

School for Environment and Sustainability (SEAS) Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY18 Actions Year Two

I. Diversity Equity and Inclusion Strategic Plan: Overview

The University of Michigan's Background and Diversity Charge

From being one of the first universities to admit women in 1870 to our historic defense of race conscious admission policies at the U.S. Supreme Court in 2003¹, the University of Michigan has had a fierce and longstanding commitment to diversity, equity, and inclusion (DEI). This commitment rests upon our recognition of the history in the United States of racial, ethnic, and gender discrimination as well as our understanding that our progress as an institution of higher learning will be enhanced with a vibrant community of people from many backgrounds.

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.

University-wide Diversity, Equity, and Inclusion Goals

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, and political perspective.

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

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

¹ *Grutter v. Bollinger* (2003). (02-241) 539 U.S. 306. See also: *Gratz v. Bollinger* (2003). (02-516) 539 U.S. 244.

SEAS's Background and Rationale

From its beginnings in 1903 as the University of Michigan's Department of Forestry, the School for Environment and Sustainability (SEAS) has been adapting to and anticipating the needs of environmental leaders. In 1950, the University of Michigan established the School of Natural Resources, one of the first schools of its kind. Fittingly, the school changed its name to the School of Natural Resources and Environment in 1992. The school led early efforts to achieve environmental justice through research, education, and activism. The school remains a global leader in educating students to be innovative and effective stewards of the environment through our transition in 2017 to the School for Environmental and Sustainability to lead in developing what the University of Michigan plans as a major step up in its commitment to environment and sustainability and again adapt to the needs of the planet and society.

The School for Environment and Sustainability's overarching objective is to contribute to the protection of the Earth's resources and the achievement of a sustainable society. Through research, teaching and outreach, faculty, staff and students are devoted to generating knowledge and developing policies, techniques and skills to help practitioners manage and conserve natural and environmental resources to meet the full range of human needs on a sustainable basis.

For more than a century SEAS has been committed to academic excellence and leadership in conservation and sustainability. SEAS recognizes the importance of diversity, equity, and inclusion in achieving these goals. As such, SEAS is undertaking a planning process to ensure that diversity becomes a part of our core mission from now on.

Principles of Diversity, Equity, and Inclusion

The following principles² guide SEAS's efforts to promote diversity, equity, and inclusion:

- Recognizing that one of the pillars of sustainability is social equity, each member of our community (students, alumni, faculty, and staff) should be recognized both as an individual with distinct talents, perspectives, and insights, and as a member of social groups who have benefited from or been disadvantaged by historical and contemporary inequalities;
- Our practices and policies must ensure the full inclusion and empowerment of persons who identify as members of historically disenfranchised groups, and must also cultivate among all community members shared competencies, sensitivities, and habits who are fundamental to building an equitable and inclusive school environment;

² These principles were adapted from those outlined in the University of Michigan's School of Education's (2015). *Diversity, Equity, and Inclusion Statement and Strategic Plan*. Ann Arbor, MI: University of Michigan.

- Global environmental problems are complex problems that need diverse perspectives and approaches to arrive at effective solutions. Hence, diversity of identity, class, culture, perspective, learning style, and academic discipline should be protected and actively cultivated in our research, curricular, pedagogical, and work activities;
- Informal and professional interactions within the school or in relation to school business should enable courageous, respectful, and civil discourse across differences in opinion, perspective, identity, and power status;
- Our institutional responsibility to enact these principles of diversity, equity, and inclusion requires that each of us – individual faculty, staff, and students – contribute to an environment that supports the learning and interactions necessary for the effective, socially-just outcomes that we seek.

Goals and Actions to Support Diversity, Equity, and Inclusion

Based on these principles, SEAS commits to, in a manner that is consistent with the law:

- Act with deliberateness and humility as we seek to respect and leverage diversity, ensure equity, and promote inclusion.
- Coordinate and implement practices that are aligned with our commitment to promoting diversity and to advancing equity and inclusion as core school priorities;
- Provide opportunities for all members of the community to learn and develop in ways that are in keeping with the school's commitment to diversity, equity, and inclusion;
- Develop and refine processes that seek to increase the diversity of our faculty, students, and staff;
- Establish practices and policies that make visible, discourage, and restoratively respond to acts of discrimination, harassment, or personal abuse;
- Promote generous listening and communications that assume all community members are well intentioned;
- Sensitize members of our community to the ways that seemingly innocent utterances or gestures may be experienced as insulting or demeaning by others whether or not such an effect was intentional;
- Allocate time and resources to enhancing our curriculum and pedagogical approaches to reflect and further strengthen the school's commitment to the roles of diversity, equity, and inclusion in the teaching and learning process;
- Identify systematic ways to monitor, regularly measure, and publicly document our progress in achieving our goals for diversity, equity, and inclusion;
- Examine and learn from the outcomes of our efforts and work to improve them;
- Act on our commitment to contribute to a just and sustainable society and to affirm the humanity of all persons.

II. **Implementation Highlights** and Planning Process Used

Planning Process Summary

1. Establish DEI taskforce in April 2015
 - a. Appoint a Director of Diversity, Equity, and Inclusion
 - b. Select a Diversity, Equity, and Inclusion Committee.
2. Committee Charge and DEI Activities in August 2015
 - a. First meeting to find out about the DEI mission and strategic plans
 - b. Conduct inventory of SNRE diversity activities
 - o Ask all SNRE faculty, research scientists, postdocs, and staff to report on diversity activities they are engaged in or are aware of in SNRE
 - o Submit report on diversity inventory to the SNRE Dean and Provost's office
 - o Use information gleaned from diversity inventory as baseline from which to consider expanded DEI activities for 2015-2016 academic year.
3. Information Gathering - September to December 2015
 - a. Attend regular meetings of the Academic Affairs Diversity Planning Group
 - b. Conduct research on appropriate data collection instruments
 - c. Find out from other units what worked well and what did not.
4. Staffing and Setting up the DEI Office
 - a. Apply for funding for DEI activities and part-time staff position in October 2015
 - b. Funding approved and staff hired in December 2015
5. Develop SNRE DEI charge document in November 2015
 - a. Submit Charge document to SNRE Dean's office and Provost's office on November 30, 2015.
6. Data Collection Sources, Methods and Engagement - September 2015 to March 2016.

We took the following steps to collect and share data on the state of DEI in SNRE. We collected several types of data from the following four key stakeholder groups – students, alumni, staff, and faculty. This multi-method approach is consistent research practices elsewhere, but it also provide brave spaces³ for participants to engage in sensitive information-gathering processes. Surveys were administered to the four groups. These were designed in and administered through the Qualtrics platform. Statistical analyses were conducted in SPSS 23 while graphics were designed in Excel.

³ For more on brave spaces see: Arao, B. and Clemens, K. (2013). "From Safe Space to Brave Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice." In L. M. Landreman, *The Art of Effective Facilitation: Reflections from Social Justice Educators* (pp. 135- 150), Sterling, VA: Stylus Publishing.

a. Students

- Collect and analyze historical student application and matriculation data from the Rackham Graduate School and from SNRE's Office of Academic Programs (OAP) from September 2015 to February 2016.
 - Use trends to inform questions on the climate survey and discussions in the town hall and focus groups gatherings.
- Student Climate Survey
 - Develop student climate survey and pretest instrument in September 2015
 - Administer survey to students from October 5 to December 15, 2015
 - Analyze responses and distribute to DEI committee, and associate deans on January 24, 2016.
- Student Town Hall – held on January 25, 2016
 - Share the results of student climate survey
 - Conduct facilitated crowd-sourcing activity from the “Liberating Structures⁴” toolkit; external facilitators were used
 - Have group discussion about diversity and priorities for improving DEI in SNRE
 - Get report from facilitators about the outcome of the town hall discussion
- Student Focus Groups – held February 17-26, 2016
 - Eight facilitated focus groups were conducted by external facilitators. They were organized by the following themes: doctoral students; lesbian/gay/bisexual/transgender/ questioning students; students of color; international students; landscape architecture/ behavior, education, communication/ environmental informatics students; non-traditional students; environmental justice/ conservation ecology students; and environmental policy and planning/sustainable systems students
 - Reports summarizing the outcome of the focus groups were drafted by the facilitators
- Informal discussion of results with students in SNRE
- Make draft DEI report available to alumni on SNRE Intranet in April 2016
- Hold DEI strategic plan review and listening session. April 21 & 22, 2016.

b. Alumni

- Alumni Climate Survey
 - Develop alumni climate survey and pretest instrument in October
 - Administer survey to alumni graduating in the years 2011-2015 from October 28 to December 4, 2015
 - Analyze responses and distribute to DEI committee, and associate deans on December 20, 2016.
- Informal discussion of results with alumni currently working in SNRE
- Alumni Webinars held in April 2016

⁴ See “Liberating Structures: Including and Unleashing Everyone.” (2015). Available at: <http://www.liberatingstructures.com/33-purpose-to-practice-p2p/>.

