

Preliminary
Diversity, Equity, and Inclusion
Five-Year Strategic Plan

July 28, 2016



University of Michigan
School of Natural Resources and Environment
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**Preliminary Diversity, Equity, and Inclusion
Five-Year Strategic Plan
July 28, 2016**

Executive Summary

The University of Michigan has taken strides to become a leading institution in diversity and inclusivity. To facilitate this, the university's President, Mark Schlissel, has asked units on campus to create a five-year strategic plan.. The process began with a kick-off event in September 2015, and the final version of the plan will be approved in fall 2016.

Planning Process

The School of Natural Resources and Environment formed a diversity, equity, and inclusion task force in April 2015 and selected a committee to produce the five year plan. The committee met one to two times per month from September 2015 through May 2016. The committee consisted of the:

Planning Lead:

Dorceta E. Taylor, Professor and SNRE's Director of Diversity, Equity, and Inclusion

Planning Staff:

Samantha Shattuck, Program Manager and Alumnus

SNRE's DEI Committee:

Professors Mary Carl Hunter, Ivette Perfecto, and Brad Cardinale

Sara O'Brien – Director of Office of Academic Affairs

Kela McClure – Director of Human Resources

Elena Huisman – Diversity Representative of the Student Government

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Planning Process Timeline:

Timeline 1. The 2015-2016 Strategic Planning Process

Strategic Planning Activities	2015				2016							
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.
Information gathering												
Data collection and analysis												
Draft undergoes preliminary legal review												
First draft reviewed by vice-provost's office												
Faculty and staff comment on draft												
Revise draft												
Draft resubmitted to vice provost's office												
Students and alumni comment on draft												
Final draft approved by SNRE and university												

Data Collection and Community Engagement

Surveys – Key Findings

Survey conducted, sample sizes, and response rates:

- Students: 137 respondents (47.7% response rate)
- Alumni: 201 respondents (29% response rate)
- Staff: 37 respondents (44.6% response rate)
- Faculty: 51 respondents (37.2% response rate)

a. The Extent of Inclusion

Generally speaking, respondents considered SNRE to be a welcoming place and one in which they felt like they belonged (see table 7 and figure 5). More than 60% of all the respondents gave a high rating to both of these factors.

In contrast, all stakeholder groups thought SNRE did a poor job of including low-income persons into the school. Students and alumni also perceived SNRE to be less inclusive of all racial/ethnic groups than staff and faculty.

b. Cross-cultural Social Interactions

Less than 35% of the respondents gave themselves a high rating when asked to assess the following statement, “My experiences in SNRE have led me to become more understanding of racial and ethnic differences.”

Demographic Trends in SNRE

Students:

The percentage of international students enrolled in SNRE rose from 13.2% in 2010 to 29.3% in 2015. The percentage of domestic white students fell from 70.2% to 51.9% in the same period.

Faculty and Staff:

SNRE's faculty is predominantly male accounting for 63.0% of the 46 tenure track faculty. However, women dominate the research scientist and staff positions: 62.5% of the research scientists, 55.0% of the research fellows, and 71.1% of the staff are women.

SNRE faculty are overwhelmingly white: 63.5% of the primary faculty are white, and 80% or more of the adjuncts, dry appointments, and supplemental faculty are white. Staff members are also predominantly white (78.3%).

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- c. The Prevalence of Insensitive Language and Discriminatory Behavior
Students were most likely to report hearing insensitive comments and seeing discriminatory behaviors directed at particular racial/ethnic groups (26.7%), international persons (23.7%), and women (20.9%) in the past 2 years.
- d. The Extent of Stereotyping and Targeting
In no instance did the percentage of respondents reporting being the target of any kind of stereotyping or discrimination exceed 16%.
- e. Feelings About Compositional Diversity
None of the faculty expressed a high level of satisfaction with the number of domestic minority students in SNRE or in their fields of studies; only 2.5% of students were satisfied at a high level.

Student Trends: The National Context

According to the US Department of Education, between 2011 and 2012, 72.9% of the master's degrees granted in agriculture and natural resources were granted to whites. Blacks earned 3.4% of these degrees, Hispanics earned 4%, 4.7% were earned by Asian/Pacific Islanders, and 0.6% of the degrees were conferred on Native Americans/Alaska Natives. International students earned 13.4% of these master's degrees. Source: Snyder, Thomas D. and Dillow, S.A. (2015). *Digest of Educational Statistics*. Department of Education: National Center for Educational Statistics. P. 573. Available at: <http://nces.ed.gov/pubs2015/2015011.pdf>.

Student Town Hall

A student town hall was held in SNRE on January 25, 2016. The event provided an opportunity to share summary results from the student survey with students and to discuss the results. Forty students attended the two-hour event. The top issue participants indicated they wanted to see was more funding for minority and low income students in SNRE.

Focus Groups

A total of 12 focus groups, led by external facilitators, were conducted. The eight involving students had 43 participants; 12 people participated in the staff focus group and six people participated in the faculty groups. The focus groups examined the following themes:

- Perceptions of diversity in SNRE
- The role of diversity in recruitment and enrollment
- The climate in SNRE
- Support and mentorship.

SNRE students reported a lack of both diversity in the school and attention paid to diversity and inclusivity of underrepresented students. One student remarked that "*There is a non-existent focus on diversity*" in the school.

Doctoral students expressed concerns about the lack of racial diversity in the student body in general and within the doctoral program in particular. Focus group participants reported that they were surprised to find that so few students shared their social identity once they enrolled in SNRE.

Issues Identified and Suggested Actions on the Surveys

Students:

Respondents stated that they wanted to see increased attention paid to diversity, equity, and inclusivity (DEI) in the school. More specifically respondents felt that SNRE should put more effort into recruiting a wider pool of students over the next five years. Half of those mentioning recruitment suggested that the school should expand and intensify efforts to recruit domestic minority students.

Alumni:

Most alumni wanted to see a more diverse student body in SNRE. Alumni were most concerned about infusing DEI content into the curriculum; respondents mentioned this 24 times. Alumni also suggested that DEI content should be incorporated into core areas of the curriculum. They also wanted to see more environmental justice courses added, and DEI training made available to everyone in the school.

Staff:

Staff were most concerned with training (mentioned eight times) and SNRE-wide diversity (mentioned five times). There were also five mentions of staff-specific issues such as: facilitating career growth, providing safe spaces for conversation, and designating a staff room or area.

Faculty:

Faculty focused most frequently on faculty-related DEI actions. Ten mentions were made of activities such as the hiring of faculty of color, faculty training, and the recruitment of postdocs.

Staff members focused more on their experience as members of the SNRE community and the importance of an inclusive community, rather the amount of diversity in their ranks.

Faculty focus groups were separated by position, with faculty, research faculty, and post-doctoral faculty sessions. In the latter two sessions, the most salient point of conversation was inclusivity and respect from peers in the school.

Faculty members also discussed, at length, the level of diversity in the student body and the need for sensitivity training for all members of the school, including faculty.

SNRE DEI Draft Plan Review and Listening Sessions

SNRE's Diversity, Equity, and Inclusion Committee hosted four sessions to review and gather feedback on the draft DEI strategic plan on March 23 and 25, 2016. Two sessions were scheduled for staff and the other two were for faculty. There are plans to schedule student listening and feedback sessions when students return to school in September (there wasn't enough time for this to occur in the past winter semester).

Nine staff members attended the feedback sessions, while five faculty members attended their sessions. Staff and faculty were asked for input on the following:

- Recruitment goals for students, staff, and faculty
- A process for handling complaints and evaluation for DEI participation
- Intercultural exchanges in the school, and
- Resources needed for the implementation of the plan.

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Progress Over the Last Year: Actions and Impacts

SNRE has undertaken several DEI activities in the past year that will help future diversity efforts. Among these are:

- The hiring of additional recruitment and career development staff in the Office of Academic Programs
- The expansion and streamlining of student recruitment activities – particularly those aimed at students historically underrepresented in SNRE's population
- The participation of increased number of faculty in internship programs for diverse undergraduates from around the country
- The launching of two national diversity programs hosted by the school – the Doris Duke Conservations Scholars Program (for undergraduates) and the Environmental Fellows Program (for graduate students)
- Increased diversity activities aimed at and support for lesbian, gay, bisexual, transgender/transitioning, and queer/questioning students
- Increased diversity activities aimed at and support for international students
- Increased number of keynote speakers who are people of color, and
- The hiring of new faculty and staff of color.

Suggested DEI Committee Structure

The proposed strategic plan will require elaborating on SNRE's existing committee structure to execute the DEI activities discussed herein. New and existing committees will provide a mechanism for SNRE stakeholders to have input into the DEI process in ways that are manageable. The proposed structure will also allow the school assess progress on action items outlined in the strategic plan as well as make adjustments when necessary. During the 2016-2017 academic year, SNRE will develop a committee structure to facilitate DEI activities in the school. Committee will report on their progress as part of the strategic plan assessment process.

Strategic Objectives, Measures of Success, and Action Plans

SNRE's Diversity, Equity, and Inclusion strategic plan includes all members of the SNRE community (faculty, research scientists, postdoctoral fellows, staff, and students). The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion are summarized below in three boxes.

Each of the strategic objectives in the plan is accompanied by measures of success that will be tracked and evaluated over time. The objectives also have descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on this, see Sections VII-X of the DEI Strategic Plan. All strategic objectives and related actions will be pursued in accordance with state and federal law and University policy.

Box 1. Recruitment, Retention and Development

i. Faculty objectives:

1. Increase diversity in the SNRE faculty
2. Improve retention rates of all faculty; particularly faculty from groups historically underrepresented in SNRE
3. Improve training, mentoring, and development of SNRE faculty.

ii. Master's and doctoral student objectives:

1. Develop admissions procedures that are more inclusive of and attractive to historically underrepresented students.
2. Solicit more applications from persons who have been historically underrepresented in SNRE's student population.
3. Increase the matriculation rate of diverse students in SNRE by making it more affordable for all to attend the school.
4. Develop practices that facilitate meaningful engagement of all students in SNRE in the life of the community
5. Increase the professional development of all SNRE students.

iii. Staff objectives:

1. Increase the level of diversity of the staff through a more comprehensive hiring process.
2. Ensure that staff wages are equitable.

Box 2. Education and Scholarship

i. Faculty objectives:

1. Increase the participation of faculty in DEI curricular activities
2. Support increased participation of faculty utilizing inclusive teaching techniques and strategies
3. Help faculty to enhance their mentoring activities aimed at students, research fellows, research scientists, junior colleagues, and the staff they supervise.

ii. Master's and Doctoral student objectives:

1. Create opportunities for enhancing learning about diversity
2. Increase awareness about existing campus-wide diversity, equity, and inclusion resources
3. Increase student engagement in faculty-student mentoring
4. Develop a school-wide peer mentoring initiative.

iii. Staff objectives:

1. Increase participation of staff in DEI activities.

Box 3. Promoting an Equitable and Inclusive Community

i. Faculty objectives:

1. Provide resources to help faculty contribute to a more inclusive environment in SNRE
2. Assess the climate of diversity, equity, and inclusion for faculty in SNRE
3. Provide faculty with a process to report and share experiences of discrimination.

ii. Master's and Doctoral student objectives:

1. Provide resources to help students contribute to a more inclusive environment in SNRE
2. Assess and improve the climate of diversity, equity, and inclusion in SNRE for students
3. Provide students with a process to report and share experiences of discrimination.

iii. Staff objectives:

1. Provide resources to help staff contribute to a more inclusive environment in SNRE
2. Assess the climate of diversity, equity, and inclusion for staff members
3. Provide staff with a process to report and share experiences of discrimination.
4. Create a space for staff to interact with each other on a regular basis.

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.

SNRE's Background and Rationale

From its beginnings in 1903 as the University of Michigan's Department of Forestry, the School of Natural Resources and Environment (SNRE) has been adapting to and anticipating the needs of environmental leaders. In 1950, the University of Michigan established the School of Natural

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

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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.

The School of Natural Resources and Environment'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 SNRE has been committed to academic excellence and leadership in conservation and sustainability. SNRE recognizes the importance of diversity, equity, and inclusion in achieving these goals. Consequently, SNRE 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 SNRE'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;
- 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

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.

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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, SNRE 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. Planning Process Used

Planning Lead:

Dorceta E. Taylor, Professor and Director of Diversity, Equity, and Inclusion

Planning Staff:

Samantha Shattuck, Program Manager and Alumnus

SNRE’s DEI Committee:

Professors Mary Carl Hunter, Ivette Perfecto, and Brad Cardinale
 Sara O’Brien – Director of Office of Academic Affairs
 Kela McClure – Director of Human Resources
 Elena Huisman – Diversity Representative of the Student Government.

Planning Process Timeline:

Timeline 1. The 2015-2016 Strategic Planning Process

Strategic Planning Activities	2015				2016								
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
Information gathering	█												
Data collection and analysis			█										
Draft undergoes preliminary legal review							█						
First draft reviewed by vice-provost's office							█	█					
Faculty and staff comment on draft							█	█					
Revise draft									█				
Draft resubmitted to vice provost's office									█	█			
Students and alumni comment on draft											█	█	
Final draft approved by SNRE and university												█	█

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

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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.

- 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

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.

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- 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
 - 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.

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

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- 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 (hereinafter 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.

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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.

III. Historical Analysis and Survey Findings

Historical Demographic Data

a. Students and Alumni Demographics⁵

Student enrollment in SNRE has fallen from 356 in 2010 to 287 in 2015 (see table 1). This mirrors a trend seen in graduate schools nationwide during the most recent economic recovery.⁶ The data included in this analysis were gathered from the Rackham Graduate School website and includes cohorts 2010 through 2015.⁷

The most rapidly increasing part of the SNRE student population is that of international students who are neither U.S. citizens nor permanent residents. The percentage of such students have more than doubled in the last five years – going from 13.2% in 2010 to 29.3% in 2015. The percentage of Hispanic students in SNRE has increased significantly also. The percentage has doubled – going from 3.4% in 2010 to 7.0% in 2015. In contrast, the percentage of domestic white students have fallen by roughly 26% in that time period. The percentage of domestic Asian students have fallen sharply too; in 2010, 7.8% of the school's population was comprised of domestic Asians, in 2015 domestic Asians accounted for only 2.8% of SNRE students. The percentage of blacks remain very low – at no point during the five-year period does the percentage of black students exceed 1.4%. In only two of the six years under consideration did SNRE admit any Native American students (see figure 1).

It is important to place these figures in a national context. While precise comparisons are not possible at this time, the following data provide some context in which to view SNRE in a broader framework. Between 2010 and 2011, 71.8% of the master's degrees in agriculture and natural resources were granted to whites. Blacks earned 4.1% of the degrees, Hispanics earned 3.9%, Asian/Pacific Islanders earned 4.7%, Native Americans were granted 0.8% of the master's, and 13.5% were granted to international students. During the latest period for which the data is available (2011-2012), 72.9% of the master's degrees granted in agriculture and natural resources were granted to whites. Blacks earned 3.4% of these degrees, Hispanics earned 4% of the master's degrees in agriculture and natural resources, 4.7% of the degrees were earned by Asian/Pacific Islanders, and 0.6% of the degrees were conferred on Native Americans/Alaska Natives.

⁵ It should be noted the race and ethnicity categories apply only to students who are US citizens and permanent residents; international students are identified as non-citizen or non-permanent residents in the table. The discussion of race and ethnicity can be complicated in SNRE. International students are not a homogenous group, and it would be important to track the diversity of such students more systematically as well.

⁶ Allum, J. and Okahana, H. (2015). "Graduate Enrollment and Degrees: 2004 to 2014." Washington, DC: Council of Graduate Schools. Available at: <http://edumio.com/?p=8839>.

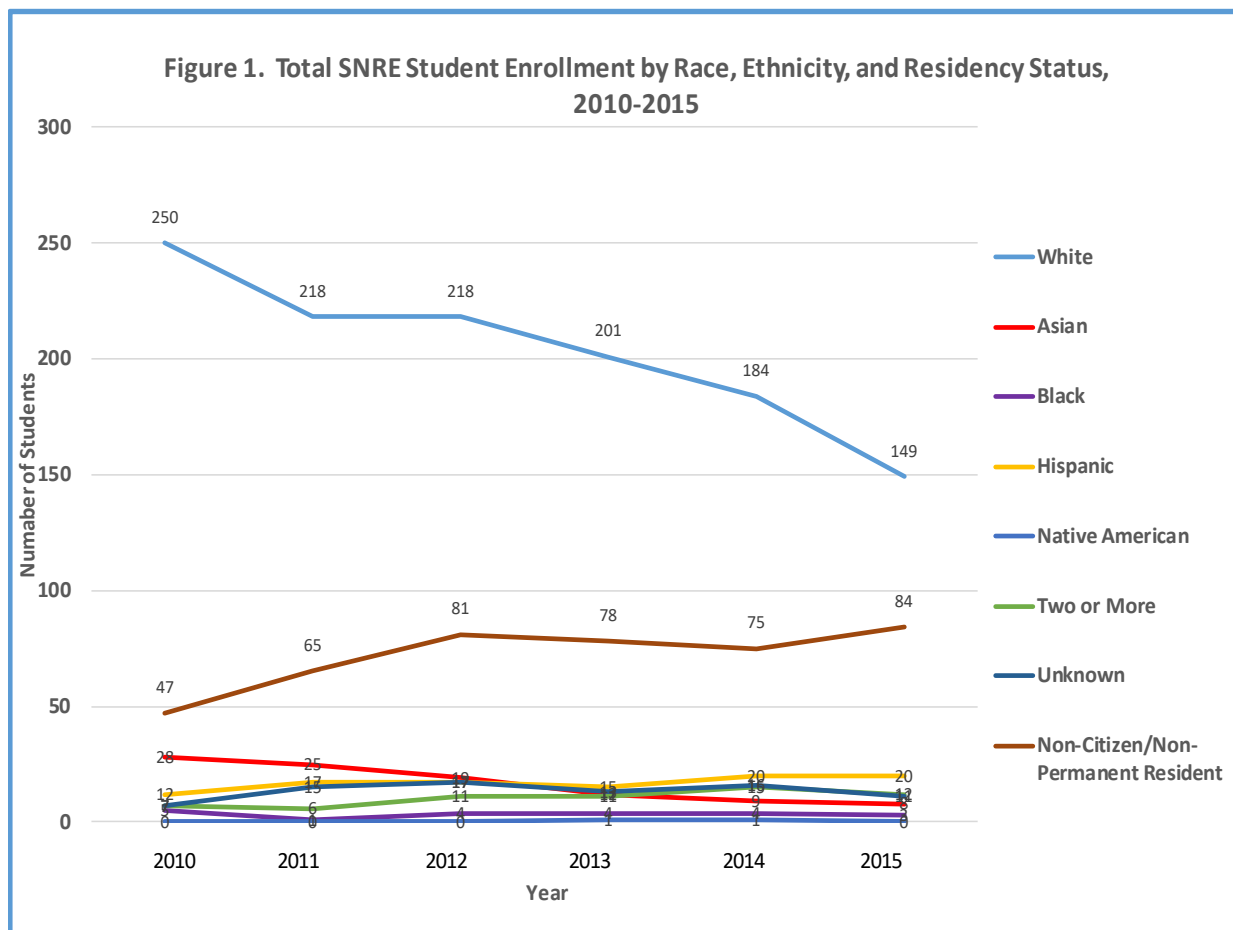
⁷ Rackham Graduate School (2015). "Rackham Graduate School: Natural Resources and Environment." Available at: https://secure.rackham.umich.edu/academic_information/program_statistics/masters/program.php?id=Natural+Resources+%26+Environment.

