climate, mentoring, sense of community, and



belonging); examination of trends over time; examination of demographic group differences when possible

- Program- and faculty-level participation in resources to support inclusion and equity (e.g., mentoring workshops and support activities, Faculty Allies)
- Results on climate survey of Rackham staff (around inclusive climate and community experiences)
- Participation of a range of Rackham staff across Rackham staff committees, other staff decision-making bodies, and initiatives at Rackham and university levels
- Input from program faculty (grad chairs/directors, department chairs, Faculty Allies) around their views of DEI in their programs, as well as their feelings of clarity and inclusion in their work and collaboration with Rackham (through surveys and documented feedback in Chairs' and Faculty Allies' meetings)
- Input from academic program staff (Grad Coordinators and others) around clarity and inclusion in their work and collaboration with Rackham (e.g., through surveys and documented feedback in Grad Coordinators' meetings)



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. Recruitment (“Excellence Requires Diversity”)

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
Faculty (Graduate Directors and Graduate Coordinators) and Rackham and Non-Rackham Graduate Programs	Objective 1: Minority Serving Institutions Initiative Develop a structure for partnerships with identified Minority Serving Institutions (MSIs) to support diversity recruitment aims into U-M graduate programs.	Increased institutional knowledge (of U-M faculty, staff, academic programs) of effective practices for developing and maintaining strong, ethical, and mutually beneficial partnerships with MSIs Increases in students from MSI partner programs applying and admitted to U-M graduate programs	Create a working group, led by Edmund Graham, Rackham’s MSI Coordinator, to develop MSI Partnership action plan (goals, proposed infrastructure, including incentives for participation) Survey graduate programs’ recruitment practices, successes, and interests in a MSI partnership program	Graduate Student Programs	None at this time
Rackham Staff	Objective 2: Ensure clarity and transparency around Rackham staff hiring processes, including ways DEI are taken up in processes.	Diversity and make-up of Rackham staff across Rackham units Staff reports of clarity and satisfaction with recruitment, selection, and hiring processes	Bring together historical and contemporary data on diversity and make-up of Rackham staff Assess strengths and challenges/needs in current HR approaches, policies, and procedures related to staff recruitment and hiring (e.g., specific efforts that are taken to encourage diverse applicants; lateral moves and promotions within Rackham) Improve processes based on assessment of Y1 outcomes	Rackham Dean’s Office	Funded internally at Rackham

Updated: November 20, 2017

Source: rackham.umich.edu/downloads/rackham-dei-strategic-plan-y2-update.pdf

Rackham Graduate School, University of Michigan
 915 E. Washington Street, Ann Arbor, MI 48109 USA
 Phone: (734) 764-4400, Fax: (734) 615-3832



Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)

IV. B. “High Quality Academic/Professional Environment” (Education and Scholarship, Development Opportunities, Promoting an Equitable and Inclusive Climate)

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
Rackham Staff	Objective 1: DEI Climate of Rackham Develop systematic ways to learn about and enhance Rackham staff climate (inclusion, voice, and equitable opportunity for development and thriving)	Positive reports on staff climate assessment Staff participation in Rackham committees, including a broad range of staff participants (e.g., a Staff Ally for Diversity) represented across Rackham units Decreased staff attrition due to experiences of negative work climate	Assess the current climate of Rackham staff and share information about staff perspectives around climate; create committee structures focused on staff community and climate Enhance mechanisms for skill development and increase opportunities for advancement Continue exploring and implementing different organizational model (e.g., reporting lines) and the roles of the dean, associate deans, and assistant deans as they relate to staff	Rackham Dean’s Office	Funded internally at Rackham
Rackham and non-Rackham Students	Objective 2: DEI Professional Development Enhance skill development offerings related to diversity, equity, and inclusion for students	Development and/or expansion of offerings/programs related to supporting DEI education Establishment of supports/programming for graduate student leaders’ learning and development around DEI and leadership roles	Establish professional development programming to support students’ participation in leadership training related to DEI (e.g., implementation of the DEI leadership and professional development certificate program) Create a Student Allies for Diversity Grants program for student initiated projects Create Diversity Student Diversity Leader awards	Graduate Student Programs	None at this time



Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
Students, Faculty and Staff	Objective 3: Development of Strategic Plan for Year 3 Continued, deepened engagement with Rackham's various constituencies with regard to developing, evaluating and prioritizing actions and strategies regarding DEI efforts	Increased participation in Rackham feedback structures (e.g., town halls, forums, survey responses of students, faculty, staff) Reported improvements in clarity, inclusion, and community buy-in and accountability in planning process	Develop and formalize a new Rackham Diversity, Equity, and Inclusion Advisory Committee (RAC DAC) with a focus on participation of Rackham staff and students, faculty, staff from Rackham programs, and alumni Seek input from multiple constituencies (e.g., deans from other academic units, leadership from student organizations) on plan updates and revisions for Year Two Explore and document "best practices" from other institutions (e.g., B1G Ten Academic Alliance) regarding DEI	Rackham Dean's Office	None at this time
Rackham Staff	Objective 6: Provide more opportunities for training and development around educational areas relevant to DEI	Increase in educational/professional development offerings for Rackham staff Broad participation of Rackham staff in educational/development offerings	Gather input from Rackham staff around areas of education/development/training related to DEI that are of most interest and relevance Identify areas of education/training to prioritize; develop a plan for regular offerings of programming in these areas; and provide a resource list for programs across campus that are relevant to DEI initiatives Plan for Y3-Y5 based on assessment of Y1/2 outcomes.	Rackham Dean's Office	Funded internally at Rackham

