



**SEAS** SCHOOL FOR ENVIRONMENT  
AND SUSTAINABILITY  
UNIVERSITY OF MICHIGAN



School for Environment  
and Sustainability

**DEI 1.0  
SUMMARY  
REPORT**

Prepared By  
the SEAS DEI Office

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*September 2022*





# DEI 1.0 Summary Report

In the fall of 2015, the University of Michigan renewed its commitment to diversity, equity, and inclusion (DEI). After a yearlong period of planning, 49 units across campus developed strategic goals and objectives. The process launched in fall 2016 with the creation of a five-year DEI strategic plan, now referred to as DEI 1.0, which took place from 2016–2021.

In alignment with this process, the School for Environment and Sustainability (SEAS) – then known as the School of Natural Resources and the Environment, appointed a faculty DEI Director and formed a DEI Committee. Engaging in activities between September 2015 to March 2016, from data collection, town halls, focus groups, and climate surveys, they gathered extensive community input to develop the initial SEAS DEI Strategic Plan. The DEI team maintained an iterative process for future activities, and subsequent plans continued to evolve based on priority needs of the school and feedback from students, staff, and faculty. DEI 1.0 was a period of deep-rooted work towards substantive change to weave DEI throughout the fabric of SEAS, including our organizational policies, programming, research, service, and the lens from which we approach our everyday practices.

In July 2021, the first five years of the University's Strategic Planning process concluded and led into the DEI 1.0 evaluation phase for the 2021–2022 academic year. This was an opportunity to reflect on the journey from where SEAS began in 2016. This report provides a summary of the data and findings from the evaluation process, including a snapshot of demographic data, key highlights, climate survey results, and initial priorities for the next five years of DEI at SEAS.

# SEAS Demographics

Below is demographic data about our SEAS students, staff, and faculty from 2016–2020. Being transparent with this data helps us to more accurately assess and track progress over time as we actively work to build a more diverse community that is broadly representative of the world in which we live.

## Students

### SEAS Students by Academic Level

Academic Level	Fall2016	Fall2017	Fall2018	Fall2019	Fall2020
Rackham Masters	264	252	245	320	437
Rackham Doctoral	37	32	38	38	36

### SEAS Students by Sex

Sex	Fall2016	Fall2017	Fall2018	Fall2019	Fall2020
Female	183	178	170	235	310
Male	118	106	113	123	164

### SEAS Students by Race/Ethnicity

Race/Ethnicity	Fall2016	Fall2017	Fall2018	Fall2019	Fall2020
American Indian or Alaska Native				**	**
Asian	9	12	9	21	26
Black or African American	**	6	6	8	20
Hispanic or Latino	18	15	15	18	25
Native Hawaiian or Other Pacific Isl.	**	**	**	**	**
White	162	159	163	203	278
Two or More	11	9	12	13	19
Unknown	9	6	6	10	16
International	88	76	71	83	85

## Demographic Trends

### Students:

While the overall SEAS domestic student body has grown, the international student population decreased from 29% in 2016 to 18% in 2020.

The Black/African American graduate student population has seen growth, with the numbers being <5 in 2016 and increasing to 20 by 2020.

### Staff and Faculty:

SEAS staff and faculty are predominately white. In 2020, 81% of staff and 81% of faculty were white.

Due to low numbers and the suppression of data, there is insufficient information to identify changes over time for staff and faculty who are American Indian or Alaska Native, Hispanic/Latino, International, or with two or more racial/ethnic identities.

## Staff

### SEAS Staff by Sex

Sex	Fall2016	Fall2017	Fall2018	Fall2019	Fall2020
Female	58	54	66	69	69
Male	22	23	28	29	33

### SEAS Staff by Race/Ethnicity

Race/Ethnicity	Fall2016	Fall2017	Fall2018	Fall2019	Fall2020
American Indian or Alaska Native			**		
Asian	11	8	9	9	7
Black or African American	**	6	5	5	**
Hispanic or Latino	**	**	**	**	**
White	62	58	73	75	83
Two or More	**	**	**	**	**
Unknown	**	**	**	**	**
International	**	**	**	**	**

All groups smaller than 5 are indicated by \*\*. Report tables suppress the display of cases where there are small cell sizes (<5) which may make it possible to personally identify individuals.