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International students earned 13.4% of the master's degrees in agriculture and natural resources.⁸

Table 1. Racial and Ethnic Characteristics of SNRE's Students, 2010-2015

Year	Total Enrollment	Total U.S. & Permanent Residents	% US & Permanent Resident	% White	% Asian	% Black	% Hispanic	% Native American	% Biracial or Multiracial	% Unknown	% Non-citizen or Non-permanent Resident
2010	356	309	88.6	70.2	7.9	1.4	3.4	0.0	2.0	2.0	13.2
2011	347	282	81.3	62.8	7.2	0.3	4.9	0.0	1.7	4.3	18.7
2012	367	286	77.9	59.4	5.2	1.1	4.6	0.0	3.0	4.6	22.1
2013	335	257	76.7	60.0	3.6	1.2	4.5	0.3	3.3	3.9	23.3
2014	324	249	76.9	56.8	2.8	1.2	6.2	0.3	4.6	4.9	23.2
2015	287	203	70.7	51.9	2.8	1.1	7.0	0.0	4.2	3.8	29.3



⁸ Snyder, Thomas D. and Dillow, S.A. (2015). *Digest of Educational Statistics*. Department of Education: National Center for Educational Statistics. P. 573. Available at: <http://nces.ed.gov/pubs2015/2015011.pdf>.

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International students tend to earn a much larger percentage of the agriculture and natural resources doctorates. Between 2010 and 2011, 49% of the degrees were conferred on whites, 2% were granted to blacks, 3.9% of the degrees were conferred on Hispanics, 3.1% were earned by Asian/Pacific Islanders, 0.6% were granted to Native Americans and Alaska Natives, and 40.9% to international students. From 2011 to 2012, whites earned 47.8% of the doctorates in agriculture and natural resources; 3.2% of those doctorates were conferred on blacks, 3.5% were earned by Hispanics, 3.1% were earned by Asian/Pacific Islanders, and 0.7% were conferred on Native Americans and Alaska Natives. However, 41.5% of the doctorates in agriculture and natural resources were conferred on international students.⁹

Despite growth in some segments of SNRE's domestic minority population, some of these students are still underrepresented in the school's population. The growth in the percentage of international students means that there is broadening diversity in SNRE. However, SNRE still has room to expand its student enrollment and should not increase international diversity, which is already strong, at the expense of enrolling domestic minority students.

There are existing pipelines of students that SNRE can draw from. Studies report that about 40% of public high school graduates in 2013 were categorized as non-white.¹⁰ Students who are currently underrepresented in SNRE can also be found in college programs around the country. The experiences with the Doris Duke Conservation Scholars Program¹¹ – a new diversity program being launched in SNRE – is instructive. In 2016, its first year of operation, the program received 382 applications from undergraduates for the 20 two-year summer internships that will be hosted at SNRE. The program targeted STEM fields. Of the 382 applicants, 50% were students of color. This represents opportunities for SNRE to recruit and enroll more historically underrepresented students more effectively in the future. SNRE can also look towards diverse cities in the region such as Flint, Ypsilanti, Detroit, Chicago, and Milwaukee to recruit diverse applicants from.

SNRE continues to be a school with a predominantly female student body. However, the percentage of males enrolling in SNRE is on the rise. In 2010, only 39% of the student body was male; this number increased to 43% in 2015. The gender distribution in SNRE is reflective of national trends. Between 2010 and 2011, 52.4% of the master's degrees earned in agriculture and natural resources were conferred on women. A similar percentage (52.6%) of these degrees were earned by women in from 2011 to 2012. However, only 45.8% of agriculture and natural resources doctoral degrees were conferred on women in between 2010 and 2011 and 45.9% were earned by women from 2011 to 2012.¹²

⁹ Snyder, Thonmas D. and Dillow, S.A. (2015). *Digest of Educational Statistics*. Department of Education: National Center for Educational Statistics. P. 576. Available at: <http://nces.ed.gov/pubs2015/2015011.pdf>.

¹⁰ Prescott, Brian T. and Bransberger, Peace (2012). *Knocking at the College Door: Projections of High School Graduates* (eighth edition). Boulder, CO: Western Interstate Commission for Higher Education. Available at: <http://www.wiche.edu/knocking-8th>.

¹¹ For more on this program see: "Doris Duke Conservation Scholars' Program at the University of Michigan." Available at: <http://www.ddcsp-umich.com/>.

¹² Snyder, Thonmas D. and Dillow, S.A. (2015). *Digest of Educational Statistics*. Department of Education: National Center for Educational Statistics. P. 585. Available at: <http://nces.ed.gov/pubs2014/2014015.pdf80>.

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b. Faculty and Staff Historical Demographics

Unlike the student body which is predominantly female, SNRE's faculty is predominantly male. In 2014, the 29 males accounted for 63.0% of the 46 tenure track faculty. Males were heavily concentrated in the ranks of full professor; 18 (69.2%) of the 26 full professors were male. Half of the faculty of color are full professors and the remaining half are assistant professors. Fifty percent of the eight faculty of color are male, however, 65.8% of the white faculty are males. There was only one research professor and that person identified as male. In addition three of the five associate research professors were male; two of the three assistant research professors were female. The three research faculty who identified as people of color were Asian. While there were equal number of male and female lecturers (seven each), only two (14.3%) were non-white. One was Asian and the second was described as "other."¹³

In 2015, males comprised 63.5% of the 52 primary faculty, 82.6% of the 23 adjuncts, and 93.3% of the 15 dry appointments. However females dominate the research echelons and the staff. That is, females constitute 62.5% of the research scientists, 55.0% of the research fellows, and 71.1% of the staff (see table 2).

The faculty remains overwhelmingly white. However, the primary faculty is more diverse than other types of faculty. While 63.5% of the primary faculty are white, 80% or more of the adjuncts, dry appointments, and supplemental faculty are white. Research scientists are also less diverse than the primary faculty; they are also less diverse than the research fellows. While 40% of the research fellows are people of color, only 12.5% of the research scientists are. Asians are the only ethnic minority group that is represented in all faculty and research categories.

SNRE had 82 staff in 2014. Of those 22 or 26.8% were male. Most of the male staff were concentrated in two work areas of the school – research and information technology. That is, 45.5% of the male staff were in the research domain and another 22.7% were in information technology. SNRE's staff was predominantly white; only 24.4% (20) of the staff were non-white. Half of the non-white staff were Asian.¹⁴

In 2015, the school had a staff of 83 that is predominantly female (71.1%) and white (78.3%). Though 14.5% of the staff is Asian, none are Hispanic, and 2.4% are black. There are no Native Americans on SNRE's faculty, among the research scientists or fellow, or on the staff.

¹³ Data is provided by the University of Michigan's Human Resources Office (2015). "2015 Diversity, Equity & Inclusion Data Report: University of Michigan School of Natural Resources and Environment." Ann Arbor: University of Michigan, Office of the Provost.

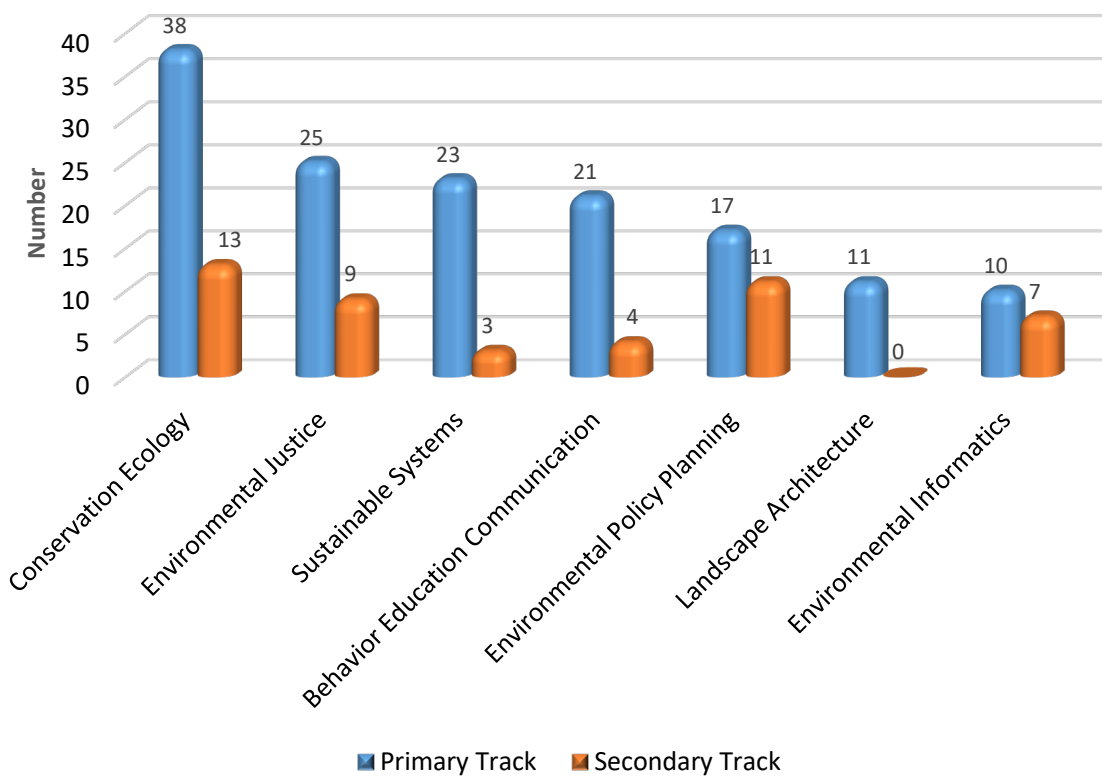
¹⁴ Data is provided by the University of Michigan's Human Resources Office (2015). "2015 Diversity, Equity & Inclusion Data Report: University of Michigan School of Natural Resources and Environment." Ann Arbor: University of Michigan, Office of the Provost.

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Table 2. Racial and Ethnic Characteristics of SNRE's Faculty, Research Scientists, Fellows, and Staff

Position	Total	Total U.S. & Permanent Residents	% US & Permanent Resident	% White	% Asian	% Black	% Hispanic	% Biracial or Multiracial	% Unknown
Primary Faculty	52	40	76.9	63.5	5.8	1.9	3.8	0.0	3.8
Adjunct Faculty	23	23	100.0	91.3	4.3	0.0	0.0	0.0	4.3
Dry Appointments	15	14	93.3	80.0	13.3	0.0	6.7	0.0	0.0
Supplemental Faculty	19	19	100.0	84.2	10.5	0.0	0.0	5.3	0.0
Research Scientists	8	8	100.0	87.5	12.5	0.0	0.0	0.0	0.0
Research Fellows	20	13	65.0	60.0	30.0	5.0	5.0	0.0	0.0
Staff	83	81	97.6	78.3	14.5	2.4	0.0	1.2	1.2

Figure 2. Student Sample - Field of Studies (Track) Affiliation



Climate Surveys: Demographic Characteristics of the Samples

a. The Student Sample

SNRE has a combination of doctoral and master’s programs. The sample consisted of 137 students. This means 47.7% of the student body participated in the survey.¹⁵ Of the 137 respondents, 10.9% (15) were doctoral students, 33.6% (46) were first year master’s students, 39.4% (54) were second year master’s students, 9.5 (13) were third or fourth year dual degree students, and the remaining 6.6% (9) designated themselves as just “master’s” students without saying whether they were first or second year (table 3).

The sample was predominantly female; 64.2% of the respondents identified as female. That means the percentage of females in this sample is higher than the percentage found in SNRE in general.

¹⁵ The response rate for Internet surveys has been falling steadily since 1986 (when the first surveys of this kind began). Sheehan (2006) found that the response rate for electronic surveys conducted in 2000 was 24 percent. Kaplowitz, Hadlock, & Levine (2004) make similar arguments. Baruch & Holtom (2008) studied response rates in organizational research and also report falling response rates over time. For more on response rates see: Baruch, Y. & Holtom, B. C. (2008). “Survey Response Rate Levels and Trends in Organizational Research.” *Human Relations*. 61(8, August): 1139-1160. Sheehan, K. B. (2006). “E-mail Survey Response Rates: A Review.” *Journal of Computer-Mediated Communication*. 6(2): DOI: 10.1111/j.1083-6101.2001.tb00117.x. Kaplowitz, M. D., Hadlock, T. D., and Levine, R. 2004. “A Comparison of Web and Mail Survey Response Rates.” *Public Opinion Quarterly*. 68(1): 94-101.

Table 3. Demographic Characteristics of Students

Characteristics	n	Percent
Student Status		
First year master's	46	33.6
Second year master's	54	39.4
Third/fourth year master's	13	9.5
Other master's	9	6.6
Doctoral	15	10.9
Gender		
Female	88	64.2
Male	42	30.7
Do not wish to answer	6	4.3
Transgender/transitioning	1	0.7
Sexual Orientation		
Heterosexual	111	81.0
Gay or Lesbian	13	9.5
Bisexual	8	5.8
Do not wish to answer	5	3.6
Racial or Ethnic Background		
White	86	62.8
Asian	16	11.7
Black or African American	7	5.1
Hispanic, Latino/a or Chicano/a	7	5.1
Multiracial	7	5.1
Do not wish to answer	7	5.1
Biracial	4	2.9
American Indian or Alaska	1	0.7
Middle Easterner	1	0.7
Other	1	0.7
Citizenship or Residency		
Citizen or permanent resident	114	83.2
Not citizen/permanent resident	20	14.6
Do not wish to answer	3	2.2
Age		
21-25	58	43.3
26-30	53	39.6
31-48	23	17.2
Religious Background		
Non religious	71	51.8
Other	22	16.1
Protestant	21	15.3
Catholic	16	11.7
Jewish	6	4.4
Islamic	1	0.7
Received Pell Grant	37	27.0
Work Study Recipient	79	57.7
First Generation College	25	18.2
Is a Veteran	3	2.2
Has Disability	12	8.8

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While the data from Rackham does not identify transgender or transitioning students, 0.7% of the students in this sample identified as such. While 81% of the students described themselves as heterosexual, 9.5% identified as gay or lesbian and 5.8% as bisexual.

This sample has a larger percentage of white students than the general SNRE student population; 62.8% of the respondents described themselves as white (in 2015, 51.9% of SNRE students said they were white). The sample also had a higher percentage of domestic minority students than found in the general SNRE student population. The sample contained 20 (14.6%) international students.

Respondents ranged in age from 21-48 years of age. Fifty-eight (43.3%) respondents were between the ages of 21-25 years, another 53 (39.6%) were 26-30 years old, and 23 (17.2%) were 31 years or older. More than half of the respondents (51.8%) describe themselves as non-religious. However, 15.3% are Protestants while 11.7% are Catholic, 4.4% are Jewish, and 0.7% are Islamic.

Twenty-seven percent of SNRE students received Pell grants in the past while 57.7% are currently eligible for work study. Just over 18% are first generation college students.

The respondents in the sample came from all seven tracks or fields of studies in the school (figure 2). The largest number of respondents came from conservation ecology (38) and environmental justice (25). However, the sample also had 23 respondents who identified their primary track as sustainable systems, 21 whose primary track was behavior, education, and communication; 17 who specialized in environmental policy and planning; 11 landscape architecture students; and ten whose primary track was environmental informatics. A total of 47 respondents indicated that they were in dual tracks. The only respondents who were not in multiple fields of studies were the landscape architecture students. This might be a function of the fact that the program is three years long and has requirements that make it difficult to specialize in additional tracks.

As data from our Office of Academic Programs indicate, 359 students indicate a primary track affiliation and 45 affiliate with a secondary track. One hundred and fourteen of our students are pursuing dual degrees (table 4).

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Table 4. SNRE Students: Track Affiliation and Dual Degrees

Affiliation	Primary Track	Secondary Track
Total Number of Students	359	45
Sustainable Systems	104	9
Conservation Ecology	64	7
Environmental Policy & Planning	49	8
Master's of Landscape Architecture	39	1
Behavior, Education & Communication	34	0
Environmental Justice	21	6
Environmental Informatics	12	14
Ph.D.	36	0
Dual Degrees	114	
Master's of Business Administration	49	
Master's of Science in Engineering	14	
Master's in Urban Planning	7	
Master's in Engineering	6	
Master's of Public Health	6	
Master's of Public Policy	6	
Peace Corps	5	
Master's of Social Work	2	
Juris Doctor - Law	2	
Master's in Information Science	1	
African Studies Certificate	1	

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b. The Alumni Sample

Two hundred and one alumni who graduated between 2011 and 2015 participated in the climate s. The survey was sent to 695 alumni; this resulted in a 29% response rate. The number of respondents in each cohort ranged from 37 to 44 (table 5).