- Make draft DEI report available to alumni on SNRE Intranet in April 2016.
- c. Staff
- Collect and analyze historical staff data from the University of Michigan's Tableau system and from SNRE's Human Resources Office September 2015 to February 2016.
 - Use trends to inform questions on the climate survey and discussions in focus groups gatherings.
 - Staff Climate Survey
 - Develop staff climate survey and pretest instrument in October 2015
 - Administer survey to staff from October 26 to December 27, 2015
 - Analyze responses and distribute to DEI committee, and associate deans on February 11, 2016.
 - Share results of survey with staff in February 11, 2016 staff meeting
 - Answer questions about the survey and results
 - Staff Focus Groups – held March 8-18, 2016
 - Two facilitated focus groups were conducted by external facilitators
 - Reports summarizing the outcome of the focus groups were drafted by the facilitators.
 - Staff session held to review, discuss, and consider strategic plans in response to the draft plan
 - Two sessions held from March 21-23, 2016
 - Informal discussion of results with staff in SNRE
 - Make draft DEI report available to alumni on SNRE Intranet in April 2016.
- d. Faculty, Research Scientists, and Postdocs
- Collect and analyze historical faculty/research scientists/postdoc (herein- after faculty) data from the University of Michigan's Tableau system and from SNRE's Human Resources Office September 2015 to February 2016.
 - Use trends to inform questions on the climate survey and discussions in focus groups gatherings.
 - Faculty Climate Survey
 - Develop climate survey and pretest instrument in October 2015
 - Administer survey to faculty from November 1 to December 15, 2015
 - Analyze responses and distribute to DEI committee, and associate deans on February 7, 2016.
 - Share results of survey at faculty meeting on February 10, 2016
 - Have facilitated faculty workshop to discuss diversity in SNRE and identify priorities and strategies for improvement
 - Report summarizing the outcome of the workshop compiled by facilitators
 - Faculty Focus Groups – held March 9-18, 2016
 - Three focus groups that were conducted by external facilitators were held for faculty; one was held for research scientists, and one was held for postdocs
 - Reports summarizing the outcome of the focus groups were drafted by the facilitators
 - Faculty sessions held to review, discuss, and consider strategic plans in

- response to the draft plan
 - Two sessions held from March 21-23, 2016
 - Informal discussion with faculty, research scientists, and postdocs
 - Make draft DEI report available to alumni on SNRE Intranet in April 2016.
- 7. Consult with the university's legal counsel and get feedback on draft DEI plan. March 7, 2016.
- 8. Submit full draft DEI report to SNRE Executive and DEI committees. March 10, 2016.
- 9. Submit draft DEI report to the Vice Provost's Office. March 15, 2016.
- 10. Review of draft DEI report by the Vice Provost's Office. March 15, 2016-April 15, 2016.
- 11. Debrief with focus group facilitators. March 24, 2016.
- 12. Distribute materials on inclusive teaching to faculty. April 6, 2016.
- 13. Presentation and discussion of DEI activities with SNRE's Visiting Board. April 12, 2016.
- 14. Submit DEI three-year budget. April 15, 2016.
- 15. Respond to the Vice Provost's review. April 27, 2016-May 27, 2016.
- 16. Create consensus version and resubmit for legal review. May 27, 2016.
- 17. Final plan signed off by SNRE leadership. Fall 2016.
- 18. Full-time DEI Program Manager hired and begins. December 2016
- 19. DEI Committee meeting. December 2016- May 2017.
 - a. Meet every three to four weeks
 - b. Discuss and prioritize implementation of action plans/ action items in strategic plan
- 20. DEI Student Training Workshop. February 2017
- 21. DEI Speaker Series Keynote Presentation. February 2017
- 22. DEI Staff Training Workshops. March & April 2017

Summary of Year 1 Implementation and Highlights

The SNRE/ SEAS Strategic Plan was largely implemented by the DEI Office within the Dana Building. The personnel leading implementation are the Director, who is SNRE/ SEAS Faculty member, Dr. Dorceta Taylor, and the Program Manager, who was hired as a full time staff in December 2016, Sonia Joshi. The Program Manager developed programming and hosted events in year 1 that were listed as priorities/ action items within the Strategic Plan. These include, but are not limited to, facilitating specialized training workshops on DEI topics for staff and students, diversity mixers for all of SEAS's constituencies and hosting speakers to present on Diversity, Equity and Inclusion topics in the Environmental Field. The DEI committee, which is comprised of students, staff and faculty also assisted with implementing various action items to meet strategic objectives. The DEI committee had members from SNRE/ SEAS Human Resources and Office of Academic Programs to allow for tracking recruitment, applications and matriculation of students from underrepresented backgrounds. We were also able to track staff involvement in DEI activities within the school due to the inclusion of DEI within the annual performance evaluations. As part of SEAS Visit Day, which is an opportunity for potential incoming SEAS students to visit the Dana building and meet with faculty and learn about SEAS and SEAS programs, the DEI Office gave a presentation highlighting the role, highlights and functions of the DEI office. We also reviewed applications for potential Envoys fellows, which is a fellowship opportunity for students coming from underrepresented backgrounds and are admitted into SEAS. The Envoys fellowship supports student diversity initiatives within the School.

Through a year-end SNRE/ SEAS Year 1 DEI Climate Survey that was sent out in May 2017 with tailored questions for faculty, staff and students as well as questions that were consistent for all constituencies (for example, participation in school DEI events and satisfaction with DEI implementation), we were able to assess from faculty, staff and students how well the school was perceived to be progressing on implementing the Strategic Plan. We were also able to determine participation and compare self-reported participation in all of the DEI activities within the School during Year 1 with actual numbers that we had recorded during our School wide events. We sent evaluations to students and staff who attended DEI workshops that were facilitated by the SEAS DEI Program Manager as another means of gaining feedback and measuring behavior change and perceptions/ knowledge on inclusion topics. The DEI Office within SEAS has an open door policy to students and staff, in particular, offer feedback and suggestions that are part of our assessment and implementation checks. Faculty members also have provided input to the DEI office on topics they would like to see part of the DEI programming within the school. Other metrics and processes include tracking participation in DEI events, participation in DEI events that were not school specific and the development of DEI programs that were student or staff led (independent of the DEI office).

III. Data and Analysis: Key Findings

The biggest takeaway from Year One is that SNRE (SEAS) faculty, staff and students value diversity, equity and inclusion (DEI) and feel that it is an important part of the School. We learned that having a variety of DEI events within our school allowed for greatest accessibility and ensured our community members to participate in the way(s) that were most comfortable to them. For example, school-wide events, such as the Martin Luther King, Jr. Service Event, which was a healthy foods drive and our DEI Keynote Speaker for Black History Month, Dr. David Pellow, were both events that alumni, faculty, staff and students participated in. Events that were organized by students and that the SNRE/ SEAS DEI co-

sponsored at the request of students as well as DEI events/ training workshops that were specifically for students were the most popular for students to participate in. We also learned that we are making tremendous progress in assessing DEI within performance evaluations and student recruitment.