Demographic data on sexual orientation, gender identity, socioeconomic status and other identifiers are not collected by the University of Michigan, and therefore cannot be displayed.

## Faculty

### SEAS Faculty by Sex

Sex	Fall2016	Fall2017	Fall2018	Fall2019	Fall2020
Female	26	24	37	43	39
Male	40	44	57	62	66

### SEAS Faculty by Race/Ethnicity

Race/Ethnicity	Fall2016	Fall2017	Fall2018	Fall2019	Fall2020
American Indian or Alaska Native					**
Asian	6	6	7	7	8
Black or African American	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
White	51	53	77	87	85
Two or More	**	**	**	**	**
Unknown	**	**	**	**	**
International	**	**	**	**	**

Staff and faculty data represented were sourced from HRO2, the Human Resource Snapshot. The tables in this report are populated with information pertaining to regular, active, and paid leave employees from a Human Resource Snapshot on November 1, 2020. Student data were sourced from the U-M M-Pathways Third Week Count Data Set, Fall 2020.



# SEAS DEI 1.0 Highlights

## SEAS Equity and Justice Initiative

Acknowledging that the environmental movement has roots in racist ideologies and practices, as well as the need for reform, SEAS launched the Equity and Justice Initiative (EJI) in Fall 2020. The goal of this initiative is to foster a culture at SEAS and within society that advances equal rights for all; combats racist ideologies and practices within the environmental movement; and recognizes the intersectionality between issues of race, identity, gender, socioeconomic status, religion, and background.

SEAS leadership, in collaboration with the SEAS Black Student Body and the SEAS DEI Committee, developed an EJI plan in which they identified immediate and long-term actionable goals for creating transformative change within the school, particularly for Black, marginalized, Indigenous, and underrepresented peoples. Major outcomes to date include:

- Creation of a restructured DEI Office, including 3 full-time DEI professional staff members and an expanded Faculty JEDI Director role
- DEI Requirement for Faculty Development - requiring participation in one or more SEAS-DEI approved professional development opportunity per semester and assessed on the Faculty Annual Review
- New annual performance measures for SEAS faculty and staff that leads to documented achievement of internal or external DEI outcomes.
- Commitment to at least two new faculty hires focused on equity and justice and the intersection of environment and sustainability

## Decolonizing SEAS Curriculum Initiative

The Decolonizing SEAS Curriculum Initiative emerged out of student activism and support from the Associate Dean for Academic Affairs and SEAS DEI Office. DSI aims to: (1) elevate the scholarly contributions by Black, Indigenous, and People of Color authors (2) address the harmful impacts of colonialism and systemic racism contributing to environmental problems within historically marginalized communities, and (3) assess the implementation of BIPOC knowledge in curricula and decolonized pedagogies in the classroom. The pilot DSI program tasked students and professors to collaborate to revise course syllabi. The next iteration of DSI includes ongoing educational events, specialization breakouts, and DEI metrics included in teaching evaluations.

The initiative has succeeded thus far in:

- Adding justice and equity knowledge and practices to courses
- Creating a more inclusive and robust academic environment
- Providing meaningful learning experiences for student researchers
- Co-creating a class on radical urban planning and environmental equity



# SEAS DEI 1.0 Highlights

## Doris Duke Conservation Scholars Program



The Doris Duke Conservation Scholars Program (DDCSP) which ran from 2016–2020 under the guidance of Dr. Dorceta Taylor and Program Manager, Meg Daupan, was a two-year experiential learning national summer program for undergraduate students from broadly diverse backgrounds. Each scholar spent two consecutive summers at the University of Michigan performing environmental research (year 1) and participating in an internship (year 2) relating to the environmental field. Placement sites included small grassroots organizations, big greens, academia, government, and foundation experiences.