Alumni from all the degree programs participated; 61.7% (124) had obtained a master's of science, 24.9% (50) got dual degrees, 7.0% (14) had a master's in landscape architecture, and 6.0% (12) had obtained doctorates from SNRE.

Two-thirds of the respondents identified as female; the higher percentage of females amongst alumni is reflective of the fact that there was a greater proportion of females in the program in earlier years than there is now. Most alums (84.1%) identified as heterosexual. Six percent of the sample identified as gay or lesbian and another 5% identified as bisexual.

The sample was predominantly white – it contained a larger percentage of white students than are currently in the general SNRE student population. This could also be a function of the fact that the percentage of white students in SNRE population has declined in recent years. White students constituted 74.6% of the sample; Asians made up 14.4% while Hispanics comprised 4.5% and blacks 2.0% of the sample.

Respondents ranged in age from 23 to 55 years. Thirty-nine percent (78) were between the ages of 23 and 28 years old, 38.0% (76) were 29-33 years old, and the remaining 23.0% (46) were 34 years or older.

Only 10.9% of the respondents were international students. Most alums (57.2%) described themselves as non-religious. Another 13.9% were Protestant, 13.4% were Catholic, 6.5% were Jewish, and 1.0% were Islamic.

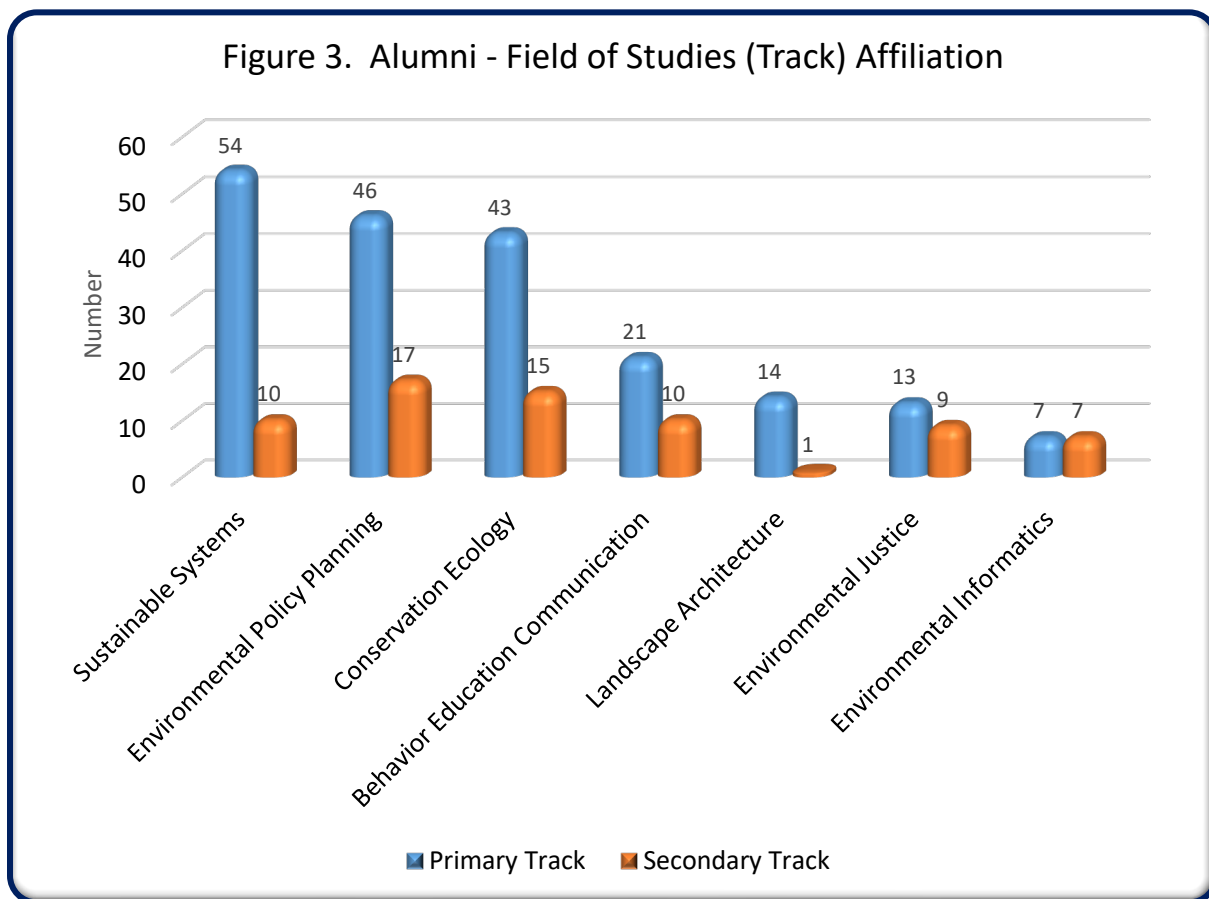
Table 5. Demographic Characteristics of Alumni

Characteristics	<i>n</i>	Percent
Year of Graduation		
2011	37	18.4
2012	39	19.4
2013	44	21.9
2014	37	18.4
2015	44	21.9
Degree Program		
Master's of Science	124	61.7
Dual degree	50	24.9
Master's of Landscape Ph.D.	14	7.0
	12	6.0
Gender		
Female	134	66.7
Male	66	32.8
Do not wish to answer	1	0.5
Sexual Orientation		
Heterosexual	169	84.1
Gay or Lesbian	12	6.0
Bisexual	10	5.0
Do not wish to answer	10	5.0
Racial or Ethnic Background		
White	150	74.6
Asian	29	14.4
Hispanic, Latino/a or	9	4.5
Black or African American	4	2.0
Biracial	3	1.5
Multiracial	2	1.0
Do not wish to answer	2	1.0
Middle Easterner	1	0.5
Other	1	0.5
Citizenship or Residency		
Citizen or permanent	178	88.6
Not citizen/permanent	22	10.9
Do not wish to answer	1	0.5
Age		
23-28	78	39.0
29-33	76	38.0
34-55	46	23.0
Religious Background		
Non religious	115	57.2
Protestant	28	13.9
Catholic	27	13.4
Other	16	8.0
Jewish	13	6.5
Islamic	2	1.0
Received Pell Grant	54	26.9
Work Study Recipient	114	56.7
First Generation College	41	20.5
Has Disability	7	3.5
Is a Veteran	5	2.6

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Alumni who received Pell grants made up 26.9% of the sample, work study recipients constituted 56.7%, and first generation college students comprised 20.5% of the sample. Finally, 3.5% of the sample reported having a disability and 2.6% of the respondents were veterans.

Respondents in the alumni sample were affiliated with all seven tracks (figure 3). Most of the respondents indicated that their primary tracks were sustainable systems (54), environmental policy and planning (46), and conservation ecology (43). Much smaller number of respondents were affiliated with behavior, education and communication (21); landscape architecture (14); environmental justice (13); and environmental informatics (7). In all, 69 alumni reported that had secondary track affiliations while they were students in SNRE. These secondary affiliations were in all the fields of studies.



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c. The Staff Sample

The staff climate survey was completed by 37 respondents (table 6). The survey was sent to 83 staff, hence the response rate is 44.6%. Of those 75.7% (28) were in administration, 16.2% (6) primarily worked on research projects, and 5.4% (2) worked in other areas of SNRE. Staff reported that they worked at the University of Michigan from less than a year to as much as 32 years. Though the majority of the staff (43.2%) have been working at the university for less than five years, almost a third have working at the university for 11-32 years.

The sample consisted of a large number of staff who are new to SNRE; 45.9% (17) have been working in the unit for two years or less. Six staff or 16.2% of the sample have worked in SNRE for ten or more years. The newness of the staff to SNRE could suggest some challenges for institutional memory as it relates to DEI issues and activities. It also suggest the need for engagement with staff around DEI issues.

The sample is predominantly female; 78.4% of the respondents indicated they were female. This is representative of the SNRE's staff in general. While 75.7% (28) of the respondents described themselves as heterosexual, 5.4% (2) said they were gay or lesbian and 2.7% (1) indicated they were bisexual.

The sample is mostly white; 72.2% (26) respondents described themselves as such. Asians comprised 10.8% (4) of the sample, blacks constituted 5.4% (2) of the sample while the one biracial respondent made up 2.7% of the sample.

All the staff who answered the citizenship question indicated that they were either a U.S. citizen or permanent resident. Respondents ranged in age from 24 to 65 years. Though most respondents (37.8%) were less than 40 years of age, ten respondents (27.0%) indicated they were more than 50 years old. Most respondents (40.5%) were non-religious. However, 16.2% of the respondents indicated they were Protestant and a similar percentage said they were Catholic.

Table 6. Demographic Characteristics of the Staff

Characteristics	n	Percent
Career Family		
Administration	28	75.7
Research	6	16.2
Other	2	5.4
Did not answer	1	2.7
Number of Years Worked at Univ. of Michigan		
0-4 years	16	43.2
5-10 years	9	24.3
11-32 years	12	32.4
Number of Years Worked in SNRE		
0-2 years	17	45.9
3-9 years	14	37.8
10-30 years	6	16.2
Gender		
Female	29	78.4
Male	6	16.2
Do not wish to answer	2	5.4
Sexual Orientation		
Heterosexual	28	75.7
Do not wish to answer	6	16.2
Gay or Lesbian	2	5.4
Bisexual	1	2.7
Racial or Ethnic Background		
White	26	72.2
Asian	4	10.8
Do not wish to answer	3	8.2
Black or African American	2	5.4
Biracial	1	2.7
Other	1	2.7
Citizenship or Residency Status		
Citizen or permanent	34	91.9
Do not wish to answer	3	8.1
Age		
24-39 years	14	37.8
40-50 years	10	27.0
51-65 years	10	27.0
Did not answer	3	8.1
Religious Background		
Non religious	15	40.5
Other	7	18.9
Protestant	6	16.2
Catholic	6	16.2
Did not answer	3	8.1
Has Disability		
	1	2.7

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d. The Faculty Sample

Fifty-one respondents who were faculty, research scientists, and postdoctoral fellows responded to the survey (table 7). The survey was sent to 137 faculty so the response rate is 37.2%. These respondents were less inclined to answer questions about their demographic background than other stakeholders. Most of the respondents (43.1%) were tenured faculty. Tenure-track faculty comprised 15.7%, adjunct faculty 5.9%, postdoctoral fellows 7.8%, and research scientists 3.9% of the sample.

While 48.8% (21) of the respondents worked for the university for less than five years, 19.6% (10) have been working at the university for more than 20 years. Respondents have similar work histories in SNRE.

Most respondents did not state their gender. Of those who did, 13 were female and 14 male. Most respondents did not state their sexual orientation either. Three respondents (5.9%) reported that they were gay or lesbian while 22 (43.1%) indicated that they were heterosexual.

Almost half the respondents (47.1%) did not disclose their race. Respondents who described themselves as white comprised 41.2% of the sample, Asians 5.9%, blacks 2.0%, Hispanics 2.0%, and Native Hawaiians or Pacific Islanders also constituted 2.0% of the sample.

Respondents ranged in age from 34 to 78 years of age. Twelve respondents (23.5%) were under the age of 50 and 14 (27.5%) were 51 years and older.

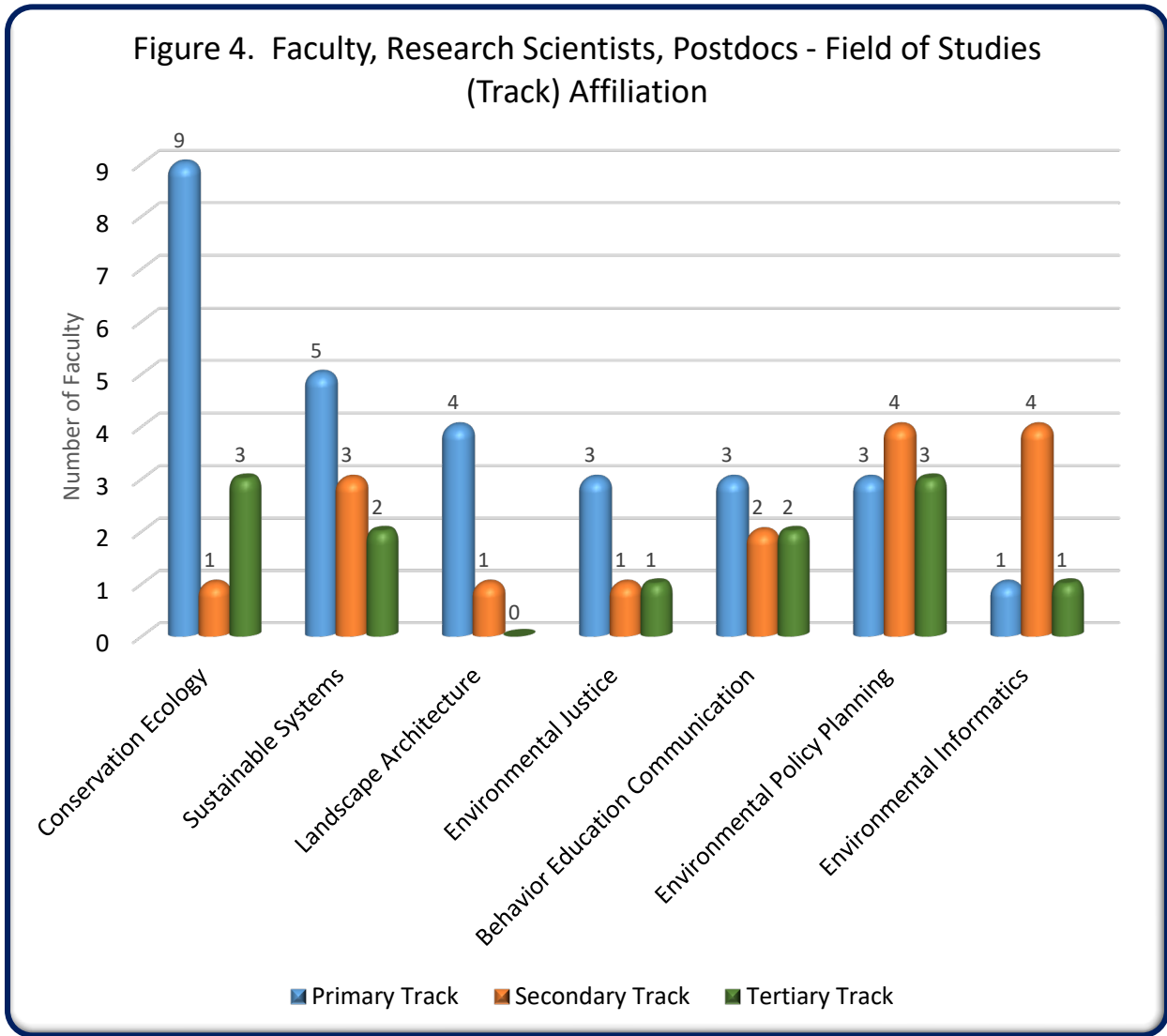
Most respondents (43.1%) did not say what their religious background was. However, 21.6% (11) respondents indicated they were non-religious, 15.7% (8) said they were Protestant, 5.9% (3) reported that they were Catholic, and 2.0% (1) indicated that they were Islamic.

Table 7. Demographic Characteristics of the Faculty

Characteristics	<i>n</i>	Percent
Faculty Status		
Tenured faculty	22	43.1
Did not answer	10	19.6
Tenure track faculty	8	15.7
Postdoctoral fellow	4	7.8
Adjunct faculty	3	5.9
Research scientist	2	3.9
Other	2	3.9
Number of Years Worked at Univ. of Michigan		
0-4 years	21	48.8
5-20 years	12	23.5
21-39 years	10	19.6
Unknown	8	15.7
Number of Years Worked in SNRE		
0-4 years	21	48.8
5-20 years	13	25.5
21-39 years	9	17.6
Unknown	8	15.7
Gender		
Female	13	25.5
Male	14	27.5
Do not wish to answer	24	47.1
Sexual Orientation		
Do not wish to answer	26	51.0
Heterosexual	22	43.1
Gay or Lesbian	3	5.9
Racial or Ethnic Background		
Do not wish to answer	24	47.1
White	21	41.2
Asian	3	5.9
Black or African American	1	2.0
Hispanic, Latino/a, Chicano/a	1	2.0
Native Hawaiian, Pacific	1	2.0
Age		
34-50 years	12	23.5
51-78 years	14	27.5
Did not answer	25	49.0
Religious Background		
Did not wish to answer	22	43.1
Non religious	11	21.6
Protestant	8	15.7
Other	6	11.8
Catholic	3	5.9
Islamic	1	2.0
Has Disability	1	2.0

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Respondents indicated that they were affiliated with all the fields of studies in the school. Twenty-eight respondents listed a primary track they were affiliated with, 16 listed a secondary track, and 12 indicated that they were affiliated with three tracks. The largest numbers of respondents were from conservation ecology and sustainable systems.



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Survey Results

All the respondents participating in the four different climate¹⁶ surveys were asked questions to help us assess the following in SNRE: (a) the extent of inclusion, (b) cross-cultural social interactions, (c) the prevalence of insensitive language and discriminatory behavior, (d) the extent of stereotyping and targeting, and (e) their feelings about compositional diversity. The analysis that follows compares the responses of students, alumni, staff, and faculty to each other.

Respondents were also asked to identify DEI challenges that the school faces, and strategies for overcoming these challenges. These questions were also discussed in the town hall and the focus groups. The responses to questions will be incorporated into the strategy and planning portions of this report.