We learned that staff are very engaged and prioritize DEI as part of their regular work and take topics of equity and inclusion seriously, yet they still feel largely underappreciated and overlooked within the school (these findings were revealed in the SNRE/ SEAS Year 1 DEI Climate Survey as well as the DEI Staff Workshop Feedback Evaluation). Two examples of this are underscored in participation in the SNRE Staff DEI Training entitled '*Partnering Across Differences to Promote Inclusion*'. The '*Partnering Across Differences*' DEI training was specifically for staff and was held on 3 separate dates that staff members registered in advance for. We had 60% participation in this training. Staff are committed and willing to participate in additional DEI workshops, however some indicated that would need to get permission from their supervisors, which may hinder their participation. Another example is the 76% participation rate in the U-M wide All Staff DEI Climate survey. Three staff members were willing to serve as survey champions as well as helped encourage staff to take the survey. There were two DEI training workshops, Change It Up! Bystander Intervention and Unconscious Bias in Everyday Life that were brought to SEAS and facilitated by U-M Learning and Professional Development. While both trainings were open to staff and faculty, staff participated overwhelmingly in both. We had 50% participation in the Unconscious Bias workshop *and many who indicated interest but were unable to attend*. Staff are very interested in learning more about diversity, equity and inclusion and want more opportunities, in general, to come together as staff. As reported through workshop evaluations as well as through our SEAS staff climate survey, staff feel they are the lowest priority within the school hierarchy and feel that through more opportunities to learn and support each other as staff, they may feel the School is a more equitable and inclusive environment.

We learned that while faculty do think DEI should be an integral part of the school, faculty may not necessarily understand topics such as microaggressions, unconscious bias and are uncertain about marginalizing behaviors in the classroom (results from SNRE/ SEAS Year 1 DEI Climate Survey). Faculty at SEAS are the least engaged and involved with DEI within the building. Due to the new school transition, there were less faculty-specific DEI programs but there were opportunities for faculty to participate in two trainings that were brought to the Dana Building from University of Michigan Learning and Professional Development. Unconscious Bias training and the Change it Up! Bystander Intervention training, both of which were brought to SEAS, were advertised as faculty and staff trainings. We had one faculty member participate in each of those DEI trainings. Faculty have participated in school-wide DEI multicultural events, town halls and activities but in comparison to students and staff, they participate in the lowest numbers. The full schedule of the CRLT May Series @ Michigan was shared with faculty several times to encourage attending some of the inclusive teaching workshops but according to the SEAS DEI faculty climate survey results, faculty did not appear to participate in any significant numbers to any of the workshops CRLT offered in May. A key takeaway and priority for FY18 is understanding what barriers may be hindering faculty participation.

The student body within SNRE/ SEAS is the most engaged constituency when it comes to DEI participation. Students are the ones who participated the most in all events, activities,

presentations and trainings. Students also brought up many ideas regarding DEI, initiated school-wide multicultural events and are involved in campus wide as well as community wide diversity and inclusion related activities and social justice activism. For example, SNRE/ SEAS student government, led largely by Environmental Justice students on student government, decided to organize Flint water distribution volunteer days weekly for 3 1/2 months during the winter semester and opened up this service opportunity to the greater SNRE/SEAS community. The survey asked how important DEI should be at SNRE/SEAS, in their opinion, and 95% of student respondents reported that DEI is somewhat important or very important. Among respondents to the student DEI survey, 46% of reported participating in DEI events and activities during 2016-17. The most popular events for student participation were the Lunar New Year celebration and the Food Olympics, which were student led events that the SNRE/ SEAS DEI Office co-sponsored.

There still does seem to be some limitations and challenges within our student community, however. Based on student surveys and DEI training workshop evaluation, students noticed that while there have been several DEI related events and opportunities to be involved or participate in DEI trainings within the school, more can be done on multiple levels and that all entities need to be involved, including students, various offices, academic programs, degree programs, faculty, the Deans and the Dean's offices, etc. to really move DEI forward. Also, with a School as small as SEAS, students notice which staff and faculty participate in DEI activities (that are school-wide).

The key learnings and takeaways were obtained through the Year 1 SNRE/ SEAS DEI Survey that was sent to faculty, staff and students. In addition to surveys, we also had evaluations and feedback forms for our DEI events, hosted a town hall as well as listened to our constituencies who approached the SNRE/ SEAS DEI Office about thoughts, perceptions, ideas and concerns. For any school DEI event, we took note of who attended and for other events we requested our constituencies to RSVP.

Overall, the students, staff and faculty within SEAS believe that diversity, equity and inclusion is important and should be reflected in faculty and staff hiring, admissions and overall culture and philosophies within the building. We have begun making progress on our plan in year 1 and will continue to implement this plan in Year 2. Through the Year 1 SNRE/ SEAS Climate Survey, we understand that many of our students and staff need support and that we need to address power dynamics, microaggressions and feelings of differential treatment within the school. For Year 2, the students, staff and faculty all ranked increasing diversity of domestic underrepresented students as the biggest priority for SEAS and also highly ranked prioritization of the need to enhance support for racial and ethnic minority students, international students, lower income students, first generation students and students who are parents. We need to be more conscious as a community of when events are hosted (to reflect inclusion of all religious backgrounds). There also is a tremendous need that was articulated in the surveys to provide training for faculty on unconscious bias and inclusive teaching in the classroom setting. These are all items that have been listed within our Strategic Plan and we will prioritize these in Year 2.

Year 2 Key Recommendations

- Training for faculty on Unconscious Bias, Microaggressions and Managing 'Hot Moments' in the classroom. The 'Hot Moments' workshop is offered by CRLT.

- Understanding and identifying potential pay inequity among staff
- Creating a more inclusive environment for staff and more opportunities for staff to come together as a community.
- Include DEI as part of new staff orientation
- Increased participation and engagement of SEAS faculty on DEI events, activities, training modules and related committees, such as the Envoys committee, SEAS DEI committee and the Inclusive Teaching Committee.
- Increased support and resources for all students, including with respect to issues that may disproportionately affect international students, domestic underrepresented students, as well as those with different political ideologies, religion, ability status and mental health.

IV. Strategic Objectives, Measures of Success and Action Plans

SEAS's Diversity, Equity, and Inclusion strategic plan addresses all members of the SEAS community: faculty, research scientists, postdoctoral fellows, staff, and graduate students. The objectives identified below are drawn from the data collected and suggestions provided by the afore-mentioned constituents as well as alumni. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into four domains determined by the Provost's office. Each of these strategic objectives is accompanied by success measures that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see Section X of the SEAS DEI Strategic Plan. All strategic objectives and related actions will be pursued in accordance with the law and University policies.

IV. A. Recruitment, Retention and Development

Faculty

Primary DEI Goal: Diversity

Objective #1: Increase diversity in the SNRE faculty

Measures of Success:

- Broadened applicant pools. Increased number of diverse applicants asked to give job talks.
- Increased hiring of diverse candidates. There is a recognition that some searches will have greater constraints than others.

FY18 Actions:

- Develop a guide for searches that will include recruitment principles, policies, and practices for faculty searches and campus visits to support diversity, inclusion, and equity goals. Utilize the School of Education's current guide as a starting point. The guide should advise that:
 - Position descriptions should be as broad as possible, however, such descriptions should always keep in mind the needs of the school.
 - Members of search committee(s) should be required to go to an ADVANCE workshop on diversity. This is a practice that SEAS has already instituted that should continue.
 - Attempts should continue to be made to advertise the position in many different outlets, including those targeting diverse populations of potential applicants.
 - Search committee reports should include a section describing what attempts were made to diversify the pool and list the gender, ethnicity distribution of the applicant pool
 - Searches that produce homogeneous applicant pools should be encouraged to extend the search to determine whether a more diverse applicant pool can be found or to provide an explanation as to the reasons for this result. This exercise should be conducted during the recruitment and advertisement phase of the hiring process, rather than the selection phase.