Lessons learned from DDCSP include:

- The existence of the DDCSP program, by representation and intentional recruitment, increased the diversity of the environmental sciences field.
- Students gained professional and career experience in environmental organizations.
- A high level of DDCSP fellows applied to graduate school.

We also found that many of the students from DDCSP applied as masters students to SEAS, broadly increasing the diversity pool of qualified incoming applicants. Since this program was directly connected to the work of the previous SEAS Faculty DEI Director, Dr. Dorceta Taylor who left U-M for another university in 2021, it no longer resides at SEAS.

## Salary Equity Reviews & Compensation Analysis

The SEAS Human Resources (HR) department annually conducts a thorough review of SEAS staff and faculty full-time salary rates during the Performance Management Process to ensure that the school maintains an effort to offer competitive salaries and to assess for equity across all positions.

In addition to the annual equity reviews, during hiring processes, managers must share their salary ranges with SEAS HR prior to posting and before making a final offer so that a salary analysis can be completed. This analysis pulls from several data sources, to help mitigate for any potential biases and to have data-driven decisions when making salary offers.

## DEI in the Annual Review Process

To better assess contributions towards developing an inclusive school environment, SEAS incorporated DEI and culture related questions into the staff and faculty annual review processes. Staff are asked to reflect on how they cultivate relationships to promote collaboration in the workplace while embracing diverse perspectives, how they engage in activities that support the school's mission and culture, and actively seek opportunities that will add to a workplace culture that contributes to a more inclusive, equitable, and diverse community. Several items were added to the faculty annual review requirements, including reporting on progress to decolonize courses, engagement towards the DEI professional development requirement, and reporting on their grant proposals to fund summer fellowships and assistantships for JEDI students.

## Reducing Barriers in the Admissions Process

Since 2020, the SEAS Student Center has eliminated the application fee for all graduate program applications to help reduce the financial barriers to applying for graduate school. The GRE requirement was also eliminated to remove the unnecessary, costly, inaccurate, and biased evaluation of academic potential. SEAS additionally developed and emphasized holistic practices for admission and funding reviews, including the removal of a GPA cut-off to ensure that all applications receive full and equitable consideration.

## DEI Champion Award

To recognize and reward the dedication and labor to advance the SEAS justice and DEI goals, the DEI Committee established the DEI Champion Award in 2021 to honor the contributions of SEAS students who are actively working to weave DEI into the fabric of our school and enhance the success of students during their time at SEAS. This recognition comes with a financial award and is offered annually in the Winter.

## Race & Equity Chats

In response to the national and international anti-racism and Black Lives Matter movements, the SEAS DEI Office facilitated weekly Race and Equity chats for students, staff, and faculty to come together to learn about systemic racism, bias, how our actions may perpetuate and uphold racism, and ways we can change behavior. The chats highlighted that our community is committed and vested in moving to be anti-racist and provided a space for participants to share where they are at individually in their learning.

# Climate Survey Findings

The U-M Campus Climate Survey on Diversity, Equity and Inclusion was designed as both a scientific sample designed to provide institution level estimates, as well as a census of students, faculty, and staff at the U-M Ann Arbor campus. While some questions included in the survey related to the overall U-M community, the main study objective was to provide respondents with the opportunity to share their perspectives, opinions, and experiences associated with DEI topics as they relate to U-M overall, as well as the units where the community spend most of their time. Faculty, special faculty, staff, and graduate students were generally asked about their department; and undergraduate students were generally asked about either their school/college or about U-M overall.

The study was initially conducted as a scientific sample survey in 2016, followed by a census in 2017. Using the census data collection, unit level reports were generated for schools/colleges and departments in 2017-2018 to provide a baseline for the climate near the beginning of a five-year DEI Strategic Plan. Closing out the initial five-year plan brings us to a point to revisit the data. The 1st follow-up survey was conducted during the Fall 2021 term among students, staff, special faculty, and faculty. The questionnaire and data collection design were implemented with the intent to provide the University and its units a snapshot of where things are at today. Below is a summary of key findings across SEAS students, staff, and faculty.