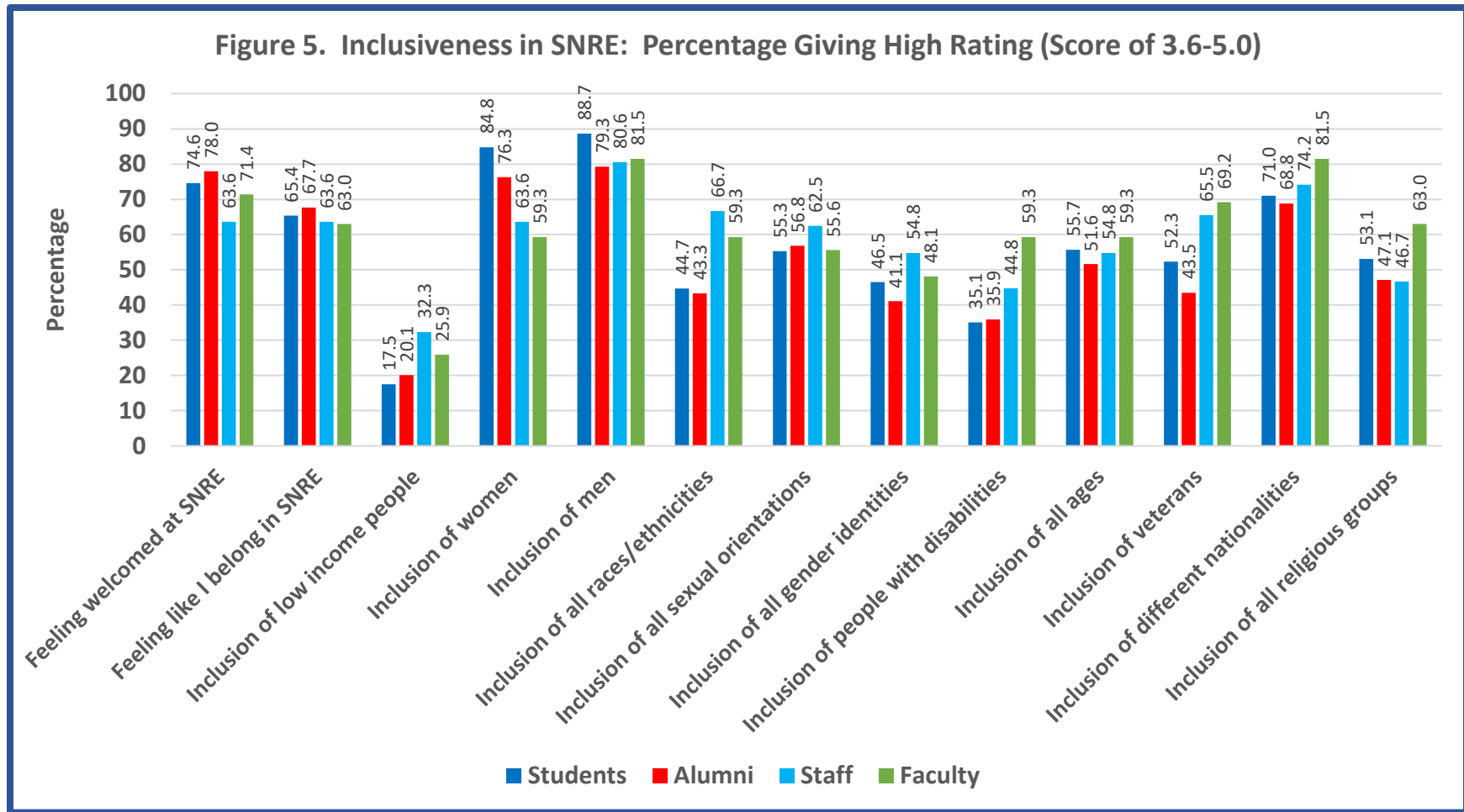
a. The Extent of Inclusion

Respondents were asked to indicate, on a continuous scale of 0-5 the extent to which they felt welcomed and encouraged at SNRE, felt like they belonged in SNRE, and the extent to which they felt SNRE promoted the inclusion of a variety of people. Respondents were asked to consider 13 factors. Median scores were calculated for students, alumni, staff, and faculty (table 8). The data were also analyzed to show what percentage of the respondents ranked the factors low, medium, or high. For each factor, scores that ranged between 0-2.4 were considered low, those between 2.5-3.5 medium, and those ranging from 3.6-5 were considered high. Figure 5 shows the percentage of each stakeholder that rated each factor high.

Table 8. Inclusiveness in SNRE: Median Score (Scale 0-5)

Factors	Students	Alumni	Staff	Faculty
Overall, I am welcomed and encouraged at SNRE	4.5	4.5	4.0	4.1
I feel like I belong in SNRE	4.0	4.0	4.0	4.0
SNRE promotes the inclusion of low income people	2.5	2.5	3.0	2.5
SNRE promotes the inclusion of women	4.5	4.5	4.0	4.0
SNRE promotes the inclusion of men	4.6	4.5	4.5	4.5
SNRE promotes the inclusion of all races/ethnicities	3.1	3.5	4.0	4.0
SNRE promotes the inclusion of all sexual orientations	4.0	4.0	4.0	3.9
SNRE promotes the inclusion of all gender identities	3.3	3.1	4.0	3.5
SNRE promotes the inclusion of people with disabilities	2.6	3.0	3.5	4.0
SNRE promotes the inclusion of all ages	4.0	3.6	4.0	3.8
SNRE promotes the inclusion of veterans	3.6	3.4	4.0	4.5
SNRE promotes the inclusion of different nationalities	4.2	4.2	4.1	4.5
SNRE promotes the inclusion of all religious groups	3.9	3.5	3.5	4.0

¹⁶ For more on institutional climate see: Milem, Jeffrey F., Chang, Mitchell J., and Antonio, Anthony L. (2005). *Making Diversity Work on Campus: A Research-Based Perspective*. Association of American Colleges and Universities. See also: Gildersleeve, R. E., Croom, N. N. and Vasquez, P. L. (2011). "Am I Going Crazy?": A Critical Race Analysis of Doctoral Education." *Equity and Excellence in Education*. 44(1): 93-114.



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Generally speaking, respondents considered SNRE a welcoming place and a place in which they felt they belonged (table 7 and figure 5). More than 60% of all the respondents gave a high rating to these two factors. In contrast, all stakeholder groups thought SNRE did a poor job of including low-income persons into the school. The low rating was more pronounced amongst students and alumni than staff or faculty. The overall rating of this factor was much lower than the ratings given to any other factor being considered in this section. As later discussion will show, comments from focus groups, the town hall, and in the suggestion portion of the survey indicate that working class inclusion and equity is an area of urgent concern that SNRE has to address. It is not enough to admit low income students, a robust support system has to put in place to facilitate success.¹⁷

Students and alumni perceived SNRE to be less inclusive of all racial/ethnic groups than staff and faculty. While less than 45% of the students and alumni gave racial/ethnic inclusion a high rating, two thirds of the staff and almost 60% of the faculty gave this factor a high rating. Similarly students and alumni rated the inclusion of people with disabilities lower than staff and faculty.

All four stakeholder group rated the inclusion of men highest of all the factors. Between 79% and 88% of the stakeholders gave this factor a high rating. While 84.5% of the students gave a high rating to the way SNRE promotes the inclusion of women, only 63.6% of staff and 59.3% of faculty gave this factor a high rating.

b. Cross-Cultural Social Interactions

Respondents were asked to say how they felt about five statements related to cross-cultural social interactions between different racial/ethnic groups (table 9 and figure 6). They used a continuous scale of 0-5 to record their answers. Scores that ranged between 0-2.4 were considered low, those between 2.5-3.5 medium, and those ranging from 3.6-5 were considered high.

Less than 35% of the respondents gave themselves a high rating when they assessed the statement, "My experiences in SNRE have led me to become more understanding of racial and ethnic differences." Faculty were slightly more likely than other groups to say they have become more understanding of racial and ethnic differences since being in SNRE.

Faculty (51.9%) and staff (50.0%) were more likely than alumni (40.3%) and students (38.6%) to give themselves a high rating to the statement, "At SNRE, getting to know people with racial/ethnic backgrounds different from my own has been easy."

Consistent with the fact that students and alumni found it more difficult than faculty and staff to know people from different racial and ethnic groups, students and alumni were more likely than faculty and staff to report that their social interactions were largely confined to people of their own race or ethnicity. Students and alumni were more than twice as likely as faculty to report a high rating for this factor.

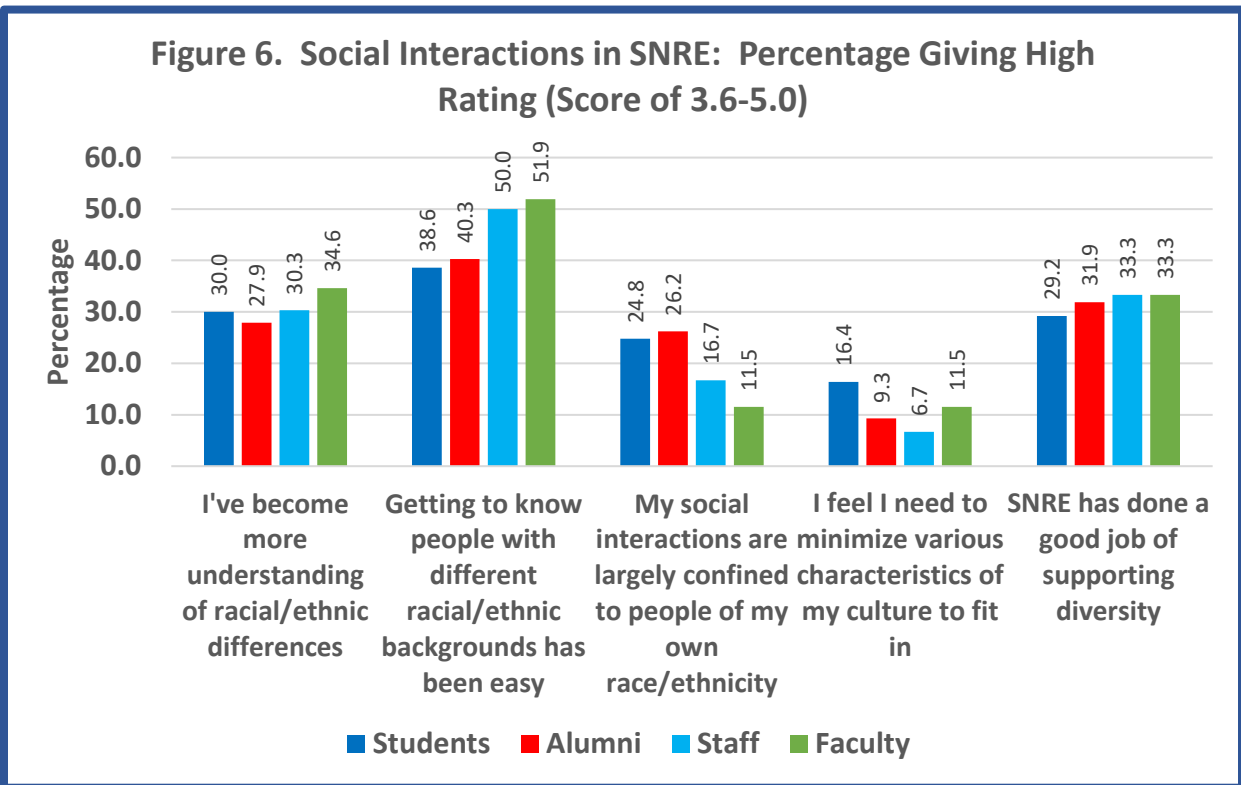
¹⁷ Bastedo, M. N. and Jacquette, O. (2011). "Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification." *Education Evaluation and Policy Analysis*, 33: 318-339.

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Overall, relatively few respondents felt that they had to “minimize various characteristics of my culture to be able to fit in.” Staff were least likely to report that they felt the need to minimize their characteristics to fit in in SNRE. Only 6.7% of the staff gave this factor a high rating. Despite the overall low ratings, it should be noted that 16.4% of students gave this factor a high rating.

Table 9. Social Interactions in SNRE: Median Score (Scale 0-5)

Factors	Students	Alumni	Staff	Faculty
My experiences in SNRE have led me to become more understanding of racial and ethnic differences	3.0	3.0	2.5	2.6
At SNRE, getting to know people with racial/ethnic backgrounds different from my own has been easy	3.3	3.3	3.7	3.8
My social interactions in SNRE are largely confined to people of my own race/ethnicity	2.3	2.4	1.6	2.0
At SNRE, I feel I need to minimize various characteristics of my culture to be able to fit in	1.0	0.5	1.3	1.0
SNRE has done a good job of supporting diversity	3.0	3.0	3.1	3.0



All the stakeholder groups were generally lukewarm on their assessment of whether SNRE was doing a good job of supporting diversity. A third of the faculty and staff rated this factor high, so did 31.9% of the alumni and 29.2% of the students. The median rating for this factor was 3.0 from students, alumni, and faculty and 3.1 for staff.

These assessments signify that there is room for improvement in SNRE when it comes to enhancing diversity efforts, helping students to improve their understanding of racial/ethnic differences, and having meaningful interactions with people of different backgrounds.

c. The Prevalence of Insensitive Language and Discriminatory Behavior

Respondents were asked to answer “yes” or “no” to ten statements that read: “In the past year, I have heard an insensitive or disparaging remark or observed discriminatory behavior at least once in SNRE directed at” In the case of alumni, they were asked to indicate whether they heard insensitive/disparaging remarks or witnessed discriminatory behavior while at SNRE. Figure 7 shows the percentage of students, alumni, staff, and faculty who reported hearing insensitive/disparaging remarks or witnessed discriminatory behavior. In general, less than 30% of any group reported hearing either insensitive/disparaging remarks or observing discriminatory behavior in SNRE.

Students were most likely to report hearing such comments and seeing such behaviors directed at particular racial/ethnic groups (26.7%), international persons (23.7%), and women (20.9). Alumni also identified these three groups as the ones to whom insensitive/derogatory comments and discriminatory behavior were being directed towards most frequently.

In many instances faculty were far less likely than other groups to report hearing insensitive/disparaging remarks or observing discriminatory behavior in SNRE. For instance, while more than 20% of other stakeholders reported insensitive/disparaging remarks and discriminatory behavior, only 11.1% of faculty did. Similarly, while more than 20% of students and alumni heard insensitive/disparaging language and saw discriminatory behavior directed at international persons, only 7.4% of the faculty reported hearing such language or seeing such behavior.

d. The Extent of Stereotyping and Targeting

Respondents were asked to report whether or not they had been the target of racial stereotyping or discrimination in SNRE. Respondents were asked about stereotyping initiated by faculty, staff and students. They were also asked about being the target of discrimination directed at them by faculty, staff, and students. As figure 8 shows, very low percentages of students answered yes to the statements related to these two types of behaviors. Racial and gender stereotyping by students were the two most kinds of stereotyping reported.

Figure 7. Percent Hearing Insensitive Language and Observing Discriminatory Behavior in SNRE