Primary DEI Goal: Diversity

Objective #2: Improve retention rates of all faculty and specifically faculty from underrepresented groups in SNRE.

Measures of Success:

- Promotion of faculty from historically underrepresented groups.
- Hiring of tenure-track faculty from historically underrepresented groups.
- Successful retention of faculty from historically underrepresented groups.

FY18 Actions:

- Leverage "person-specific" hires to diversify, in terms of intellectual perspective and/or demonstrated commitment to diversity, the SNRE faculty. This includes making broader use of existing University diversity programs such as the Provost's Faculty Initiative Program (PFIP) and Target of Opportunity (TOP)⁵ facilitate hiring. SNRE should pro-actively recruit faculty members who meet the needs of the School and who can help to facilitate diversity, equity, and inclusion efforts. In this regard SNRE should:

⁵ It should be noted that PFIP hires are contracted for two years. At the end of end of two years, departments have the option of reviewing the candidate for a tenure-track faculty position.

- Identify outstanding scholars who can fit within the prioritized areas of potential hiring
- Develop a forum (speaker seminar, visit scholar, etc.) by which the SNRE community can assess the promise of potential candidates and can cultivate their interests
- Develop a formal mechanism for faculty to propose person-specific hires.

Primary DEI Goal: Diversity

Objective #3: Improve development of SNRE faculty.

Measures of Success:

- Develop and hold a workshop or other training session on mentoring diverse faculty.
 - Incorporate this into the mentoring plan developed for new hires beginning 2017.

FY18 Actions:

- Develop a strong mentoring program that includes training on how to mentor diverse faculty
 - Improve the training of mentors
 - Restructure the existing mentoring program to better meet the needs of assistant and associate professors as well as assistant and associate research scientists
 - Enhance the mentoring of postdoctoral fellows.
- SNRE should identify and reach out to appropriate offices on campus to develop this training and to identify a model faculty mentoring program
 - Seek help from the Center for Research on Learning and Teaching (CRLT) and the Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee.

Primary DEI Goal: Equity

Strategic Objective #4: Create an equitable wage system for faculty in SNRE.

Measures of Success:

- Gender equity in pay scales
- Racial equity in pay scales.

FY18 Actions:

- Conduct pay equity study of faculty and staff wages to identify if inequities exist in any of the following areas that haven't been identified in previous studies
 - Identify if there are areas of gender inequity
 - Identify if there are areas of racial inequity
- Develop plan to make salaries equitable if any inequities exist.

Master's and Doctoral Students

Primary DEI Goal: Diversity

Objective #1: Develop an admissions procedure that is more inclusive of and attractive to historically underrepresented students.

Measures of Success:

- **Continued** recruitment at broader range of venues and through more diverse outlets
- Attract a greater number of underrepresented students (e.g., graduates of minority-serving

institutions, Pell grant recipients, first generation, and non-traditional) as applicants and matriculants to SEAS.

FY18 Actions:

- **Continue to develop** strategies to identify and reach venues and outlets to facilitate broader and more effective recruiting
 - Track number and types of venues/outlets used in recruiting
 - When possible, track number and types of potential applicants reached
 - When possible, track which venues produce applicants
 - If possible, track which contacts turn into applicants
- Develop admissions procedures that overtly guard against unconscious bias on part of decision makers
- Marketing:
 - **Continue to develop** marketing materials that appeal to the diversity we hope to attract and develop a plan to reach the intended audience.
 - **Continue using** our website to post biographies and testimonies from current students who came from diverse, underserved, settings – both domestic and international – about their commitment to advancing social change

- **Repeat diversity training** as part of Visit Day
- Develop mechanisms for interacting with students who are unable to attend Visit Day. This can include:
 - Skype, webinars, videos – especially for international students
 - Conference calls
 - Chat time with current students

Primary DEI Goal: Diversity

Objective #2: Solicit more applications from persons who have been historically underrepresented in SEAS's student population.

Measures of Success:

- Over the next five years, increase the percentage of domestic applications coming from historically underrepresented students (it was 9% in 2015).⁶

FY18 Actions:

- **Continue to collect more diversity data on applicants to enhance our understanding of the applicant pool and our ability to measure progress on DEI efforts on the SEAS application form.** For instance, we can:
 - Ask whether applicants were in the foster care system
 - Ask whether applicants were raised in single-parent households

⁶ The National Center for Education Statistics reports that between 1990 and 2013, Black and Hispanic enrollments in post-baccalaureate degree programs such as law, medicine, and dentistry nearly quadrupled. Black enrollment increased from 100,000 to 367,000 and Hispanic enrollment increased from 58,000 to 221,000 students. American Indian/Alaska Native enrollment more than doubled over this period going from 7,000 to 15,000 students, while white enrollment increased by 17 percent, from 1.4 million to 1.7 million students. National Center for Education Statistics (2015). Institute of Education Sciences, U.S. Department of Education. May. Available at: http://nces.ed.gov/programs/coe/indicator_chb.asp.

- Ask if applicants are first-generation U.S. residents
- Ask whether the applicants' parents or guardians graduated from college
- Ask whether the applicant's grandparents graduated from college
- **Continue to ask applicants to address, in their essay on commitment to diversity, to say if they want to be considered for an Envoy's fellowship, why they qualify for it, and what skills or insights they would bring to the fellowship as part of the SEAS application. Provide access to the current ENVOY mission statement and web address.**
- **Maintain and expand recruitment partnerships with minority-serving institutions**
- **Maintain and expand recruitment partnerships with specific departments in colleges and universities elsewhere that are likely include underrepresented students with academic backgrounds that are a good fit with SEAS to apply to SEAS**
- **Continue to develop strategies to recruit through diversity pipeline programs like the Doris Duke Conservation Scholars Program that are being developed in SEAS and elsewhere**
- Recruit through college access programs such as POSSE and McNair
- Provide funding, in ways that are legally permissible, to assist in attendance at SEAS.

Primary DEI Goal: Diversity

Objective #3: Increase the matriculation of diverse students in SEAS by making it more affordable to attend the school.

Measures of Success:

- Greater diversity of students matriculating in SEAS.

FY18 Actions:

- Provide increased funding, in legally permissible ways, to assist students to attend SEAS
- All faculty should continue to be encouraged to participate in Visit Day to engage with admitted students and facilitate recruiting
- **Continue to track and evaluate the diversity of the pool of students who:**
 - **Are potential SEAS applicants**
 - **Apply to SEAS**
 - **Are admitted to SEAS**
 - **Matriculate in SEAS**

Primary DEI Goal: Diversity and Inclusion

Objective #4: Develop practices that facilitate meaningful engagement of all students in SEAS in the life of its community.

Measures of Success:

- Increased inclusion of diverse students in the SEAS community.
 - This will be monitored through feedback at community events and information reported on the bi-annual climate surveys.

FY18 Actions:

- Develop procedures for training SEAS students in inclusion techniques and practices
- **Continue exposure to and training in DEI at the New Student orientation**
 - Have training for returning students early in the school year
- Provide support for incoming students by providing them with SEAS and campus-wide information on DEI resources
- Develop international student orientation
- **Continue to host international student welcome dinner**
- Develop a peer mentoring system to increase cross-cohort community building
- Develop Visit Day activities for doctoral students
- **Continue school-wide diversity mixer at the beginning of the school year**
- Include Master's and doctoral students, domestic and international students as well as alumni on DEI committees.

Primary DEI Goal: Diversity

Objective #5: Increase the professional development of all SEAS students, with additional sensitivity and attention to the graduation and internship and job placement rates for students from communities historically underrepresented in the environmental field.