**IV. C. Retention (Eliminating Barriers to Completion and Success)**

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
Students	Objective 1: Continue offering and supporting programmatic activities and resources for the broader Rackham student community that also provide interdisciplinary communities of learning; and support for historically underrepresented and/or marginalized students to address barriers to students' sense of belonging and personal well-being that have been found to negatively influence progress and completion	Participation in programming activities (e.g., RMF, other activities) Student evaluation reports around programmatic activities/offers Students' climate reports (sense of belonging, community)	Identify/inventory programming and resources that support student sense of belonging Prioritize those programs/activities that have shown most success/impact; consider discontinuing those that have shown less impact Develop a plan for evaluation/assessment (or improving evaluation/assessment) for those programs and activities that are viewed as most promising or high priority Participation in #IChoseUMich campaign from student organizations, campus partners, and students/alumni who represent diverse backgrounds and have resources to share Work to revise Rackham Interdisciplinary Workshops proposals to require that they include an aspect of Diversity, Equity, and Inclusion that will be addressed Consider best ways to develop new structures to support/enhance sense of belonging for diverse student constituencies Plan for Y3-Y5 based on assessment of Y1/2 outcomes.	Graduate Student Programs	None at this time
Faculty (Graduate Directors and Graduate Coordinators) and Rackham	Objective 2: Continue policies and practices with academic programs that encourage and lead to enhanced student completion	Increased student completion outcomes across Rackham divisions, schools/colleges/units, and academic programs; including	Continue a plan to provide academic units and programs with student data on a regular basis (annually during block grant award, in program review year), disaggregated by a variety of demographic identity groups (race/ethnicity, domestic men and women, international men	Rackham Institutional Research Graduate Student Programs	None at this time



DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
Graduate Programs		elimination of completion differences across demographic subgroups (race/ethnicity, gender, citizenship, first generation college students) Minimal student attrition at advanced stages in graduate program, relative to numbers discontinuing at earlier stages	and women, first generation students, student-reported Pell Grant recipients) Continue emphasis on high student completion across demographic groups within the Rackham Program Review process; including discussions and idea sharing with programs around “best practices” for promoting completion Continue emphasis to programs leadership/faculty of new Rackham policy approach in which Rackham funding to programs (block grant, Rackham Merit Fellowships, other awards and resources) is more explicitly linked to diversity outcomes (e.g., efforts to minimize “achievement gaps” or completion rates across demographic subgroups) Plan for Y3-Y5 based on assessment of Y1/2 outcomes.	Rackham Dean’s Office	
Rackham Staff	Objective 3: Learn about and (as appropriate) address the causes of Rackham staff attrition/turnover; use information to engage staff community and improve policies and practices related to enhancing retention	Low/decreased staff attrition due to experiences of negative work context/climate	Develop and implement steps to learn about the reasons for staff attrition (e.g., internal Rackham concern/climate; promotional opportunity) Determine how negative climate experiences of staff lead to turnover/attrition Gather input from Rackham staff community (e.g., using staff committee structures) around best ways to learn about and address staff retention Examine current conflict resolution procedures and practices; identify explicit ways to ensure DEI issues are adequately integrated	Rackham Dean’s Office	None at this time

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Source: rackham.umich.edu/downloads/rackham-dei-strategic-plan-y2-update.pdf

Rackham Graduate School, University of Michigan
915 E. Washington Street, Ann Arbor, MI 48109 USA
Phone: (734) 764-4400, Fax: (734) 615-3832



Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
			Plan for Y3-Y5 based on assessment of Y1/2 outcomes.		