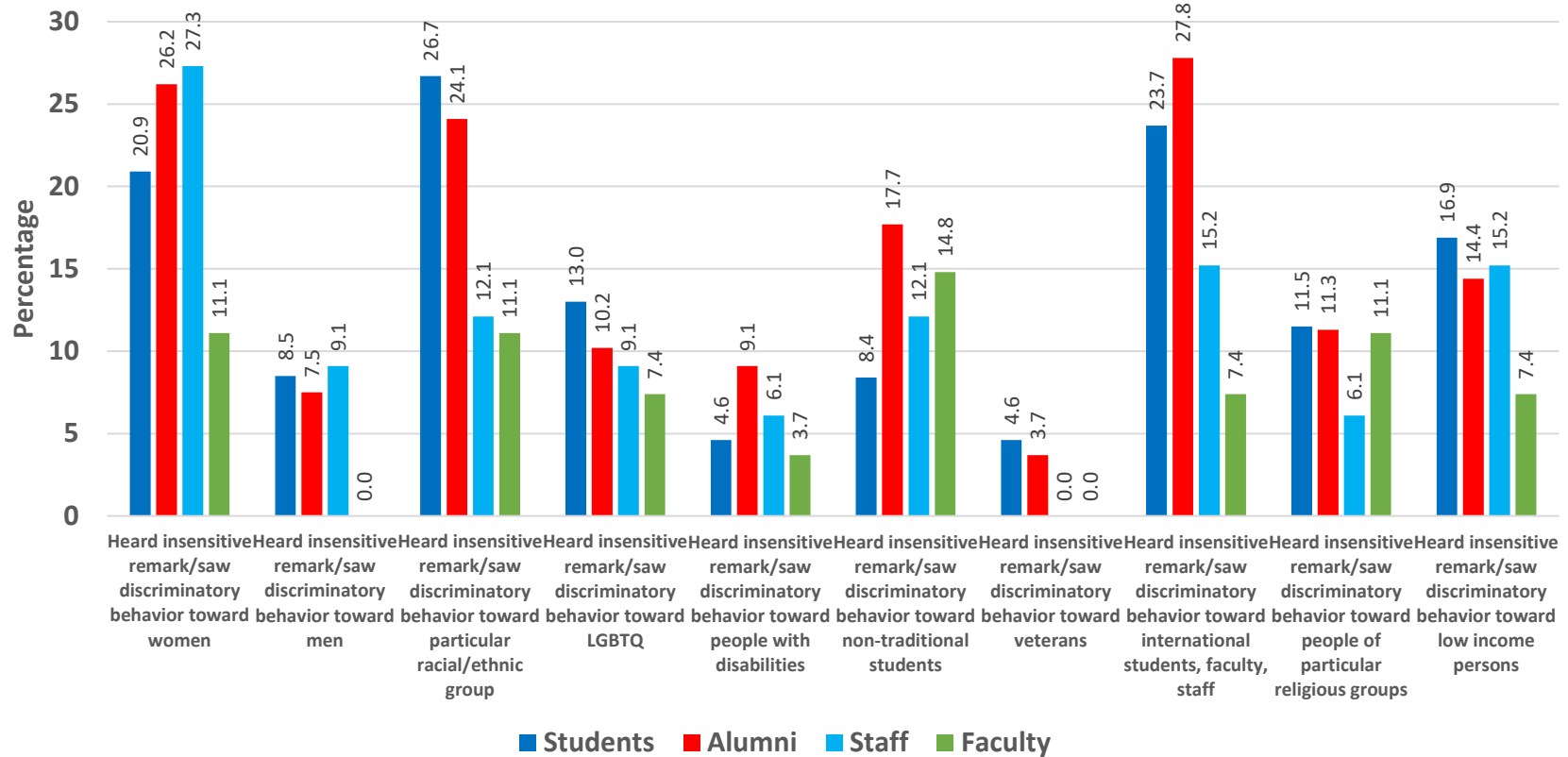
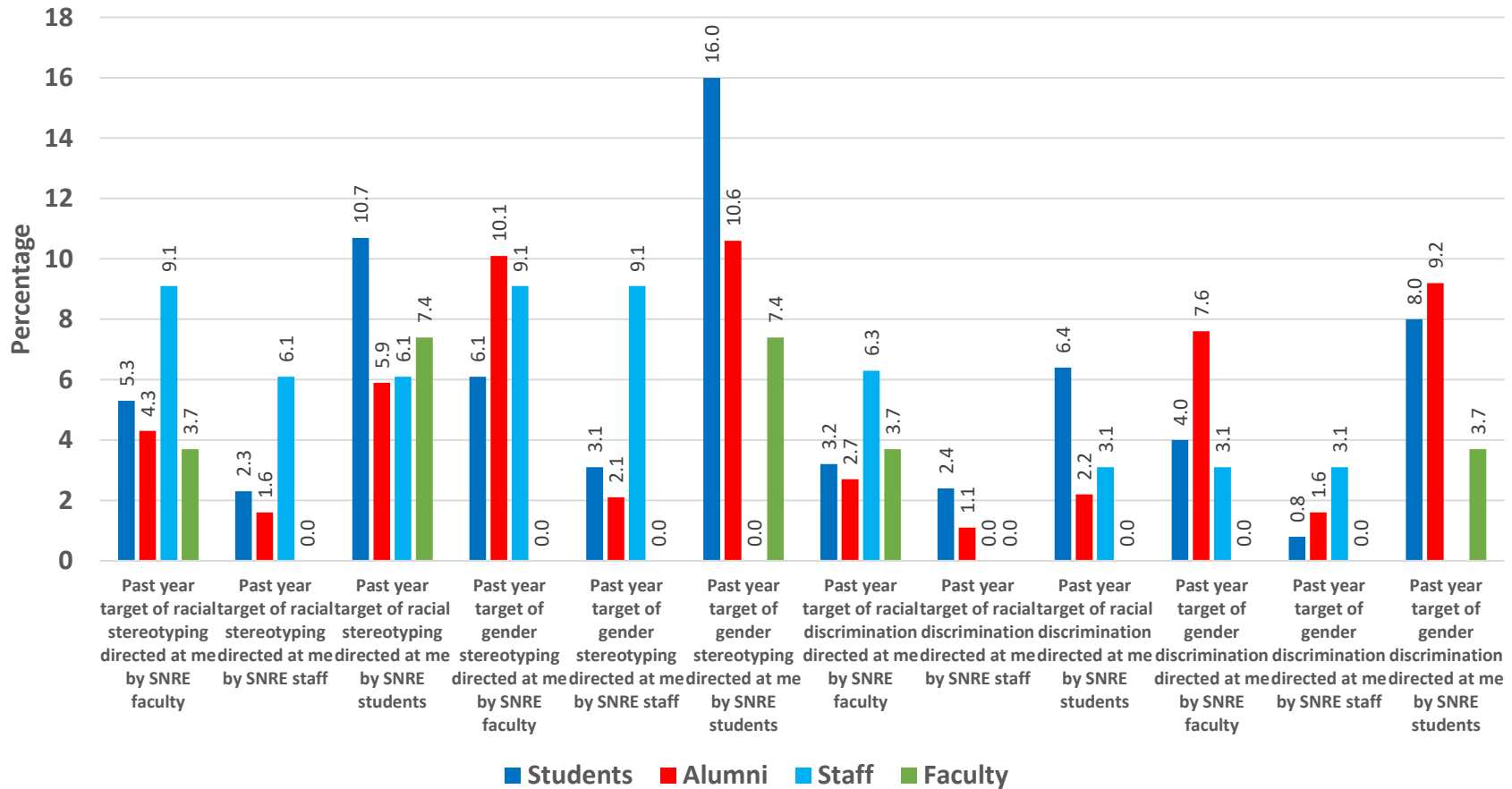


Figure 8. Percent Saying they are the Subject of Targeting and Stereotyping in SNRE



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In no instance did the percentage of respondents reporting being the target of any kind of stereotyping or discrimination exceed 16%. Faculty were more likely than other groups to report no incidence of being the target of stereotyping or discrimination. This was the case for seven of the twelve statements examined. Though the levels were low, students and alumni reported being the target stereotyping and discrimination for all twelve statements examined.

The findings show that the targeting people for stereotyping and discrimination is an uncommon occurrence in SNRE.

e. Feelings About Compositional Diversity

Respondents used a continuous scale that ranged 0 to 5 to say what they thought of the number of different types of people in SNRE. Scores that ranged from 0-2.4 were considered low, 2.5-3.5 considered medium, and 3.6-5 were deemed high. Table 10 shows the median scores for all ten statements for students, alumni, staff, and faculty. Figure 9 shows the percentage of each group that ranked the number of people identified in a given statement as high.

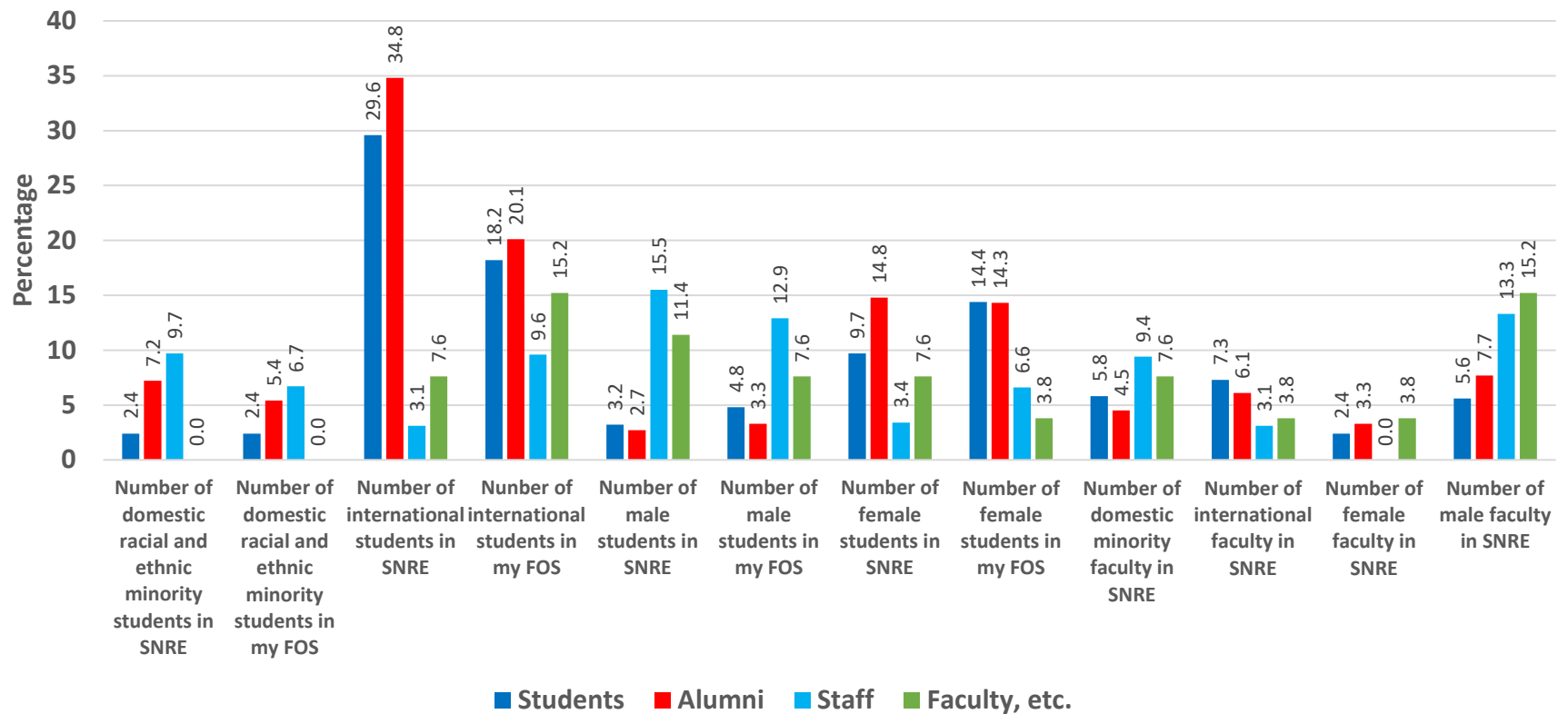
No faculty were satisfied at a high level with the number of domestic minority students in SNRE or in their fields of studies; only 2.5% of students were satisfied at a high level. Very low percentages of students and alumni rated their satisfaction with the number of male students in SNRE and in their fields of studies as high.

Students and alumni were much more inclined to rate the number of international students in the school and in their fields of studies as high compared to staff and faculty. While 29.6% of the students and 34.8% of the alumni thought the percentage of international students in SNRE was high, only 3.1% of the staff and 7.6% of the faculty felt this way. A similar pattern was evident for the number of international students in the fields of studies.

Table 10. Satisfaction with Demographic Diversity in SNRE: Median Score (Scale = 0-5)

Factors	Students	Alumni	Staff	Faculty
Number of domestic racial and ethnic minority students in SNRE	1.1	1.5	2.0	1.5
Number of domestic racial and ethnic minority students in my FOS	1.2	1.5	2.5	1.5
Number of international students in SNRE	3.0	2.9	2.5	2.5
Number of international students in my FOS	2.5	2.5	2.5	2.5
Number of male students in SNRE	2.5	2.5	2.6	2.5
Number of male students in my FOS	2.5	2.5	2.5	2.5
Number of female students in SNRE	2.5	2.6	1.9	2.5
Number of female students in my FOS	2.6	2.5	2.5	2.5
Number of domestic minority faculty in SNRE	1.9	2.0	2.7	1.5
Number of international faculty in SNRE	2.5	2.5	2.5	2.4
Number of female faculty in SNRE	2.5	2.5	1.5	2.5
Number of male faculty in SNRE	2.5	2.5	2.6	2.5

Figure 9. Percent Expressing High Satisfaction with Demographic Diversity in SNRE (Score of 3.6-5.0)



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Fourteen percent of students and alumni reported the number of female students in their fields of studies was high, only 3.8% of the faculty felt this way. Faculty and staff were also less likely than students and alumni to consider the number of international faculty in SNRE to be high.

Across the board, there seems to be a general dissatisfaction with the domestic racial/ethnic, international, and gender composition of SNRE.

f. Issues Identified and Suggested Actions

All of the four stakeholder groups surveyed identified diversity-related issues in SNRE they felt needed attention and many suggested action steps that could be taken in the next five years.

Students

As table 11 shows, the topics students mentioned most frequently were: recruitment (18), cross-cultural exchanges (18), and international focus (18). They wanted to see increased attention paid to these areas of the school. More specifically respondents felt that SNRE should put more effort into recruiting a wider pool of students over the next five years. Half of those mentioning recruitment suggested that the school should expand and intensify efforts to recruit domestic minority students.

Students expressed concern because they felt there was a widening gulf between domestic and international students. This is manifesting itself in language and communication challenges, segregation, and feelings of isolation. One student said,

“I have a lot of difficulty both teaching and learning along-side of our large international community from China. There must be cultural barriers that I or they do not understand because I have a lot of difficulty making friends with them. I will sit down at a table and say “hello” and ask them questions and I will be completely ignored. The same with my teaching - I understand that it is stressful to take a class in a different language, but it is very disruptive to continue talking in Chinese when an instructor is asking the class to be quiet. This is a trend I have noticed across all 3 years here. As a student I have to sit far away from Chinese students because I can't concentrate on lectures while they are whispering among themselves. Though I have tried many times to understand and work with these students, to be inclusive, to make friends, I cannot seem to reach them. It is really frustrating to me that they are taking away from the learning experience here. As a GSI the class I am teaching receives so many Chinese students that we are considering covering less of the curriculum because we can't get through it all due to questions and disruptions. Covering less means that the domestic students get less of an education. This needs to be addressed at SNRE. All groups need to learn how to communicate effectively with each other - and I think the Chinese students would benefit if they made friends outside of their exclusive groups - it would help everybody understand how to be "polite" to each other. I wouldn't mind seeing more activities that encouraged the intermixing of international students and domestic students. We also may need to have orientation for international students that involves workshops on appropriate class behavior.”

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Table 11. Students: Suggested DEI Programming that SNRE Should Institute in the Next Five Years

Suggestions	Number
Class Diversity	5
More scholarships for low income students; more working students in SNRE	3
SNRE student engagement with low-income communities	2
Racial and Ethnic Diversity	16
Have a diverse range domestic minorities; identify why more minorities aren't in SNRE	9
More racial diversity programming; form African American club	2
Need affirmative action plan	1
Activities highlighting the issues about gender and ethnic diversity	1
Intentional grouping in classes to create diverse team	1
More promotion of minorities in the environmental studies	1
More women of color faculty	1
Recruitment	18
Recruit more domestic minority students	9
More general recruitment; more dialogue and understanding between racial groups	2
Expand international student recruitment program; recruit through CONACYT	2
Use affirmative action to enhance recruitment	1
Better brochures for incoming students	1
Disability student recruitment program	1
Food-Related Events	9
Celebrations from different cultures (food, activities, etc.)	4
Brownbag lunches, seminars, mixers talking about diversity in SNRE	3
Informal cultural exchange opportunities--dinners with international students, etc.	1
More events such as potlucks, movie screenings, or happy hours with EJ focus	1
Cross-Cultural Exchanges	18
Cultural Celebrations; Dia de Los Muertos, Cinco de Mayo, SNRE culture/ethnicity day	10
More discussion about how feelings differ based on different cultural experience	4
Activities to bring domestic and international students together	3
Cross student events from SNRE with other student affinity groups	1
Gender	9
Create a women in the sciences group; women's empowerment	4
Activities highlighting the issues about gender and ethnic diversity	1
More gender and the environment speakers	1
More tenured female faculty	1
More women of color faculty	1
Understand why females dominate the BEC	1
Envoys	3
More visible events with Envoys; more publicity	2
More active Envoys group looping SNRE students to diversity events, etc. around campus	1
Disabilities	2
More discussion regarding students with learning disabilities and mental health challenges	1
Disability student recruitment program	1
SNRE Diversity	14
Form a diversity club; affinity groups	5
Retention support for diverse students	1
Form student/staff people of color caucus	1
Include diversity activities during orientation	1
Increased attention to recruiting diverse candidates	1
More black faculty	1
More domestic minority students	1
More tenured female faculty	1
Create a diversity committee with representatives from faculty, students, staff	1
More women of color faculty	1
Dialogues, Discussions	11
More race and gender dialogues	7
Discussion on language barriers	1
"Share your story" event	1
Avenues to explore micro-aggressions and stereotypes	1
Suggestions	Number

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Open conversations about creating a place that is truly welcoming to POC and others - more than just picture of diverse students on the front page of our outreach materials	1
Environmental Justice	2
More events such as potlucks, movie screenings, or happy hours with EJ focus	1
Required 501 or short courses on EJ and its intersection with one's chosen field	1
Conferences, Forums, Talks, Speakers	14
Have diversity speakers and panels; lectures on multicultural studies and projects; programs	7
Advertising of conferences and events	3
Celebration of different human-environmental relationships	1
More events related to traditions and perspectives related to the environmental field	1
Hold a town hall or focus groups to discuss issues raised in survey	1
Funding	5
More scholarships for lower income and non-traditional students	3
Need to reduce costs, make SNRE accessible to a wider range of students.	1
Have need-blind admissions	1
International	18
Hold activities to bring domestic and international students together	6
Have Asian celebrations; have pictures of other countries, international celebrations	6
Match international students with domestic student peer mentors on a voluntary basis	3
Discuss race/gender/sexual orientation issues in domestic and international contexts	1
Enhanced job search help for international students	1
Have more international courses	1
Curriculum	5
Need more diversity and equity concepts in the curriculum	3
Have more interdisciplinary collaboration besides master's project	2
Advising	4
Have specific advising for first-generation student	1
More support to retain for diverse students	1
More inclusive and diverse job connections	1
More mentors and spaces for people of color	1
Training & Workshops	9
Culture awareness/diversity/ally workshops	8
Once-a-year dialogues led by Inter-Group Relations to get students to focus on diversity	1
Orientation -- Have diversity activities during orientation	1
Outreach -- Have environmental programs and activities in underserved communities	1
Lesbian, Gay, Bisexual, Transgender, Questioning	4
Formal acknowledgement of "SNREd Out" group for LGBT SNREds	1
Programming regarding gender identities and non-gender-conforming inclusion	2
Discuss LGBT students in science	1
Peer mentoring -- Pair domestic and international students	4
Religion -- More religious diversity	1

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Some of these experiences were echoed by another student who wrote,

“It's hard to break into the international Chinese student community as a Chinese-American student who wants to know them better and help them understand American culture. I'm not sure where they go for help outside their close-knit group.”

Another respondent highlighted a different perspective by saying,

“I understand the intent, but to say "hey, you are from China, what does China think about this issue" is unjust pressure on those students and inappropriate. Additionally, we are missing opportunities by limiting the conversation based on assumed knowledge of some and assumed lack of knowledge of others.”