## SEAS Students

Perceptions of Satisfaction & Department Climate	Discrimination Perceptions & Experiences	Perceptions of DEI Progress
<ul style="list-style-type: none"> <li>74.5% of SEAS students feel belonging in their department</li> <li>81.2 (+10) White and 70.8% (-4) BIPOC feel department has a strong commitment to DEI</li> <li>71.1% (+3) White and 66.7% (+14) BIPOC valued as an individual</li> <li>50% (-14) BIPOC students and 61.1% (-3) White students reported finding one or more groups where they belong in their department</li> </ul>	<ul style="list-style-type: none"> <li>5.1% (-4) of all SEAS students felt discriminated at SEAS in the past 12 months compared to 12.5% across UM Graduate students</li> </ul> <p>Highest areas of of student discrimination:</p> <ul style="list-style-type: none"> <li>Racial/Ethnic identity: 8.1%</li> <li>Social Class: 6.6%</li> <li>Sex and Political Orientation: 5.6%</li> <li>Ability and Mental Health status: 3.6%</li> </ul> <ul style="list-style-type: none"> <li>BIPOC respondents felt discriminaion based on race/ethnicity at 18.3% (+5) and social class at 11.3%</li> <li>Women respondents felt mental health discrimination at 4.2% (-9) and felt Sex discrimination at 7.9% (-9)</li> </ul>	<ul style="list-style-type: none"> <li>60% of White respondents reported a Much Better/Somewhat Better campus climate and 36.7% About the Same compared to before the DEI Strategic Plan in 2016</li> <li>Comparatively, 40% of BIPOC respondents reported a Much Better/Somewhat Better campus climate and 53.5% About the Same</li> </ul>

# Climate Survey Findings

## SEAS Staff

Sense of Belonging & SEAS Climate	DEI Engagement & Progress	Equity in the Work Unit
<ul style="list-style-type: none"> <li>61.9% (-2) of staff respondents reported feeling they belong in SEAS</li> <li>48.4% (+5) reported they have found one or more communities or groups where they feel they belong</li> <li>69.8% (-13) reported being treated with respect</li> <li>64.7% of White staff reported being Satisfied/Very Satisfied with the climate at SEAS, compared to 45.5% for BIPOC staff</li> </ul>	<ul style="list-style-type: none"> <li>30.6% of White staff served on a DEI-related committee or task force compared to 70.0% of BIPOC staff.</li> <li>64.6% of staff believe that the SEAS Climate is Much Better/Somewhat Better compared to before the DEI Strategic Plan in 2016</li> <li>43.3% of women reported that U-M is Among the Very Best/Better than Most on DEI Progress compared to other institutions, compared to 64.3% for men</li> </ul>	<ul style="list-style-type: none"> <li>30.6% (+0) indicated that there are fair and equitable processes for determining compensation</li> <li>33.9% (+1) indicated that rewards for work performance are fairly and equitably distributed</li> <li>46.8% (+3) indicated that workload is fairly and equitably distributed</li> </ul>

## SEAS Faculty

Perceptions on Commitment to DEI	Satisfaction with Campus Climate	Lack of Data for BIPOC Faculty
<ul style="list-style-type: none"> <li>90.3% (+6%) of faculty reported SEAS as having a strong commitment to diversity, equity, and inclusion</li> <li>91.7% (+4%) of women faculty reported SEAS as having a strong commitment to diversity, equity, and inclusion, and 89.5% for men</li> <li>96% (+18%) of White faculty indicated SEAS has a strong commitment to diversity, equity, and inclusion</li> <li>41.9% of faculty reported that there is too much emphasis put on issues of diversity, equity, and inclusion in their department/unit, compared to the U-M faculty average of 19.4%</li> </ul>	<ul style="list-style-type: none"> <li>There was a 30% decrease in faculty reporting being Satisfied/Very Satisfied, with the U-M Campus Climate at 51.6%.</li> <li>There was a 25% decrease in women reporting being Satisfied/Very Satisfied with the U-M Campus Climate at 58.3%</li> <li>64.5% (+11) of faculty reported being Satisfied/Very Satisfied with the SEAS Climate, and 60.0% for White faculty and 83.3% for BIPOC faculty</li> </ul>	<p>Due to low numbers, we have insufficient data to capture BIPOC faculty responses for the majority of categories in the climate report.</p>