Measures of Success:

- Establishment of a system to track graduates

FY18 Actions:

- Track graduation rates of students by multiple demographic categories.
- **Continue tracking internship placements and jobs and link these to student demographics.**

Staff

Primary DEI Goal: Diversity

Strategic Objective #1: Increase the level of diversity of the staff through a more comprehensive hiring process.

Measures of Success:

- Greater pool of diverse candidates for positions at the SEAS
- Greater diversity in the staff being hired in SEAS.

FY18 Actions:

- Use Direct Employers database to post our job announcements on government agency job boards as well as sites that advertise to diverse job seekers such as persons with disabilities, women, veterans, and persons currently underrepresented in the natural resources workforce
- Consider updating the mission statement of the School for Environment and Sustainability to reflect our commitment to DEI and ensure this updated mission statement is in each job announcement.

- Create guidelines for incorporating commitment to DEI principles into the hiring process.
 - Include recommendations on how to screen and interview for candidates who have experience with diversity, equity, and inclusion programming
- Distribute this document to all potential hiring staff and faculty in the SEAS.
- Conduct training as part of the SEAS staff DEI quarterly events.

Primary DEI Goal: Equity

Strategic Objective #2: Create an equitable wage system for staff in SEAS.

Measures of Success:

- Gender equity in pay scales
- Racial equity in pay scales.

FY18 Actions:

- Conduct pay equity study of staff wages
 - Identify if there are areas of gender inequity
 - Identify if there are areas of racial inequity
 - Identify if there are areas where SEAS's wages lag behind comparable units on campus
- Develop plan to make salaries equitable, if any inequities exist.

IV. B. Education and Scholarship

Faculty

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

Objective #1: Increase the participation of faculty in DEI curricular activities.

Measures of Success:

- Increased number of faculty taking ADVANCE training modules over 2015 baseline
- Faculty participation in SEAS DEI training activities

FY18 Actions:

- Develop SEAS DEI training activities
- Recruit and encourage faculty participation in SEAS and campus-wide DEI training
- Faculty report on DEI training in annual review forms

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

Objective #2: Enhance the inclusiveness of SEAS courses by being more supportive of all students and viewpoints.

Measures of Success:

- Increased cross-cultural interactions between students, as measured the feedback in the biannual climate survey
- Increased number of courses with explicit DEI, international, and environmental justice content

FY18 Actions:

- Provide increased opportunities for faculty to share their experiences in classroom
 - Faculty report on curricular changes that incorporate DEI action steps in courses on annual report
- Increase international content in current and new courses or by creating new courses
 - Faculty report such activities on annual report
- Increase environmental justice content in current and new courses
- Invite speakers to SEAS who focus on diversity, equity, and inclusion
 - Invitations for the Dean's Speaker Series should consider DEI topics
 - Encourage tracks to consider DEI topics when inviting speakers or organizing events.

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

Objective #3: Improve the mentoring experience by increasing faculty's skills in working with students from underrepresented groups.

Measures of Success:

- All faculty make contact with all assigned advisees before students begin classes at SEAS
- All faculty have regular contact with their advisees during their time at SEAS.

FY18 Actions:

- All faculty will be reminded to establish contact with advisees (by email, Skype, telephone, campus visit, etc.) before they begin classes at SEAS
- Norms for student mentoring will be established, including faculty meeting with their advisees at least once per semester during the time they are in SEAS
 - Remind faculty to check Wolverine Access to see advisees and monitor their progress
 - Faculty report advisee changes to OAP
 - Faculty report on advising activities on annual report.

Master's and Doctoral Students

Primary DEI Goal: Equity and Inclusion

Objective #1: Create opportunities for students to learn about diversity, equity, and inclusion.

Measures of Success:

- Establishment of diversity, equity, and inclusion module at orientation
- Development of diversity, equity, and inclusion content that will be delivered during the school year
- The existence of courses with diversity, equity, and inclusion content.
- Increased number of courses with international and environmental justice content

FY18 Actions:

- Help students to identify diversity, equity, and inclusion resources on campus
- **Continue to include diversity, equity, and inclusion modules in orientation**
- **Continue to provide opportunities for students to receive diversity, equity, and inclusion training during the school year**

- Make available new or modified courses with more diversity, equity, and inclusion content
- Make available new or modified courses with more environmental justice, and international content
- **Continue to track number of students exposed to DEI content through courses and training modules.**

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

Objective #2: Improve the engagement of students in the mentoring process.

Measures of Success:

- All students are in contact with their assigned advisor before starting classes at SNRE
- All students have regular contact with their advisees during their time at SNRE.

FY18 Actions:

- All students should establish contact with their advisor (by email, Skype, telephone, campus visit, etc.) before they begin classes at SNRE
- All students should meet with their advisor at least once per semester during the time they are in SNRE
 - Check Wolverine Access or OAP to see who their assigned advisor is
 - Report advisor changes to OAP
 - Report on advising activities each semester when registration is occurring.

Staff

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

Objective #1: Increase the participation of staff in DEI curricular activities.

Measures of Success:

- Increased number of staff taking ADVANCE training modules over 2015 baseline
- Staff participation in SNRE DEI training activities

FY18 Actions:

- SEAS staff develop school-wide training modules
- **Staff continue to participate in SEAS and campus-wide DEI training activities**
- **Staff continue to report on DEI training in annual review**

V. C. Promoting an Equitable and Inclusive Community

School-wide

Primary DEI Goal: Equity and Inclusion

Objective #1: Incorporate DEI activities into the committee structure in SEAS to carry out DEI activities and facilitate participation by stakeholders.

Measures of Success:

- Modification and expansion of SEAS committee structure to include DEI activities
- Effective operation and incorporation of DEI into SEAS committees.

FY18 Actions:

- Create DEI committees and refine charges of other relevant committees
- Assign faculty, staff, students, and alum to relevant committees.
 - DEI committees will consist of:
 - Tenured and untenured faculty
 - Staff
 - Doctoral students
 - Master's students
 - Domestic and international students
 - Alumni
- Develop charge document for each committee
- Hold meetings appropriate to the committee charge
- Provide a report of committee activities to the dean and director of DEI at the end of the academic year.

Faculty

Primary DEI Goal: Equity and Inclusion

Objective #1: Provide resources to help faculty contribute to a more inclusive environment in SEAS.

Measures of Success:

- Increased number of faculty applying DEI techniques in their classes and other activities in SEAS
- Increased activities facilitating cross-cultural interactions among faculty, staff and students.

FY18 Actions:

- Faculty will include DEI activities in courses or in other activities in the school.
 - Track the number of such activities
 - Track number of participants
- Faculty will facilitate cross-cultural exchanges
 - Group students of different backgrounds together for activities and discussions of issues
 - Sponsor or host small-group gatherings – academic and social

Primary DEI Goal: Equity and Inclusion

Objective #2: Assess the climate of diversity, equity, and inclusion in SNRE.

Measures of Success:

- Implementation of a biannual faculty climate assessment
- Increased satisfaction with SNRE's DEI climate

FY18 Actions:

- **Conduct climate assessment in spring 2019**
- **Compare results to 2015 baseline climate assessment and 2017 Year 1 climate assessment.**

Primary DEI Goal: Equity and Inclusion

Objective #3: Provide faculty with a process to report and share experiences of discrimination.

Measures of Success:

- Put process in place to deal with reported cases of discrimination

FY18 Actions:

- Clarify and communicate the role of the SEAS ombuds in conversations related to supporting inclusivity
- Provide information to faculty about existing campus resources that enable students to take action against discrimination.

Master's and Doctoral Students

Primary DEI Goal: Equity and Inclusion

Objective #1: Assess and improve the climate of diversity, equity, and inclusion in SNRE.

Measures of Success:

- Implementation of a biannual student climate assessment
- Increased satisfaction with SEAS's DEI climate
- Greater number of DEI activities
- Greater number of students participating in DEI activities

FY18 Actions:

- **Conduct student climate assessment in spring 2019**
- **Compare results to 2015 baseline climate assessment and 2017 Year 1 climate assessment**
- Evaluate Visit Day, orientation, and other student events in order to improve inclusiveness
- Student leadership should be utilized to build a more inclusive community.