Students expressed a strong desire to have more opportunities for cross-cultural exchanges. A popular suggestion was the school-wide celebration of international holidays (mentioned ten times). Organizing and hosting international food events as mechanisms to facilitate exchanges was mentioned nine times.

While there were five mentions of class diversity being too low, the low levels of racial and ethnic minorities in SNRE was mentioned 16 times. Respondents suggested the development of scholarships to aid low income students as way to enhance class diversity, they thought the hiring of more faculty of color, the formation of an African American club, the institution of an affirmative action plan, and more programming aimed at minorities would serve to increase the number of people of color in the school. Students also felt DEI could be enhanced by developing an effective speaker, conference, and workshop series; there were 14 mentions of this. Furthermore, respondents wanted to see more focused dialogues and conversations on DEI issues – this was mentioned 11 times. There was also interest in training and competency building. The need for school-wide training on DEI issues was mentioned nine times. Students wanted to see the skills building and training begin in orientation. Some mentioned that DEI activities should be a part of orientation as well as embedded in the core curriculum of the school. Some students recognized how the intersectionality of race, class, gender, sexual orientation and their experiences in SNRE. For instance one student wrote,

“There still seems to be a large percentage of the department that is white, upper class, and heteronormative. People are pretty nice, but I don't feel even remotely comfortable coming out as a queer individual. Also, as a person from a low-income background, I feel that a lot of my peers don't acknowledge the difficulties associated with coming from that background. I still remember being in NRE 510a and someone in the audience wanted to know why the people who pick fruit in Florida don't just get jobs working from home. After all he "was able to do it pretty easily." It was absolutely infuriating. I know it's hard to overcome that kind of thing, but I almost wish there was some kind of sensitivity training incorporated into orientation or something like that.”

It would be misleading to characterize SNRE as a place in which all students are sympathetic to the idea of greater emphasis on diversity, equity, and inclusion. Some students admitted not knowing what to do about the topic; 21 students answered this way. However some were frustrated with the focus on diversity. The following quote summarizes this position.

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“Why is SNRE wasting it's time with this nonsense? Checking boxes and filling quotas is NOT what college is supposed to be about! SNRE should ONLY be focused on providing the highest possible quality of education to its students - nothing else. I am not paying an arm and a leg in tuition so SNRE can spend time and money worrying about filling diversity quotas. I am, and every other SNRE student should be, concerned with only one thing: getting an education which will lead to employment!! It does not matter how many of a certain race or gender attend SNRE, it only matters what quality of education they are receiving and what quality of students the school is attracting. On a much broader note: if there are any "diversity and inclusion" problems at a university, the university itself is NOT the problem and there is virtually NOTHING the university can do to solve it. I will give you a simplified, hypothetical example to make this clear to you - something that I can't believe you ivory tower types couldn't see for yourself: Let's say that 5% of the US population are members of a purple-skinned ethnic group. SNRE looks at itself and says "okay, 5% of the US is purple, so 5% of our domestic incoming class should be purple as well to reflect the diversity of the general population." So, SNRE extends offers of admission to 150 qualified domestic applicants, without taking race into account (as that is illegal in Michigan). Expecting to see about seven or eight purples in the incoming class, SNRE officials are dismayed when here are zero purples in the newest group of students. SNRE panics, and does not want to be accused of racism for not having any purple students, so they make bullshit diversity and inclusion programs and make sure to feature some of their minority students prominently in their literature and media. The Dean makes a blow-hardy proclamation like "we vow to work hard to increase the number of purple students at SNRE in the future!"”

Alumni

Most alumni wanted to see a diverse student body in SNRE. This is reflected in statements like this one,

“Diversity of thought is critically necessary at this school. The point of diversity is to ensure that every facet of society is represented, because only through diversity can we make the best decisions.”

Alumni were most concerned about infusing DEI content into the curriculum; respondents mentioned this 24 times (see table 12). Alumni suggested that DEI content should be incorporated into core areas of the curriculum, that more environmental justice courses should be added, and DEI training should be made available to everyone in the school.

An alum who felt that DEI training would have been helpful in helping him/her navigate the school said that while I was at SNRE,

“I didn't know how to effectively speak up when offensive statements were made or behaviors took place. I had a training at work after graduating that was very insightful in regards to best practices.” Another alum said, “SNRE does an

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excellent job preparing students with the "hard" skills needed for success in their professional careers, but unfortunately there are very few opportunities for students to develop "soft" skills (e.g., communication, conflict resolution, and engaging people, as those relate to cultural and other differences) in a formal setting."

Yet another wrote,

"Diversity certainly seems like more of an after-thought at SNRE. Additionally, I am concerned that all diversity initiatives lie primarily on one faculty member. I would like to see an increased presence of Envoys within the school."

Alums also thought that DEI training could help to increase faculty sensitivity. This perspective is reflected in the statement,

"Some of the statements by faculty were appalling. Just because someone has tenure doesn't mean they should be immune from training on diversity and discrimination."

Conferences, forums, and speakers was mentioned 21 times. Many alumni suggested instituting diversity discussions and forums throughout the semester in addition to increasing the number of speakers and conferences related to diversity. Recruitment – mentioned 20 times – was also a frequently mentioned DEI topic. Alumni wanted SNRE to increase the recruitment of domestic minorities and low income students. They suggested the setting targets for each field of study, focusing recruitment efforts in Detroit, increasing the number of scholarships, and using existing alumni networks to recruit a more diverse student body.

An alum who thought SNRE was increasing international recruitment and matriculation at the expense of recruiting and getting domestic minority students to attend the school wrote,

"Honestly, the number of students from international countries is impressive, don't get me wrong. I was proud and excited to take part in classes with international students, but then very few were in my field of study. Majority were in Sustainable Systems very, very few [were] in Conservation Ecology. How are we supposed to learn and integrate our perspectives when they're [the international students] all in the same track? Additionally, the number of domestic low income students and African American students is tragically low. The acceptance levels for wealthy foreign students was through the roof, but what about our own citizens that are looking for the same education? In my two years I can only [count] one African male (not from the US) and two African American women. Compare [this to] the dozens of Asian students. Yes we claim to be such a diverse program, but when majority of the international students are all from Asia does that really count? Furthermore I realize this is not for financial aid, but for the very few non-traditional and/or low income students where is the scholarship aid for them? A student my year with a family (two young children) was on food stamps. I think SNRE needs to do a much better job of recruiting more low income students. Yes scholarship money needs to come from somewhere, but then don't give it all to the same ten people (which happens, as much as they say it doesn't, the exact same people get all the scholarships and come out of grad school making thousands of dollars, and those

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low income students come out with crippling debt). I will admit that obviously I'm seeing all of this through the lens of a middle class white female, but my undergrad, a private Jesuit university, has a much more diverse student body even though the prices are steeper because there are more opportunities for the low income students to be successful. I would bet low income students and African Americans choose not to come here because the aid is simply not available."

Another alum expressed a similar sentiment when he/she wrote, *"I think it's odd that SNRE supports such high levels of international student diversity, while the domestic student diversity was really low. SNRE should encourage domestic diversity over international diversity, particularly because there is no mixing of the international students with the domestic students."*

A respondent also suggested that SNRE should pay more attention to class diversity as,

"Less low-income [students are present in schools like SNRE] just by the nature of the fact that it's a master's program and post-graduate work is generally something that is sought out by middle or upper incomes due to cost."

However international students mentioned some of the challenges they faced in SNRE. In particular, they felt it was extremely difficult for international students to get graduate student instructorships (GSIships). For instance, an international student wrote,

"For international students, it is difficult to be a GSI, especially in our field. I am glad to be the first one [to get a GSI position]. I hope in the future, we have more and more opportunities to be GSI[s]."

As was the case with students, not all alumni were comfortable with SNRE focusing attention on diversity. One such alum commented, *"I really don't think diversity is important so I am very OK with SNRE doing poorly in this part."*

In contrast, some alumni welcomed the opportunity to reflect on diversity in SNRE and participate in the dialogue. One said,

"Thank you for conducting this survey, I think the diversity of the student body and faculty, particularly related to low income and racial/ethnic groups, is the most important issue to address at SNRE to have a well-rounded student body that is prepared to address the critical issues of sustainability in the US and abroad." Another alumni echoes this thought by saying, *"Thanks for soliciting input on this important topic. I was surprised at how white and upper-middle class my cohort at SNRE was, and think it would [create] significant value in increasing the representation of African-Americans and Latino-Americans (among others) in the student body. We had a nice mix of international students, which I valued personally, and believe adds to the strength of the program and sustainability efforts more broadly."*

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Table 12. Alumni: Suggested Diversity, Equity, and Inclusion Programming that SNRE Should Institute in the Next Five Years

Suggestions	Number
Class Diversity	6
Increase recruitment of, access to SNRE for, and improve quality of life for low-income students	3
Increased mentoring of, support for, and retention of students in need	3
Racial and Ethnic Diversity	6
More domestic racial and ethnic minority students needed in SNRE and programming to assist them wanted	2
SNRE should have a more racially diverse staff and faculty; increase number of faculty of color -- especially black faculty	2
Emphasize why including domestic racial diversity is important, improve the quality of life for students of color	2
First Generation -- More programming to improve the quality of life for first generation students (especially those who are parents)	9
Student Groups -- More collaboration between groups and clubs to increase awareness of diversity; more community projects	2
Recruitment	20
Actively recruit and increase the number of domestic racial and ethnic minority students; form a committee to help	10
Improve recruiting; recruit from Detroit; recruit from communities with significant environmental justice challenges	5
Increase student diversity; admit more social-justice-minded students; set targets for each field of studies	3
Increased enrollment of international students	1
Use alumni to recruit more diverse students	1
Food-Related Events	4
Host luncheons, small group dinners	2
Continue international food day; Food Olympics	2
Cross-Cultural Exchanges	16
Increase cultural awareness; have more dialogues about culture and cultural expectations; demonstrate inclusiveness	5
Greater immersion in world cultures; create opportunities for Americans and international students to share their culture	5
Have more diversity and multicultural events; greater Native American engagement;	4
Wear traditional apparel; include traditional music	2
Gender	7
Include programming examining gender discrimination in academia; discuss "leaning in"; greater support for women in science	5
Have equal male to female ratio	1
Non-gender bathrooms	1
Recreation	4
Camping or outdoor trips where gear is provided or available for rent; outdoor adventures for women	2
Hold social events; fun campaigns	2
Envoys -- Enhance the Envoys program	3
Disabilities -- Greater inclusion of people with disabilities; more counseling services for those with disabilities	3
Field of Studies - General	4
Diversity should be mainstreamed within sharing experiences and goals within fields of studies	3
Don't seclude diversity and inclusion to "EJ" - its everyone's issue	1
Communications	3
Publicize diversity programs and activities more; build greater awareness of diversity programs	2
Create a diversity "roadmap" for students - what would they like to be exposed to or work on while they are in UM. Maybe in workshop form - what does D, E and I mean. Take unconscious bias test. How do you change behavior to be more inclusive?	1
SNRE Diversity	12
Form committee to focus on diversity within SNRE	5
Better ROI for SNRE in general; adopt Jamez principles of democratic organizing	2
Greater diversity amongst students, faculty, staff needed; more U.S. and minority and international faculty needed	2
More policies to increase diversity; have programs or events to look specifically at solutions in academia -- not just at what's wrong	2
Provide a safe space to ask the really uncomfortable questions. Perhaps these are directed towards diversity committee	1

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Suggestions	Number
Religion -- Have more religious, faith-based, and spiritual activities	1
Environmental Justice	6
Find replacement for Bunyan Bryant; relaunch environmental justice initiative	2
Adopt EJ principles as core values; incorporate environmental justice throughout SNRE	2
Revisit the March 2010 memo thoughtfully produced by EJ M.S. students for recommendations to address the issue of student persistence/completion	1
Offer students more applied experiences for working in/with communities of color on EJ and other topics covered in SNRE curricula	1
Conferences, Forums, Discussions, Talks, Speakers	21
More diversity speakers; conferences related to diversity; diversity and equity discussions and workshops	13
Workshops on how not to make minorities into the 'other'; more effort to understand non-inclusive practices	3
Workshops and dialogue on race and the environment, social justice issues; more political engagement of students	3
International speakers about global issues; presentations about home countries by international students	2
Funding	18
More scholarships for racial/ethnic minorities; scholarships for low income students; scholarships with less restrictions	11
Increasing affordability of SNRE; acknowledge the cost burden of the school; more programs to reduce economic costs of marginalized individuals	6
More inclusive/transparent process for hiring GSIs	1
International	12
Celebrate major holidays of students' home countries; more socials with international students	4
Greater effort to support and incorporate international students into SNRE	4
Form international student group; more programming to help international and domestic students work together	2
Life/career support for international students	1
Greater international diversity needed	1
Curriculum	24
Include conservation justice in courses; EJ in every course; more courses on diversity and EJ in core curriculum	8
Diversity, anti-racism training should be a central part of the SNRE curriculum; incorporated in all fields of studies	7
Need class focusing on low-income and inner city communities suffering environmental problems; social inequalities; Native American worldviews	4
Volunteer projects or field trips; group work with others not like oneself; under culture	3
Include case studies from various students' home countries in courses	1
Expand dual degree programs to other programs that might be more diverse	1
Training	16
Diversity, cultural competency, LGBTQ ally, disability ally, and anti-oppression training for entire SNRE community	10
Training on diversity, equity, inclusion for the environmental workforce; more leadership training on diversity issues	4
More job skills training for minority students	1
Training and action that include minorities in environmental activities	1
Orientation	4
Include cross cultural and diversity activities in orientation	3
Include in orientation discussion of reaching out to or including those who are left out or falling behind	1
Networking -- More networking opportunities for diverse people, especially those not represented in the program	1
Outreach	8
Greater non-student/environ. stakeholder engagement and partnerships; send student ambassadors to promote natural resources studies	5
Encourage black and Hispanic students to participate in environmental fields of study	2
Day highlighting student clubs on campus	1
Non-Traditional Students	5
More activities for older students and students with families	3
More programming for non-traditional students, improve quality of life for non-traditional students	2
Lesbian, Gay, Bisexual, Transgender, Questioning	3
Establish LGBTQ support group for SNRE	2
Greater access to resources for LGBT community	1
Peer Mentoring	2
Develop a mentor program that matches international students with a domestic student	1
Mentorship of undergrads or high school students	1

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Staff

As table 13 shows, staff were most concerned with training (mentioned eight times) and SNRE-wide diversity (mentioned five times). There were also five mentions of staff-specific issues. Staff wanted greater attention to be paid to facilitating career growth, providing safe spaces for conversation, and a staff designated room or area. Hence staff noted that, *“In general it would be nice to have SNRE give much more thought to helping staff identify specific avenues for growing in their careers at SNRE.”* A respondent also noted that

“SNRE provides kitchens where people can prepare a lunch but no dedicated space where staff can sit together and eat. When people take their meals back to their desks and eat in front of their computers, they are missing an opportunity to get to know one another in a non-structured environment. The students have the commons, the faculty and Ph.D. students have a break room, and there is no special place for staff in SNRE.”

Staff also commented that,

“There should also be safe gathering spaces for staff of color in SNRE or lunch time talks for staff of color to discuss discrimination they have experienced in the work place.”

Staff also discussed the balance between international students and domestic minority students. A respondent wrote,

“More international students from all around the world would lend a great perspective to sustainability issues as they affect many different people. [But SNRE should create] more opportunities for racial and ethnic minorities from within the US.”

Respondents also noted that though there was a tendency to focus on the number of males and females in the staff and faculty ranks the issue of wage inequality was not getting the attention it deserved. According to the respondent,

“The distribution of men and women on the faculty and staff isn't the problem - the problem is that the men strongly outrank and out-earn the women. Figure out average salary per male employee vs. female and you'll see for yourself.”

Staff also discussed sexism in the workplace. A respondent indicated that,

“Recently I've heard a number of demeaning and sexist comments targeting towards my gender, female. Although these comments are coming from only one individual, they were reflected in my answers to this survey.”

Another staff member worried about whether the focus on diversity could be used to deflect attention away from racism. The respondent said,

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“Yes, I think talking about Diversity, Equity and Inclusion is important, but I'm nervous that it won't include a discussion of what we really should be talking about, which is racism. I think it would be very powerful if SNRE worked with the People's Institution for Survival and Beyond to modify their anti-racism training for the school. There are examples of other institutions (the University of Washington) working to become anti-racist, which I think would demonstrate a commitment to inclusive, reflectivity and ongoing processing across the school and with the entire SNRE community. Also, this survey should have included far more open ended questions to hear people's experiences within the school instead of the survey administrators pre-selecting what she think[s] people's experiences with discrimination are. SNRE is a small community and in asking about people's affiliation and demographics at the beginning of the survey, the survey administrators could figure out who the respondents are, which didn't make me feel safe to answer all the questions, to be completely honest.”

Faculty

Table 14 shows that faculty focused most frequently on DEI dynamics that were faculty related; ten mentions were made of such topics. These included the hiring of faculty of color, faculty training, and recruitment of postdocs.

Some faculty member reflected on the SNRE's journey to its current state of diversity. A respondent wrote,

“Things aren't ideal, but much better than they used to be, when (white) male faculty wore buttons that said 'Abortion is Murder' and railed at me for taking away a job that could go to a man (who 'had a family to support').”

Another thought about the status of diversity in SNRE this way,

“Obviously I feel SNRE is doing a great job at diversity issues. Failure to participate in those types of events does not mean they are not supported - just that many of us are pleased with the status AND [are] very busy. We are doing so much better than most units and certainly many other universities - but there is always room to improve. My only concern about creating a position such as yours [Director of Diversity, Equity, and Inclusion] is that it suggests there is a problem we need to fix.”