# Looking Ahead: DEI 2.0

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As we move into DEI 2.0, we recognize that we still have much more to accomplish to achieve our aspirational goals of diversity, equity, inclusion, and justice, and will use all that we have learned from the previous five years to develop a more strategic and collaborative DEI plan. While our new strategic plan will evolve over time, below are some initial priorities identified for DEI 2.0 at SEAS.

## Recruiting, Retaining, and Developing a Diverse Community

- Establish more affinity spaces that, while open to all, focus on the needs and experiences of our underrepresented and marginalized students, staff, and faculty, foster connections across these groups, and provide opportunities to build supportive networks
- Develop a DEI Hiring Plan, starting with an analysis of our current practices and creating a plan to increase the diversity of staff and faculty, focusing on recruitment and retention
- Funding remains a major barrier for making SEAS and the University of Michigan an accessible educational option for many potential students. Student financial support will continue to remain a top priority to better assist the students who attend SEAS, and to diversify the community of learners who will ultimately go out and make an impact in addressing environmental challenges across the globe
- As our student body has increased and become more diverse, we recognize that we must provide additional services and programs to meet the diverse range of learning needs and to create a sense of belonging. We have launched a Student Success Program that focuses on wellness, developing professional skills, and connects students with a strong support system

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## Creating an Inclusive and Equitable Campus Climate

- Utilize the data from our DEI Climate surveys to address key areas outlined around our school climate
- Create mechanisms for transparent communication of progress of DEI goals and have a way for all units in SEAS to develop specific DEI goals for their teams
- Connect DEI Skills training with more practical avenues to practice the skills in an ongoing way, that builds on itself and is tied to broader values and school priorities
- Build synergy across DEI efforts and increase connections with other schools and departments, and create alignment between the U-M Office of Diversity, Equity, and Inclusion's vision of DEI 2.0 and SEAS
- Focus on community building and develop a better understanding and process for community engagement in a hybrid/virtual environment, and more intentionally create opportunities to connect across students, staff, and faculty.
- Resume holding regular staff meetings that are designed to meet the needs of staff and build trust and communication across functional areas
- While continuing to work with existing central University reporting mechanisms, explore ways to clarify and enhance internal support mechanisms for grievances, bias, and DEI related concerns, with a focus on prevention and restorative approaches
- Analyze relevant DEI information gaps, and establish metrics, incentives, and accountability mechanisms

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## Supporting Innovative and Inclusive Scholarship, Teaching, Research, and Service

- Increase access to DEI metrics and resources
- Better evaluate DEI progress in future years and consider the creation of a centralized reporting structure for SEAS DEI initiatives to increase efficiency in the data collection process
- Connect DEI stakeholders to one another for future collaborations and to seek feedback about their initiatives
- Secure funding for SEAS Master's and PhD students who would like to conduct research or participate in service
- Expand on the Decolonizing SEAS Curriculum Initiative to include ongoing educational events, specialization breakouts, and DEI metrics included in teaching evaluations





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We appreciate the vision and leadership of those who paved the way for DEI 1.0 at SEAS, including former DEI Directors, Dr. Dorceta Taylor and Dr. Bilal Butt; former DEI Program Manager, Sonia Joshi; the DEI Committee; Black Student Body; Decolonizing SEAS Initiative and countless students, staff, and faculty who have taken committed actions to advance DEI in SEAS and beyond.

We also look forward to the continued support of our Dean, Jonathan Overpeck and the SEAS leadership as we move forward in DEI 2.0.

For any questions, contact the SEAS DEI Office: [seas-dei-office@umich.edu](mailto:seas-dei-office@umich.edu).

<https://seas.umich.edu/about/diversity-equity-inclusion>