- Incentivize track leaders for community development and recruitment work.
- Provide DEI training for all track leaders
- Track leaders will plan DEI activities within and between tracks
- Track leaders and student government representatives should bring students together for more social, educational, and cultural events
 - Explain SEAS's traditions as expressed through activities such as the Great Roast, Camp Fire, and Sustaina-ball to new students
 - Evaluate traditions and make adjustments as the needs and expectations of the student body change
 - Consider non-alcoholic options at student gathering and social events
 - Include international cultural celebrations as part of evolving SEAS traditions.
- Develop student-initiated cross cultural activities and events
- Create a buddy system that pairs first year with second/third year students
- Develop peer mentoring program.

Primary DEI Goal: Equity and Inclusion

Objective #2: Provide students with a process to report and share experiences of discrimination.

Measures of Success:

- Put process in place to deal with reported cases of discrimination

FY18 Actions:

- Clarify and communicate SEAS ombuds process for students to have conversations related to increasing inclusivity
- Provide information to students about existing campus resources that enable students to take action against discrimination.

Staff

Primary DEI Goal: Equity and Inclusion

Objective #1: Provide resources to help staff contribute to a more inclusive environment in SEAS.

Measures of Success:

- Increased number of staff applying DEI techniques in their activities in SEAS.

FY18 Actions:

- **Staff will include DEI activities in their work responsibilities, where appropriate, in the school.**
- **Staff will facilitate cross-cultural exchanges**

Primary DEI Goal: Equity and Inclusion

Objective #2: Assess the climate of diversity, equity, and inclusion in SEAS.

Measures of Success:

- Implement biannual staff climate assessment
- Increased staff satisfaction with SEAS's DEI climate

FY18 Actions:

- Conduct staff climate assessment in spring 2019
- Compare results to 2015 baseline climate assessment and 2017 year 1 climate assessment.

Primary DEI Goal: Equity and Inclusion

Objective #3: Provide staff with a process to report and share experiences of discrimination.

Measures of Success:

- Put process in place to deal with reported cases of discrimination

FY18 Actions:

- Clarify and communicate the role of the staff ombuds improving the climate of inclusivity.
- Provide information to staff about existing campus resources that enable staff to take action against discrimination.

VI. Goal-related Metrics – University and school/college/unit measures tracked over time

- Increase # of students from underrepresented backgrounds matriculating per year
- Increase # of staff applicants from underrepresented backgrounds (gender, race, ethnicity)
- Increase # of staff from underrepresented backgrounds
- Increase # of faculty from underrepresented backgrounds to better reflect student population.
- Decreased # of grievance reports by students, staff and faculty
- Reduced levels of isolation and exclusion reported by international students
- Increased # of students, staff and faculty reporting satisfaction and feelings of equity in evaluations (performance evaluations for staff and faculty and classroom evaluations for students)
- Pay equity assessment for staff and faculty completed
- Increase # of students participating in DEI training(s)
- Increase # of staff participating in DEI training(s)
- Increase # of faculty participating in DEI training(s)
- Increase # of faculty trained in inclusive teaching techniques
- Increase # of SEAS community members (faculty, staff and students) participating in School-wide DEI events and activities

VII. Action Planning Tables with Details and Accountabilities

- Please note: Since the majority of the Action Items are 5 year actions, nearly everything is in BOLD to indicate continued work in Year 2.

Table 19A. Infrastructure and Oversight

| Key Constituencies | Objectives | Time Frame | Detailed Action Plan | Measures of Success | Lead Body/Unit | Resources Needed |
|--------------------|----------------|-------------------------|--|--|---|--|
| All Constituencies | | | | | | |
| | Implement plan | Fall 2016 - Winter 2021 | Specify in more detail the mechanisms by which the DEI work will be conducted and plans implemented. This includes collecting, analyzing, disseminating data and sharing information to evaluate the status and outcomes of the plan's implementation. | Work activity is effectively paced and coordinated and appropriate oversight and handoffs are conducted. | Dean and SNRE DEI Committee, in collaboration with other school leaders | Funding to support the DEI Initiative and accountability measures. |

Table 19B. Students: Recruitment, Retention, and Development

| Key Constituencies | Objectives | Time Frame | Detailed Action Plan | Measures for Success | Lead Body/Unit | Resources Needed |
|--------------------|---|------------|--|--|--|--|
| Students | Solicit more applications from historically underrepresented students | 2016-2021 | <p>Change SNRE application form to collect more diversity data on applicants to enhance our ability to measure progress on DEI</p> <ul style="list-style-type: none"> • Whether applicants were in the foster care system • Whether applicants were raised in single-parent households • Whether applicants are first-generation US residents • Whether the applicants' parents, guardians, or grandparents graduated from college <p>Change the SNRE application form to ask applicants to address, in their essay on commitment to diversity, if they want to be considered for an Envoys fellowship, why they qualify for it, and what skills or insight they would bring to the fellowship.</p> <p>Develop recruitment partnerships with minority-serving institutions and specific departments that are most likely include diverse students with academic interests resembling those who usually apply to SNRE.</p> <p>Recruit through college access programs, such as McNair Scholars, Gates Millennium Scholars, POSSE, and the Doris Duke Conservation Scholars Program.</p> | Increase application rate of historically underrepresented students over 2015 levels, year after year. | Office of Academic Programs, fields of studies | Funds for recruitment travel and other events, funds for staff |

| Objectives | Time Frame | Detailed Action Plan | Measures of Success | Lead Body/Unit | Resources Needed |
|---|------------------|--|---|--|---|
| <p>Increase the matriculation of students from underrepresented groups in SNRE by making attendance more affordable</p> | <p>2016-2021</p> | <p>Provide increased funding, in legally permissible ways, to assist students to attend SNRE.</p> <p>Develop and leverage scholarships and funding streams to facilitate, in legally permissible ways, the recruitment, admission, and retention of a diverse student body.</p> <p>Create a scholarship fund for low-income, first generation, and geographically underrepresented graduate students at SNRE.</p> <p>Additional application fee waivers from SNRE, with greater eligibility than Rackham's application fee waiver program.</p> <p>All faculty should continue to be encouraged to attend Visit day to engage with admitted students and facilitate recruiting.</p> <p>Track and evaluate the diversity of the pool of students who are potential applicants to SNRE, apply to the school, are admitted, and matriculate.</p> | <p>Greater number of historically under-represented students matriculating in SNRE.</p> <p>Greater number of low-income students matriculating in SNRE.</p> | <p>Dean's Office, Office of Academic Programs</p> | <p>Funding Envoys and other for scholarships</p> |
| <p>Develop practices that facilitate meaningful</p> | <p>2016-2021</p> | <p>Develop procedures for training SNRE students in inclusion practices in partnership with Intergroup Relations (IGR), the Spectrum Center, and other appropriate campus resources.</p> | <p>Increased inclusive of diverse students in the SNRE community, as</p> | <p>Office of Academic Programs, fields of studies, Ph.D. committee</p> | <p>Funding for internships and DEI activities</p> |

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| <p>engagement of all students in SNRE in the life of its community</p> | | <p>Begin exposure to and training in DEI at the Biological Station orientation.</p> <p>Have training for returning students early in the school year.</p> <p>Provide incoming students with a list of SNRE and campus-wide DEI resources</p> <p>Develop an inclusion plan for all students, including specific planning for international students, global outreach initiatives, and students admitted through the new 5-year undergraduate-master's program.</p> <p>Develop international student orientation with welcome dinner, in partnership with campus centers and resources.</p> <p>Develop a peer mentoring system to increase community building.</p> <p>Develop Visit Day activities for doctoral students.</p> <p>Hold a school-wide diversity mixer at the beginning of the school year.</p> | <p>measured through the SNRE DEI biannual climate survey and feedback from community events.</p> | | <p>Staff time</p> |
|---|--|--|---|--|-------------------|