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Table 13. Staff: Suggested DEI Programming that SNRE Should Institute in the Next Five Years

Suggestions	Number
Class Diversity	3
More recruitment of low income students	2
Recruit students from Detroit	1
Racial and Ethnic Diversity	5
Recruit domestic minority students	1
Focus on DEI is whitewashing what we actually should be talking about, which is racism	1
More funding for students of color	1
Ethnic recruiting for SNRE Faculty/Staff	1
Frequent dialogue for students of color who have experienced micro-aggressions/discrimination	1
Recruitment -- Global recruiting needed	1
Staff-Specific	5
Staff diversity group program needed	1
Staff lunch room needed	1
Staff mentoring program	1
Career growth and development opportunities for staff	1
Getting to know our diverse faculty and staff better	1
Food-Related Events	2
Culture sharing - perhaps Taste of Culture event	1
International potluck for staff	1
Cross-Cultural Exchanges	3
Culture sharing - perhaps Taste of Culture event; fun programs to bring people together	2
Getting to know our diverse faculty and staff better	1
Envoys -- More envoys activities; it seems like they have not been utilized as much this year	1
SNRE Diversity	
Staff diversity group program	1
Monthly lunch series for students or color similar to the one at MESA	1
Environmental Justice -- Importance of EJ in environmental fields	1
Conferences, Forums, Talks, Speakers	2
Diversity forum (hosted by Dorceta Taylor)	1
More faculty of color guest lectures	1
Funding -- More funding for students of color	1
International	4
Programs aimed at nurturing international students	1
Training regarding the international student population	1
International potluck for staff	1
Understanding why our international student population has grown and why SNRE is important to them	1
Advising	2
Staff mentoring program	1
Career growth and development opportunities for staff	1
Trainings & Workshops	8
Anti-racism, ally, and sensitivity training for everyone in SNRE (staff, admin and students)	5
Training regarding Intl Student populations	1
Workshops/ seminars on how different cultures have different needs for environmental work	1
Knowing what a good amount of diversity, equity, and inclusion looks like in our building	1
Orientation -- Make diversity and inclusion activities mandatory for all students	1

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One respondent suggested that SNRE pay more attention to student diversity while taking advantage of retirements to address faculty diversity. The respondent said,

"I'm glad you are asking the community to share their feelings. It will be important to follow up. There are a lot of strong minority students who might not have the top GRE scores or grades of white students in undergrad, but who could do the work and achieve success in graduate school. It is important to build the population of qualified minority faculty by accepting and training qualified minority students, and also hiring more minority faculty. We have a great opportunity now with so many recent and impending faculty retirements to make headway in this area."

Like students and alums, faculty also wanted SNRE to do more to help low-income students. This perspective is reflected in the following statement,

"It is great that we are beginning to bring conscious attention on diversity issues in SNRE. Hopefully, from this first step we will begin to discuss concrete goals and the concrete steps for achieving them. Making more financial aid available to students with financial need will be critical in diversifying our student body."

Effective incorporation of international students into SNRE was also a topic that faculty addressed. For instance a faculty member wrote,

"I think that if we continue to increase international student enrollments, we need to think more creatively about ways in which to better integrate and appreciate them within the SNRE community."

Faculty also thought it was important for students to understand DEI issues and be able to work with a wide variety of people. In this vein a respondent said,

"I think that technical competence should come first. But SNRE should have some programming that helps increase understanding that solving environmental problems needs to involve working with a diverse range of people."

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Table 14. Faculty: Suggested DEI Programming that SNRE should Institute in the Next Five Years

Suggestions	Number
Class Diversity -- Improved recruitment of low-income students	2
Racial and Ethnic Diversity	5
Improved recruitment of domestic minority students	2
Retention activities directed specifically at URMS	1
Hire more women of color (faculty)	1
Outreach to HBCUs	1
LGBTQ and Gender -- Greater awareness	1
Recruitment	7
Establishing stronger admissions pipelines for domestic minority students	2
Active recruitment of minority students and faculty in conservation ecology and ecosystem management	1
More recruitment activities	1
Improved recruitment of international students	1
Faculty Specific	10
Continue to recruit post-docs and faculty of color; use of PFIP and Target of Opportunity Programs; plan for more diverse faculty hiring	5
Greater faculty support for faculty minority recruitment needed	1
Hire more women of color (faculty)	1
Create Associate Dean position for DEI position	1
More CRLT plays for faculty	1
Connect faculty performance review and raises to diversity activities	1
Cross-Cultural Exchanges -- Informal meetings regarding race and gender	2
SNRE Diversity	7
We should keep, track, and report to the entire SNRE community statistics pertaining to enrollments by race, ethnicity, and gender on an annual basis in order to analyze trends and discuss them; set diversity targets	2
Obtain feedback from students, possibly through focus groups or anonymous surveys, about their experiences and perceptions of the state of diversity and inclusion in SNRE and U of M	1
Plan for diverse staff hiring	1
Improved recruitment of low-income students	1
Greater diversity programming	1
CRLT plays for students	1
Conferences, Forums, Talks, Discussions, Dialogues, Speakers	2
M. L. King, Jr talks	1
Invite current or recently graduated students of color to speak about diversity issues in SNRE/U of M	1
Funding and Scholarships	3
We should provide more scholarships and other financial aid to students with financial need	1
Fellowships for under-represented minorities	1
More funding for diversity activities	1
International	2
Greater inclusion of international students	1
Improved recruitment of international students	1
Trainings & Workshops	4
Advance workshops around issues of gender, race, and ethnicity	2
Cultural training for working with international students	1
Sensitivity training	1
Outreach	6
Outreach to UM Flint, UM Dearborn, Eastern MI,	2
Outreach to historically black colleges and universities	1
Improved outreach materials via online delivery	1
Collaborate with the Center for Educational Outreach to target middle school students in the region	1
Engagement with regional tribal agencies for long-term student recruitment	1
Retention	2
Retention activities directed specifically at under-represented minorities	1
Building support networks for individual students	1
Envoys -- Continuation of programs such as Envoys, MELDI	1

IV. Summary of Student Town Hall

A student town hall was held in SNRE on January 25, 2016. The event provided an opportunity to share summary results from the student survey with students and to discuss the results. Forty students attended the two-hour event.

Those attending the event were asked to participate in a crowd-sourcing activity aimed at getting attendees to identify key issues related to DEI that they think SNRE should address and identify actions that should be taken to remedy each issue identified. This portion of the town hall was facilitated by two trained facilitators who are not affiliated with SNRE. Each participant was given a blank 3" x 5" notecard. They were asked to write down the top DEI issue in SNRE and identify one strategy to help provide a solution to it. Once this task was completed, each participant was asked to circulate around the room and hand their card to someone else – someone they didn't know. There was a pause in the action as attendees were asked to give the issue and action step written on the card they now held a priority rating based on a scale of 1 to 5 (one being low priority and 5 being high priority). If an idea was not deemed to be salient by anyone receiving the card on which it was written, it was not rated.

This rating exercise was repeated five times. After the fifth rating was completed, the facilitators collected all the cards. The facilitators led a second discussion about what ideas the town hall had generated. Participants had dinner and continued the conversation over dinner. After the town hall the facilitators tallied the results for each and provided the DEI Office with a report on the ideas generated, suggested action steps, and the overall rating of each idea.

This exercise generated 31 ideas that received a rating that ranged from 6-26 (see table 15). There was a lot of consensus around eight of the ideas; these received scores between 20 and 25. Ten additional ideas were generated but none of these received a rating.

The top issue identified was the need for more scholarships for minority and low income students in SNRE. It was suggested that SNRE create a scholarship fund for low income students. This idea and action step earned a rating of 25 – the highest rating possible. This was the only issue/action to earn this score. The issue/action that earned the second highest rating (with a score of 23) was the statement “*More inclusion of alternate perspectives in [the] curriculum/research/presentation[s].*” The suggested action was, “*Incorporate modules or courses that explore existing topics from a minority perspective.*”

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Table 15. Student Town Hall (SNRE) | January 25, 2016

Ideas/Thoughts on how to Enhance Diversity in SNRE	Suggested Action	Ratings	Rating Total
More scholarships for low income and minority graduate students at SNRE.	Create a scholarship fund for low income students.	5, 5, 5, 5, 5	25
More inclusion of alternate perspectives in curriculum / research / presentation.	Incorporate modules or courses that explore existing topics from a minority perspective.	3, 5, 5, 5, 5	23
There are not enough forums (outside of class) to discuss issues of diversity and inclusion etc.	Have a discussion series with speakers that facilitate student discussions to help keep students engage more with each other and the issues presented.	5, 4.5, 4, 4, 4	21.5
Lower cost of attendance to make UM/SNRE more affordable for a greater number of people.	Shave administrative/OPS costs and direct more funding to financial aid / scholarship.	3,4,5,5,4	21
Disconnect between people of different ethnicity background and disconnect between people of similar backgrounds.	Create a system for linking people in one - on- one conversation, perhaps over coffee or beer so that conversations can more easily take place and people can get to know each other.	4, 4, 5, 5, 3	21
International students are often separated from American Students because of language.	Create a buddy system or culture clubs where people international and national share parts of themselves and maybe even provide language exchange activities.	5,5,5,1,4	20
Increase the number of minority students	Recruiting events across the globe/ country.	3,4,3,5,5	20
Increase diversity in SNRE and the environmental movement.	More targeted recruitment at civil rights organizations and social justice organizations to help recruit individuals in SNRE who may be interested in environmental issues, but never felt "The environmental movement was for them"	4, 4, 4, 4, 4	20
Fostering better intermingling between international and domestic students both inside and outside of the classroom.	Coordinate social events and mentoring programs.	3,4,4,4,4	19
Lack of space to express ones beautiful culture	Partner with Munger Multicultural Community Council to come up with a multicultural fair.	4,2,5,4,4	19
Educate students on topics specific to inclusion	Provide workshops with experiential learning focused on community building and inclusion as well as at orientation.	3,2,4,4,5	18
Recognition of historic and current environmentalists of color	Artwork - posted in the gallery of the first floor commons.	4,3,4,4,3	18
Self-segregation between international and domestic students.	Assign "Diversity Teams" for students to unpack course content, explore Ann Arbor, etc. this can function as default study groups but essentially creating an avenue for students of different backgrounds to connect. Front load diversity - enhancing events at the beginning of the school year.	4,3,3,4,4	18
(Would like to see) greater awareness and acceptance for students who come from lower income families and may be the first generation to attend college/ and or graduate school. strategically talk about finding processes , emergency funds - knowing where to go professionally etc.	Find opportunities to engage and encourage these students	2,3,4,5,3	17
Create diversity among undergraduate student body.	Partner with another posse foundation city- posse retreats are great for posse scholarship members but it also provides a structure for students to have conversations about race in a safe environment where they can learn. SNRE should look at the Posse Foundation retreat.	3,2,4,3,5	17
Getting more students to come to/be aware of ES events such as this town hall.	Story sharing - people who want to share cab share (Host of the Month or story sessions).	5,3,3,4,2	17
Allow new and existing LGBT students to find Group (SNRED out).	Use advertisement/ marketing -Outlist members' profile, Utilize SNRE website and the Spectrum Center.	2,5,2,3,5	17
Increase the number of minority faculty.	Hire qualified minorities.	4,3,3,5,2	17
Environmental Justice.	Community event to educate and spark ideas for research etc. Create some kind of event that allows education and questions of students' backgrounds. Host an open house or something such as Food Olympics.	2,3,4,3,3,2	17
Raise awareness of diversity issues to student body.	Communicate current events of DEI in Ford Commons through television screen(e.g. newspaper articles, journals)	2,3,4,3,4	16

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Ideas/Thoughts on how to Enhance Diversity in SNRE	Suggested Action	Ratings	Rating Total
SNRE is coded as a very white and wealthy place. Even the social activities cater to either white students or international students. This bleeds over into the classroom, common areas, climates & social activities.	Create a more inclusive environment, have activities that highlights U.S minorities. Encourage diverse communities and cultural dialogues.	5,2,3,4,2	16
International celebration/festival event "Talent Show." I would like to see more mingling between the domestic and international Students.	Share traditional songs, dances, food, stories from people's home places.	3,4,3,4,2	16
Greater international exchanges	Assign to each new international student to a second year international student from the same country so they can help in the adaption to campus process.	5,3,2,3,3	16
Show off the diverse student body, create opportunities for students to learn about their peers cultures	Incorporate more diverse cultural holidays or celebrations into SNRE events calendar (more than the Chinese new year).	4,4,3,3,1	15
We need better advertisement of student on- campus groups.	SNRE can provide a list of on-campus student groups especially those related to identity. These can be offered to incoming students to help increase awareness and opportunities for student engagement in the greater campus community to help us find our niche.	2,4,3,3,3	15
Intercultural leadership seminar or workshop on cultural sensitivity. Some people still color code people and still use statements like "Third world Country".	Connect with the International Center, find some potential speakers and include students to speak about these issues too.	3,2,3,5,2	15
Greater focus on low income students	Facilitate more discussion around low- income challenges of first year student users	2,3,3,3,3	14
Boost domestic minority recruitment	Offer automatic acceptance into SNRE's Master's program to the top 1% of PITE undergrads.	4,2,3,3,2	14
Develop Cultural Competency amongst SNRE students.	Required diversity training sessions at orientation. Incorporate diversity into a required course or current course. This will help with the integration of value of diversity ad environment for all fields of study.	1,3,3,3,3	13
Accessibility for students to necessary places (food, doctor, entertainment, volunteering)	Create a car sharing system through students to formalize carpooling for groceries to common events, etc.	2,3,2,1,5,3	11.5
We need more Muslim students and more students of color within SNRE.	Targeted recruitment to build a pipeline.	1,1,1,2,1	6
Unrated Ideas and Issues			
Create a discussion group within SNRE to discuss diversity of non- Western perspectives in academic research.			
Create global tea house talks where students take turns presenting on their country of origin/ culture and how that has influenced where they are today and what they do.			
Record EJ or Diversity related presentations so that students who had schedule conflicts can view the material later.			
Have pictures of everyone on the walls with few words about who they are? What they are here studying? and what are they interested in.			
Integrate environmental justice curriculum into a required core classes as people who really need these conversations often do not show up.			
510, A discussion section is now becoming an unsafe space.			
The use of the statement "Third World" by both American students and faculty.			
There is an issue when the school often makes it the job of minority students to educate others. It's not our job to teach students not to be assholes			
The push for useless "heteronormative lumberjack" role which is exclusionary to the LGBTQ students			
Please stop micro-aggression.			

V. Focus Groups

A total of 12 focus groups – led by external facilitators – were conducted (see table 16). The eight involving students had 43 participants; 12 participated in the staff focus group and six people participated in the faculty groups.

Table 16. Focus Group Attendance

Date Held	Group	Number Signed Up	Number in Attendance	Stakeholder Group	Number of Participants
2/17/2016	International Students	6	3	Students	43
2/18/2016	Landscape Architecture; Behavior, Education, and Communications; & Environmental Informatics	18	16		
2/22/2016	Lesbian, Gay, Bisexual, Transgender, Questioning	8	5		
2/22/2016	Students of Color	7	3		
2/23/2016	Non-Traditional Students	9	2		
2/23/2016	Ph.D. Students	6	6		
2/24/2016	Environmental Justice; Conservation Ecology	12	4		
2/26/2016	Environmental Policy and Planning; Sustainable Systems	10	4		
3/8/2016	Staff Focus Group	16	12	Staff	12
3/9/2016	Faculty Focus Group	1	1	Faculty	6
3/9/2016	Research Scientist Focus Group	4	3		
3/16/2016	Postdoctoral Fellows Focus Group	2	2		

The focus groups examined the following themes:

1. Perceptions of diversity in SNRE
2. The role of diversity in recruitment and enrollment
3. The climate in SNRE, and
4. Support and mentorship.

Master’s and Doctoral Students

Theme # 1: Perceptions of Diversity in SNRE

1. *How do you perceive diversity is defined by SNRE? How is diversity discussed or is it discussed in your field of study or track?*

Students in the Conservation Ecology (CE) and Environmental Justice (EJ) tracks seemed to have varying perspectives with respect to diversity in SNRE. One student felt that diversity was “discussed a lot” and the “primary focus” of his lab. Another student shared that given CE’s focus on plant and animals, there were fewer opportunities where “social diversity needs come up.” Diversity sometimes came up in 510A, but for most of the CE students, conversations about diversity were perceived to be “extracurricular.” That is, “not a main component” of the track.

One student responded to the question by saying, “There is a non-existent focus on diversity.”

Another said,

“There are not a lot of Latin Americans in SNRE, although it is the same for U-M in general. This is important to me because you often naturally look for people that are similar as a safety blanket. I also noticed that there are a lack of African students (there was just one student this year and last year). SNRE should definitely improve its recruiting because it is quite evident that there are not a lot of African or Hispanic students. [Related to cultural differences] It has been quite the learning process coming to the US in regards to proper terminology for new labels for identities, especially since I am perceived to be Caucasian.”

Students acknowledged that some of the recent guest lectures have included “a diversity component.” The School’s MLK Day event featuring the first African American president of the Sierra Club, is one notable example.

Theme # 2: Recruitment and Enrollment

2. *Think back to when you were just a prospective student, what were your interactions with current students and faculty?*

Students shared a range of impressions and experiences related to recruitment at SNRE. Students seemed pleased with the financial aid possibilities with one student noting that his financial aid package was “a big reason” why he “chose SNRE.” A student recalled that SNRE seemed to make a “concerted effort to help people’s decision-making process” by providing access to resources and people to speak with as well as a user-friendly website. Another indicated that he reached out to current students before applying to SNRE as he “wanted to make sure SNRE would be a welcoming environment.” His conversations with students, particularly those in a joint degree program, gave him that impression. Other students reported similar experiences. Some students noted additional ways they were made to feel welcome. For example, a student in the MLA track who identified as low-income, reported that her application fee was waived and that was a “great relief.” However, there were also students who highlighted concerns about SNRE’s efforts to recruit a racially and ethnically diverse student body. Students were generally “unclear” about the school’s recruitment practices, and speaking about SNRE, one student pointed out, “It’s very obvious this is not a diverse place.”