IV. D. Service, Partnership, and Collaboration

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
Rackham Staff, Students	Objective 1: Develop, improve, and implement assessments/evaluations across programmatic activities for students	Establishment of approach and protocol for use in proposing/approving new programs and initiatives (focused on identifying specific goals and objectives of proposed activity, how elements of proposed program will address stated goals/objectives, and plan for assessing whether objectives/goals met) Positive assessment outcomes for programmatic activities, as reported by students	Document the programs with established assessment plans and metrics of success; compare to those without such plans and metrics Work on developing policies and practices for assessment of program activities, including procedures for proposing/approving new programmatic activities (e.g., how to improve programs, whether to expand, or whether to discontinue) Plan for Y3-Y5 based on assessment of Y1/2 outcomes.	Rackham Institutional Research Graduate Student Programs	None at this time
Rackham Staff, Students	Objective 2: Enhance our communications and information sharing with academic programs around Rackham's investment in DEI	Reports of awareness of DEI issues and Rackham resources related to DEI Analytics through MailChimp and Google analytics to see open rates on emails and traffic to Rackham's Diversity site/resources	Work on ways to further develop the "Diversity" section of the Rackham website; include tips, training, literature, promising practices, and resources on and off campus Share more data related to DEI on our website so graduate programs can more easily access needed information	Rackham Communications Rackham Institutional Research Rackham Dean's Office	None at this time



Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
			<p>Continue to update students on our DEI efforts in email newsletters or special messages from Dean Solomon</p> <p>Develop content strategy to acknowledge and celebrate our diversity (e.g., high numbers of first-gens, improvements in student diversity) via our website, social media, and external media opportunities.</p> <p>Explore more ways to use communications to help students connect with one another (e.g., ways to connect first-gen students to share resources, among those who express desire to do so)</p> <p>Plan for Y3-Y5 based on assessment of Y1/2 outcomes.</p>		
Rackham Staff, Students	Objective 3: Improve Rackham communications and collaboration practices relevant to enhancing the delivery and implementation of services, programming, policy, and resources in support of our mission to enhance graduate education	<p>Staff reports on climate assessment (related to perceptions of effective communications and collaborations)</p> <p>Number and quality of use of collaborative technology tools (e.g., streamlined use of Box, forms, information management systems, etc.)</p> <p>Training received/attended by staff about these tools and topics related to collaborative working</p> <p>Increase the number of collaborative projects across Rackham offices</p>	Explore various ways staff and unit roles and work can be organized to enable communication and collaborations that increase efficiency and effectiveness in meeting our mission and goals for graduate education; use input of Rackham staff in this exploration (e.g., potential of new staff position focused on DEI to support oversight of on-going efforts; best use of various staff meetings; joint staff meetings; change the focus of meetings from “reporting out” to “developing projects”; create policies and practices around data sharing and dissemination; among other areas identified from staff input)	Information Technology Rackham Communications Rackham Dean’s Office	None at this time



Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
			Develop plan for staff training and making progress in improvements to our website, web applications, and web resources towards ADA compliance Develop a plan for implementing the most promising communications ideas and approaches Plan for Y3-Y5 based on assessment of Y1/2 outcomes		
Alumni	Objective 4: Establish DEI priorities within Rackham's Development and Fundraising, Alumni Communication, and Fundraising Efforts	Increase in diversity of demographic profiles of alumni donors, as well as other donors and prospective donors Compelling messages of DEI initiatives are shared with alumni and donors DEI topics/areas are a common or central theme in gift conversations and solicitation appeals Fundraising initiatives implemented for DEI-focused programs, initiatives, fellowships (including RMF program)	Examine make-up/backgrounds of current Rackham donors Continue new promising practices to reach diverse alumni (such as new outreach efforts to Rackham Merit Fellow alumni) Explore new ideas for increasing diversity in Rackham donors (e.g., selected outreach to groups of alumni such as former multicultural organization members; identifying specific DEI themes in research, scholarship, and professional development that may be attractive to a broad range of donors, among other potential ideas) Establish outreach plans to RMF alumni, SCOR alumni, and other potential fellowship programs to develop alumni conversations related to Rackham's DEI priorities Explore best ways to communicate with donors and prospective donors around Rackham's DEI priorities	Rackham Dean's Office	None at this time



Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/persons accountable	Resources needed (if applicable)
			Plan for Y3-Y5 based on assessment of Y1/2 outcomes		
Faculty	Objective 5: Enhance supports for Rackham Faculty Allies for Diversity to better enable their roles as leaders and change agents in graduate education.	Expand Faculty Allies program to include non-Rackham units	Targeted outreach to non-Rackham departments/units that do not have a Faculty Ally	Rackham Dean's Office	None at this time



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 FY17. The DEI unit lead—in consultation with Rackham Dean and Vice Provost for Academic Affairs—will be assisted by members of the Rackham Diversity, Equity, and Inclusion Advisory Committee (RAC DAC) in tracking and supporting the plan implementation. We have developed a structure for the RAC DAC support team that would delegate leadership around areas of responsibility:

DEI Unit Lead 2017-18

Robin Means-Coleman, Associate Dean

Action Owners

Faculty

Associate Dean (R. Means-Coleman)

Students

Program Managers (L. Schram and E. Flores-Scott)

Staff

Chief Administrator (D. Viau)

Data Reporting

Director of Institutional Research (J. Gonzalez)

Engagement

Program Managers (L. Schram and E. Flores-Scott)

Unit Communications

Communications Director (M. Nelson)

Year Three Planning

Associate Dean (R. Means-Coleman) and TBD DEI Assistant Dean

Budget

Chief Administrator (D. Viau)