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| | | Include master's and doctoral students, domestic and international students, and alumni on DEI committees. | | | |
| Increase the professional development of all SNRE students. | 2016 - 2021 | <p>Provide professional training for students in DEI activities, consider for credit modules as an option.</p> <p>Track the job placements and internships of SNRE graduates by multiple demographic categories.</p> <p>Report DEI metrics to SNRE community and beyond.</p> | <p>Post tracking information on website.</p> <p>Report tracking information in student newsletters and alumni magazine.</p> | Office of Academic Programs, Career Services, Communications Office | Funds for staff time and professional development activities |

Table 19C. Students: Promoting an Equitable and Inclusive Community

| Key Constituencies | Objectives | Time Frame | Detailed Action Plan | Measures for Success | Lead Body/Unit | Resources Needed |
|--------------------|---|------------|--|--|---|---|
| Students | Create a more inclusive community for SNRE students | 2016-2021 | <p>Schedule Master’s and Doctoral Students review and listening sessions to solicit further input on the SNRE DEI Plan.</p> <p>Evaluate Visit Day for opportunities to showcase SNRE DEI activities and commitments more effectively.</p> <p>Develop Visit Day activities for doctoral students.</p> <p>Student leadership should be utilized to build a more inclusive community.</p> <ul style="list-style-type: none"> • Incentivize track leaders for community development and recruitment work. • Provide DEI training for all track leaders • Track leaders should plan DEI activities within and between tracks. <p>Track leaders and student government representatives should bring students together for more social, educational, and cultural events</p> <p>Explain SNRE’s traditions as expressed through activities such as the Great Roast, Camp Fire, and Sustaina-ball to new students</p> <p>Evaluate traditions and make adjustments as the needs and expectations of the student body change</p> <p>Consider non-alcoholic options at student gathering and social events</p> <p>Include international cultural celebrations as part of evolving SNRE traditions.</p> <p>Develop student-initiated cross cultural activities and events</p> <p>Create a buddy system that matches first year with second/third year students</p> | <p>More effective Visit Day with greater school-wide participation</p> <p>Greater engagement of students in DEI activities</p> <p>More numerous cross-cultural exchanges</p> <p>Greater participation in cross-cultural activities</p> <p>Institutionalization of peer mentoring programs</p> <p>Reduced levels of isolation amongst students</p> <p>Reduced levels of segregation between</p> | Dean’s Office, Office of Academic Programs, student government, track leaders | <p>Funding to pay track leaders</p> <p>Funding to host events</p> <p>Funding for staff time</p> |

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| | | | Develop student peer mentoring program. | students Greater student retention Greater satisfaction with the SNRE experience | | |
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Table 19D: Staff: Recruitment, Retention, and Development

| Key Constituencies | Strategic Objectives | Time Frame | Detailed Action Plan | Measures of Success | Lead Body/Unit | Resources Needed |
|--------------------|-------------------------------------|------------|--|--|-----------------------------------|--|
| | Improve retention among SNRE staff | 2016-2021 | Develop a strong mentoring program that incorporates a workshop on mentoring diverse staff. SNRE should identify and reach out to appropriate offices on campus to develop this workshop and to identify a model staff mentoring program. | Have this workshop prepared and mentoring program in place for new hires beginning 2017. | Dean's Office and Associate Deans | Funding for faculty workshop and funding for events for mentoring program. |
| | Conduct regular climate assessments | 2017-2021 | Implement biannual staff climate assessments, 2015 – 2017 – 2019 – 2021 | Conduct survey | DEI Office | Funding for staff time |

Table 19E: Staff: Promoting an Equitable and Inclusive Environment

| Key Constituencies | Strategic Objectives | Time Frame | Detailed Action Plan | Measures of Success | Lead Body/Unit | Resources Needed |
|--------------------|--|------------|---|--|------------------|------------------------|
| Staff | Provide information about DEI campus resources. | 2016-2021 | Create a list of campus-wide DEI training opportunities to be distributed to current staff and new hires Staff report on their DEI involvement on their annual review Track and report on staff involvement in DEI activities | Reporting and tracking of staff engagement in DEI activities | Human Resources. | Funding for staff time |
| | Build a support system for staff to promotion inclusion in the SNRE. | 2016-2021 | Hiring Managers will be responsible for assigning a mentor to new hires that will provide professional support or opportunities for greater inclusion in the SNRE staff community. | Institutionalization of this peer mentoring program. By Fall 2017, all new hires will have a mentor. | Hiring managers | Available mentors |

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| | | 2016-2021 | Develop a peer mentoring system amongst staff. Report on mentoring activities in annual reviews -- consider as part of merit review. | Increased participation of staff in mentoring activities. | Human Resources | Staff willing to mentor others Funding for merit increases |
| | Conduct regular climate assessments | 2017-2021 | Implement biannual staff climate assessments, 2015 – 2017 – 2019 – 2021 | Implement survey | DEI Office | Funding for staff time |

Table 19F. Faculty: Recruitment, Retention, and Development

| Key Constituencies | Objectives | Time Frame | Strategic Action Plan | Measures for Success | Lead Body/Unit | Resources Needed |
|--------------------|------------|------------|-----------------------|----------------------|----------------|------------------|
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|---------|--|-----------|---|---|---------------|---|
| Faculty | Increase diversity in the SNRE Faculty | 2016-2021 | <p>Develop a guide for searches that will include recruitment principles, policies and practices for faculty searches and campus visits to support DEI goals. Utilize the School of Education’s current guide as a starting point. The guide should advise that:</p> <ul style="list-style-type: none"> • Position descriptions should be as broad as possible, to the extent the school’s needs are addressed while maximizing the number of qualified applicants for each position. Ex., the school should advertise for a fish ecologist, rather than a fresh water fish ecologist with a certain methodology. This objective does not mandate an interdisciplinary hire for each position. • Members of search committee should be required to go to an ADVANCE workshop on diversity. • Attempts should be made to advertise the position in many different outlets, including those targeting diverse populations of potential applicants. • Search committee reports should include a discussion of what attempts were made to diversify the pool and the gender and ethnic characteristics of the pool • Searches that produce a homogeneous pool of candidates that does not reflect the relevant labor market should be extended until more diverse applicants are found or a justification should be made if the search is to be continued. <p>The SNRE will continue to use the Targets of Opportunity (TOPs) and the Provost’s Faculty Initiative Program (PFIP) to recruit new faculty whose background, scholarly expertise, professional expertise and personal commitments are likely to advance the School’s DEI goals. In this regard, the school should:</p> <ul style="list-style-type: none"> • Identify outstanding scholar that will fit within the prioritized areas of potential hiring • Develop a forum talks, visiting scholar, etc., by which the SNRE community can assess the promise of potential candidates and cultivate their interest. • Develop a formal mechanism for faculty to propose person-specific hires. • Retention and equity adjustment packages for faculty. • Note: the PFIP and TOP hire candidates for a two year term, followed by an evaluation and voting process to determine if they will receive a permanent position. | <p>Broadened applicant pools</p> <p>Applicants from new institutions (those from which we do not typically receive applications)</p> <p>Increased number of diverse applicants asked to give job talks</p> <p>Increased hiring of diverse candidates</p> <p>Jobs posted on broad list of outlets</p> <p>Hiring of minority postdocs into tenure track faculty positions</p> <p>Develop wage equity adjustments for faculty</p> | Dean’s Office | <p>Funding to make faculty hires</p> <p>Funding for increased advertising</p> <p>Funding for promotions, hires, equity adjustments , and retention packages</p> |
|---------|--|-----------|---|---|---------------|---|

| Objectives | Time Frame | Strategic Action Plan | Measures for Success | Lead Body/Unit | Resources Needed |
|--|------------------|---|--|---|---|
| <p>Improve retention rates of all faculty and specifically faculty from underrepresented groups in the SNRE.</p> | <p>2016-2021</p> | <p>SNRE should develop a mechanism by which faculty efforts to create a more inclusive community are recognized and rewarded. By recognizing and rewarding these efforts, faculty will be more likely to contribute to a more inclusive community, which in turn will promote retention.</p> <p>Faculty should be given opportunities to learn how to contribute to this more inclusive community, accessible through the SNRE and university.</p> | <p>Increased rates of promotion of faculty from historically underrepresented groups</p> <p>Counter-offers to retain faculty from historically underrepresented groups being recruited by other institutions.</p> <p>Number of counteroffers made to faculty recruited by other institutions, disaggregated by race, ethnicity, sex, etc</p> | <p>Dean's Office</p> | <p>Funding for promotions, hires, equity adjustments , and retention packages</p> |
| <p>Improve development of SNRE faculty.</p> | <p>2016-2021</p> | <p>Develop and hold a workshop or other training session on mentoring diverse faculty and develop a mentoring program in place for new hires beginning 2017.</p> <ul style="list-style-type: none"> • Improve the training of mentors • Restructure the existing mentoring program to better meet the needs of assistant and associate professors and scientists • Enhance the mentoring of postdoctoral fellows. <p>SNRE should identify and reach out to appropriate offices</p> | <p>Have this workshop prepared and the mentoring program in place for new hires beginning 2017.</p> | <p>Dean's Office and Associate Deans.</p> | <p>Funding for faculty workshop and funding for events for mentoring program.</p> |

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| | | <p>on campus to develop this training and to identify a model faculty mentoring program</p> <ul style="list-style-type: none"> • Seek help from CLRT and STRIDE committee. | | | |
|--|--|---|--|--|--|

Table 19G. Faculty: Promoting an Equitable and Inclusive Community

| Key Constituencies | Objectives | Time Frame | Strategic Action Plan | Measures for Success | Lead Body/Unit | Resources Needed |
|--------------------|---|----------------|--|---|---|---|
| Faculty | Provide resources for faculty to foster a more inclusive environment in their classroom and SNRE community. | Fall 2016-2021 | <p>Develop DEI sensitivity training for faculty to develop the skills to facilitate potentially difficult conversations.</p> <p>Provide increased opportunities for faculty to share their experience in classroom. Faculty report on curricular changes that incorporate DEI action steps in courses on annual report</p> <p>Encourage faculty to increase international and environmental justice content in new and current courses</p> | <p>Increased number of faculty trained in DEI techniques</p> <p>Increased number of courses with explicit DEI, international and environmental inequality content</p> | Dean's Office, DEI Office, trained facilitators | Facilitation expertise from campus unites with such expertise, funds to pay for facilitators, training materials. |

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|--|-------------------------|--|---|---|---|
| <p>Build a more aware and competent DEI community for faculty.</p> | <p>2017-2021</p> | <p>Devote at least one of the Dean’s Speaker Series events to examining issues of diversity in academia.</p> <p>Encourage speaker series of various tracks and program events to consider DEI principles when inviting speakers</p> <p>Recruit and encourage faculty participation in SNRE and campus-wide training</p> <p>Faculty report on DEI training in annual review form.</p> <p>Provide DEI training for all master’s project advisors.</p> | <p>Fall 2017 or Winter 2018 should include at least one Dean’s Speaker seminar on this topic.</p> <p>Faculty participation in SNRE and campus-wide training activities</p> | <p>Dean’s Office, DEI Office, faculty.</p> | <p>Use existing funding for Dean’s Speaker Series.</p> |
| <p>Encourage faculty to play a more active role in the recruitment of historically underrepresented students.</p> | <p>2017-2021</p> | <p>Faculty should be as accessible as possible during the recruitment period, including during Visit Day.</p> <p>SNRE’s Communications Office should profile faculty and highlight their desire to work with diverse students.</p> <p>Combine SNRE-related travel with recruitment activities.</p> | <p>Greater satisfaction with faculty recruitment efforts</p> <p>Greater number of applications from historically underrepresented students to SNRE</p> <p>Greater matriculation of historically underrepresented</p> | <p>Dean’s Office, SNRE Communications Office, Field of Studies Coordinators, faculty.</p> | <p>Faculty participation, use existing funds to provide travel reimbursement for students attending Visit Day</p> |

| | | | students in SNRE | | |
|---|------------|---|--|----------------|------------------------|
| Objectives | Time Frame | Strategic Action Plan | Measures for Success | Lead Body/Unit | Resources Needed |
| Improve the mentoring experience by increase faculty's skills in working with students from underrepresented groups, among others | 2017-2021 | <p>All faculty will be reminded to establish contact with advisees (and be open to unassigned student inquiries) by email, telephone, visit, etc., before they begin classes at SNRE.</p> <p>Norms for student mentoring will be established, including faculty meeting with advisees at least once per semester during the time they are in SNRE.</p> <ul style="list-style-type: none"> • Remind faculty to check their Wolverine Access to see advisees and monitor their progress. • Faculty report advisee changes to OAP • Faculty report on advising activities on annual report. | <p>All faculty make contact with their assigned advisees before the students begin classes</p> <p>All faculty have regular contact with their advisees during their time at SNRE</p> | | |
| Conduct regular climate assessments | 2017-2021 | Implement biannual faculty climate assessments, 2015 – 2017 – 2019 – 2021 | Implement survey | DEI Office | Funding for staff time |

VIII. Plans for Supporting, Tracking and Updating the Strategic Plan

The SNRE/ SEAS DEI Strategic Plan will largely be championed by the full-time DEI Program Manager, Sonia Joshi. The Program Manager coordinates and works with the SEAS Deans Offices, Human Resources, SNRE's Office of Academic Programs as well as the SEAS DEI Committee, which was comprised of faculty, staff and students to work on implementing action items laid out in the Strategic Plan. The capacity and prioritization of DEI from various offices within SEAS also was key in year one implementation and this will be continued in FY18. For example, staff members within Office of Academic Programs and the Business/ Administrative Office added the strategic objectives and action items from the SNRE/ SEAS DEI Plan into their own Performance Evaluations to help prioritize and ensure that sufficient time was being allocated toward working to reach goals. This type of structure is something we are planning to replicate and expand to ensure that plan implementation does not fall to one or two people but rather is embedded within the SEAS hiring, traditions, philosophies and operating procedures.

With the new school transition, we are planning to have focus groups for students, staff and faculty to go over our plan and the listed action items to ensure their relevancy to meet School DEI goals. We also will use these focus groups to generate additional input and ideas. We will also have iterative evaluations and progress surveys that will be sent out school wide to gain further input and measure progress.

Having a faculty member as the DEI Director for the school has provided leadership in navigating mechanisms and methods to engage with faculty members and articulate the value, impact and prioritization of DEI activities in the school. We had leadership support to encourage staff to participate in the All-Staff DEI Climate Survey. Due to the support from the Acting Dean and willingness to send emails to all staff to take the survey, we were able to ensure a 76% participation rate in the survey. Through the highest level of leadership in the school serving as a champion for that effort contributed to our ability to reach a positive level of participation. In FY18 both Associate Deans will be involved in the DEI Committee and the Inaugural Dean of SEAS has committed himself to being engaged in DEI, which will ensure we are progressing on the strategic objectives laid out in our plan. We are also proposing additional focus groups faculty, staff and students to gain further feedback and input and to ensure the current DEI plan aligns with the vision and direction of SEAS.

Plan progress will be tracked through metrics and participation data collected by the Program Manager, through performance evaluation information (participation in DEI is part of staff performance evaluations and will be implemented in the faculty evaluations in FY18). We will also track progress through pre- and post- workshop evaluations and through listening sessions that will be facilitated by the DEI Program Manager. We will track student matriculation through the Office of Academic Programs and recruitment and hiring of faculty and staff through our Human Resources office.