Some students reported that they didn’t “feel” particularly “recruited” by SNRE, noting that there was actually minimal communication with the department beyond submitting the application. Another said he/she had no interaction with either faculty or students before coming to SNRE. According to the student, I had a

“Big fat zero” interaction. I came here because of a Fulbright fellowship. It was a program recommended by the US. The diversity of students is primarily Chinese...there are lots of students from China. The 30% international students in SNRE are mostly Chinese because of the established relationships with Chinese universities.”

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Another student replied, *“As far as demographics, we have a lot of international students. If you peel that back, you see most of our international students come from China.”* A Chinese student responded by saying that SNRE *“has too many Chinese students”* and that it has become a *“barrier”* in efforts to build community across groups because, *“Chinese students tend to hang out with other Chinese students only. In Landscape Architecture, eight out of eleven students are Chinese...that’s not normal.”* Referring to SNRE’s recruitment efforts one student said, *“They do really well with international students from India and China, but I am unclear how they are recruiting other U.S. students of color.”* Students felt that *“It would be helpful to open the doorway for more diversity of international students.”* LGBTQ focus group participants were also concerned about diversity. As one participant said, *“It would be great to have a better sense of what they’re doing to increase diversity.”*

A participant indicated that

“[I] found [the] program on University’s website. Didn’t have contact with anyone at the university until after I got accepted. SNRE had a Visit Day, but most international students don’t make the flight because of the costs/distance. Since I was from _____, it was a cheaper flight, but there were not a lot of international students present. It seems like they have to fill a quota, mainly of students from Chinese universities. It would be helpful to open the doorway for more diversity of international students.”

Most students feel that interactions with faculty were largely student driven, and require a great deal of initiative on the student’s part. One student indicated that they actively sought out faculty, and eventually had a positive conversation with a faculty member who is now advising this student:

“Interactions were self-driven, not others reaching out to you. I contacted a number of professors here, and I spoke to my advisor over the phone and we had a pretty good conversation that led to me coming here.”

Some students felt comfortable reaching out to faculty and described these interactions in a range of ways, from *“positive”* to *“not anything spectacular”* or *“above and beyond.”*

Students of color indicated that particular faculty members – primarily faculty members of color (_____’s name came up several times) – were making the largest effort to reach out to them, but they couldn’t see a larger more organized effort like what they hear about in other schools at Michigan and elsewhere. One student explained that in other Michigan schools they have offices and staff dedicated to supporting and enrolling a diverse student body, and those resources seem to lead to more diverse students matriculating. However, no such office or staff exists in SNRE.

Generally, campus Visit Day was a positive experience for the students who were able to attend although at least one student wished there was more *“mixing across tracks.”* One student in the LGBTQ focus group reported feeling *“uncomfortable”* and *“neglected”* during Visit Day. Focus group participants suggested that Visit Day could have more structured and less *“free-forming”* opportunities to meet both prospective and currently enrolled students. This seemed to be important for students of color, who given there are so few of them, are less likely to interact with

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each other because they tend to be spread out across the tracks.

Students (particularly students of color, LGBTQ and nontraditional students) believe that the Visit Day could be a critical opportunity for students to begin building community with students from similar backgrounds or identities as themselves. Reflecting on her Visit Day experience, an environmental policy student shared a strong desire to make those connections:

“It would have been helpful at Visit Day if they had some focused groups to know a bit more about people. I’m an older student and it would have been helpful to learn more about people who have similar interests and/or groups rather than randomly latching on to someone at Visit Day.”

A student who identified as LGBTQ and from a low socioeconomic background noted that the “*structure didn’t allow*” for opportunities to interact with students with similar backgrounds or shared identities. In fact, both students of color and LGBTQ students expressed concern that Visit Day failed to highlight affinity groups or other resources that these students might find helpful in both their decision-making process and initial efforts to build community: “*more visibility is needed about what’s out there.*”

Ph.D. students also expressed concerns about Visit Day. Doctoral students indicated that the fact that there was no Visit Day or orientation specifically for Ph.D. students negatively impacted their admissions experience and made it difficult for them to find a community. They explained that SNRE had invited them to the master’s students’ Visit Day but Ph.D. students have different needs so they really need Ph.D.-specific programming. They were clear that a Ph.D. Visit Day could be more modest than the master’s one, but something would be helpful: “*Visit day for master’s students is pretty big. But we don’t need something that big - just something.*” Students indicated that they had approached the Dean’s Office about a Ph.D. Visit Day, but found little support.

Without a Visit Day, doctoral students are left to orient themselves with limited success. One student explained that during a visit to campus to meet a prospective advisor, other faculty meetings were scheduled and several faculty didn’t show up: “*[My admissions experience] was a bit of negative experience...they had set up meetings with me with four professors and two didn’t show up.*” Doctoral students believed that the “*faculty thinks that [students] are just going to spend time with their lab and their advisor will work everything out,*” but that is not always the case.

PhD students expressed concerns about the lack of racial diversity in the student body in general and in the doctoral program in particular. Upon enrolling, some students were surprised to find so few students that shared their identity. Doctoral students did not have a sense of how SNRE was recruiting: “*I don’t know how much recruiting SNRE does. Unless individual advisors are doing it.*” Students felt that the structure of admissions to the doctoral program makes it difficult to understand and discuss diversity in the program. One respondent said.

“The structure of the PhD program unwittingly works against [getting diverse students]...Typically only faculty who are successful at getting grants have students. Whether you get accepted is a function of how much political capital the

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faculty wants to use.”

Another student added:

“There is an element of personal connection and then there is an element of timing [in the admissions process]. I don't know how you take that process and then come up with some sort of objective that we want to increase diversity in these areas.”

Students were also aware that there is a bit of a “pipeline problem” and believed that the SNRE could take steps to improve recruitment:

“Selecting for diversity at the PhD level, is compounded by the master's level and bachelor's and that is something that the school can improve on...SNRE's priorities are given by catering to the master's students and the needs of the master's students are catered to. PhD students organize themselves.”

3. Did you have a sense that diversity was important to SNRE?

Some students said no when this question was posed. One explained, *“I think it is important for [me], but it was not existent from the school.”* Another focus group participant felt that diversity was a challenge in SNRE because the

“Faculty doesn't have a language of sensitivity. A lot of people from Michigan/classmates do not [have] familiarity with those from diverse backgrounds. When they hear us, there is a level of defensiveness that is attacking. The micro-aggressions are more overt than subtle. They are aggressions. In 510A (one of the core courses) blatantly racist language was spoken, and none of the faculty commented on anything. One example: “Third world” is used to define countries, although it is a pre-Cold War word. Students use these words frequently. They are developing countries, not third world. PhD students not are always sensitive. At a gathering to celebrate Chinese New Year, someone mentioned “some f'ing third world country,” despite having students from those countries of origin present in the room. People are silent, and no one likes to acknowledge privilege. We don't get electricity 24 hours a day in _____...my life is different from yours...so it is important to listen. Another example: Classmate questioned friend about what percentage Native American she was. This happens all the time. 99% of the people share these thoughts. During SNRE trip to Paris, the kind of things that were spoken to that I wouldn't wish on anyone else (i.e., pro-genocide beliefs).”

There were many references to micro-aggressions. Others commented on the need to be sensitive to cultural differences. One student said, *“SNRE is not sensitive to differences in backgrounds and the distinction between equality vs. equity.”* As an example the student noted that he had to pay more than other students for a trip because of his international status.

While talking about the status of black students in the school one participant said,

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"This year, we only had one Black student. I feel like nothing is going to change...There are lots of professors that talk "crap" in class, this would have never have happened in _____."

Another said,

"If you look at diverse students, it's definitely not a diverse program. It's probably not as diverse as other programs university wide. So this is a particular issue for this program. If you go down the steps it takes to get someone into the program, I don't know it's further up the chain or down the chain--is it admissions? Lack of financial support? I'm not sure. The bottom line is that representation in the program is an issue and it could be better."

However, the existence of the environmental justice program seemed to factor that influenced students to come to SNRE. While as prospective students they didn't get a sense that diversity--in terms of student make-up--was important to SNRE, but as one student put it, *"EJ is what drew me in."* A Conservation Ecology student shared a similar sentiment:

"SNRE having an Environmental Justice program had an impact on me. It meant that it would impact the awareness of students and the culture, which made it an attractive piece. At least there would more of an awareness of that happening at the school, and it was part of the culture."

Some participants indicated that when they were recruited they were led to believe that SNRE was very diverse, but when they arrived they were confronted with a different reality. One student described this as a bait-and-switch:

"As a prospective [student] I thought that SNRE presented itself as very diverse, and diversity in all forms was promised and there would be diversity in the classes and tracks and there would be a lot of collaboration. What I got was something a lot less diverse. More isolated in different tracks, student body not as diverse, and diversity of opinions was not as diverse."

There also appeared to be a big transition between the diversity of students who showed up for the campus Visit Day and those who decided to enroll,

"Prospective students who were there at Visit Day didn't show up at the school and they were a lot more diverse in gender, race, sexual orientation and they did not show up in the class."

Students of color analyzed SNRE's articulation of its commitments to diversity. One student said that she did not get the sense that diversity was an urgent concern for the school. She said, *"It was probably important, but it wasn't their first thought."* Students agreed that a sense of urgency was needed. She continued,

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"I don't think that they have a sense of urgency. There is no dedicated office to help with those recruitment efforts, there is someone at the business school that does that or even a student group like all the other schools."

Without a dedicated staff person to assist with diverse recruitment, students consistently said that a lot of that work was being put on the students of color: "SNRE has passionate minorities who are interested in helping the school, but that puts a disproportionate burden on them." Another student expressed the idea this way, "If [SNRE] were truly serious about recruiting those students, they wouldn't put the students who were the most marginalized and taxed to do that work."

4. What do you perceive as the challenges to recruiting more [insert group/track] students?

Students described recruitment of international students as "continuing to get better" while pointing out challenges with respect to domestic racial and socioeconomic diversity. An EJ student shared that he didn't see "admissions taking big steps to address that." Others had little to say about inequities in racial or socioeconomic diversity. One participant perceived that the department's diversity was "fairly representative of other non-profit arenas."

Theme # 3: Climate

5. How would you describe the climate for SNRE students?

Students had varied experiences of the climate and the support and mentorship they received in SNRE, and believed that it depended a lot on who your advisor and your track and/or lab. One student indicated that they were very comfortable,

"I have always felt comfortable here. I have never felt like I can't say something or be honest about who I am." A few other students described similar experiences: "I feel that SNRE has gone out of their way to foster a sense of community. I feel a lot of that has to do with a strong start at orientation...3 days at the Michigan Bio Station provided a chance to meet everyone, even outside of your track."

Students also described a number of experiences where they felt they were well supported and mentored by the school. For example,

"For Principles for GIS, my GSI went above and beyond. When she would see me walking in the hall, she would ask me how I was doing with the assignments and would offer time on a dime. Every time I saw her, she was willing to drop what she was doing to help."

However, students expressed several concerns related to the school's climate. These concerns focused on a number of themes including: the prominence of white masculine heteronormativity

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within SNRE, conflict in classrooms, the need for more inclusive pedagogies,¹⁸ teaching and advising, voicing concerns, and GSI hiring.

Students in several of the focus groups discussed the calendar that the school made last year portraying (mostly) white men wearing plaid. While there was some agreement that the calendar was generally good spirited, some students (particularly those in the LGBTQ and the students of color focus groups) felt that the calendar highlighted several exclusionary aspects of the SNRE culture. Participants pointed out that the calendar showcased a particular kind of white masculine heteronormativity that exists within the school:

“The calendar last year that went around is a beard calendar that is mostly white men with beards wearing plaid. This is how I see the culture in SNRE, it is the SNREd culture that can over dominate other types of culture. If you’re someone who doesn’t identify with that type of culture is could be alienating.”

In other words, the dominant culture in SNRE is only accessible to students with particular combinations of privilege. Students in a few groups said that they had heard from friends who participated in the calendar that they were asked to change how they presented themselves in order to fit in with the aesthetic: *“A student who was asked to be a part of the calendar was also asked to change to flannel but he didn’t feel like it was a good representation of his culture.”* Students were clear that they weren't necessarily against the idea of the school making a calendar, but it needs to be more inclusive: *“If they do [the calendar] again, it would be great to have something that is a more accurate representation of how things are...allow people to be who they are want to be.”*

The LGBTQ focus group discussed the implications of privileging a particular kind of bearded man in plaid aesthetic. A participant said,

“The vision that we seem to push is more nostalgic Americanism. We push it a lot. It can be fun but it’s probably not the best thing to do when you look at the student body.”

Another student followed up indicating that as low-income self-identified queer student they felt that they didn't belong in the school. The student explained,

“It would be great to have some kind of LGBTQ group. For me, I often feel very isolated - like I’m in a sea of heteronormativity. Even if it’s once a month it would be great to go out with other self-identifying [LGBTQ] people. Especially when I

¹⁸ For more on inclusive teaching see: Ambrose, Susan A., Bridges, Michael W., DiPietro, Michele, Lovett, Marsha C., and Norman, Marie K. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass. In addition see: Eddy, S. L., and Hogan, K. A. (2014). “Getting Under the Hood: How and for Whom Does Increasing Course Structure Work?” *CBE-Life Sciences Education*. 13: 453-468. See also: Johnson, D., Johnson, R., and Smith, K. (2014). “Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory.” *Journal of Excellence in College Teaching*. 25(3 & 4): 85-118.

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first got here, it was very isolating. I feel like the activities in [SNRE] are like very clear stereotyping of this is masculine and this is feminine. There are so many people who don't fall into either one of those categories...even the way the professors talk about a lot of these things are like dichotomous and very gendered. It feels very heavy for some classes. Having a group would be supported. I go to class and it's like women over here and men over here and no one in the middle and it's like you're not allowed to be in the middle or you'll be alone. I feel like I'm in a sea...It's hard to relate sometimes. Even going out there [to the rest of the University of Michigan]...it's very heteronormative. If you're a woman, you wear leggings and a black North Face."

When asked how these types of gender roles were reinforced in SNRE, students explained that the kind of white plaid and bearded masculinity is often equated with being outdoorsy:

"Part of why it's hard to overcome is because the images of masculinity are considered out-doorsy...The only people that I've seen who've raised issue with the calendar have been LGBTQ students."

Students often reported not knowing about any SNRE efforts to help underrepresented students in the school, and seeking to help all students to feel included:

"I see the efforts that SNRE makes in allowing students to study what they want. There is no effort to break the other segments like your track, the color of your skin, what country you are from, your sexual orientation, etc."

One consequence of this was that many students did not feel included and welcomed in the school. The isolation experienced by international students and students of color came up in numerous focus groups - even when no international students or students of color were present. The last two themes outline the prominent concerns regarding and experienced by these two groups of students.

In response to this an international student said,

"Here is a place to make some American friends. SNRE is better than average than other schools because it is not as competitive, the focus on environment allow people to cooperate. Sometimes I feel that I can't get involved here...some people are very nice, but I don't know the reason why they don't talk to international students."

Another student added, "[I] feel Chinese students are more disconnected than other students, because we have a lot of us here." Yet another elaborated on this theme,

"[As a Chinese student] you have an implicit support system...from my perspective, it is more tight-knit group. You get complimented for your English a lot...they keep commenting on the "good English" of the Indian students. I try not to get insulted, but it does get old that they comment on our good English. My team members do not make as much of an effort to work with other international students because she

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is more quiet and not as fluent in English. The team members have more difficulty engaging with international students. Is it ok to ask us to go to the Language English Institute, but do not to say that it will be less work for us [team members] in the end? In other cultures, you get a lot of respect if you are a guest. The power structure is different in America, there is less respect for "guests."

One student reflected on the disadvantages that international students face in the way grades are assigned and the ways in which English language proficiency can impact scores. He/she said,

"You are expected to have a high performance. Although my grade is actually lower than the average American, it doesn't mean that I didn't learn a lot. We are told that as long as you can deliver your message, your language skills won't be a barrier, but that doesn't happen. It is still counted against you."

Another student mentioned English proficiency and fairness also. The student remarked, *"Fairness and equity are not treated properly. SNRE wants to treat everyone the same, instead of attending to gaps in language or other barriers..."* A student commented on the concerted efforts being made by SNRE and the University of Michigan in general in to establish relations with China and admit Chinese students. The student who felt support for students fell short once the students got here said he

"Went to another event where they asked about how they can be more inclusive, but don't see it in how students are treated. If you have an established relationship with China, but don't support these students, you're just a number to them."

A participant described the delicate nature of cross-cultural relations and the way in which well-intentioned actions can be misconstrued. For instance,

"There was an SNRE food competition event where you had to be an international student. This is a double-edged sword, can be seen as sharing your culture, but it is also international students cooking food for you, which could also be seen as offensive."

Notwithstanding, some students described the climate at SNRE as *"generally positive"* and *"friendly."* At least one other student felt there was *"no dominant tone."* One student felt SNRE has *"gone out of their way to foster a sense of community"* and attributed this feeling to a *"strong start at orientation."* The time spent at the Bio Station, it seems, was an ideal opportunity to *"meet everyone, even outside of your track."* Outside of orientation, the community did not feel as strong although there seemed to be an appreciation for the community coffee chat which *"gives students a chance to interact with the dean, faculty, and staff"* as well as the annual campfire, the Facebook page, and core classes such as 509 and 510. Students expressed a desire *"to get to know others across tracks,"* and these events and opportunities seemed to facilitate that.

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6. *Would you describe the school as being inclusive for all students?*

Participants in all the focus groups noted that SNRE was not an inclusive environment for all students--particularly international students. There have been challenges with “*integrating*” students “*from China and other countries.*” Students observed that while SNRE sponsors a Chinese New Year’s celebration, interactions between Chinese students and domestic students are quite “*limited*” perhaps due to “*the language barrier.*” One student explained,

“In class, when we form student groups-there isn’t that integration of domestic and international students, there is a divide. I assume people are proficient enough in English. It’s not across the board, it’s not every domestic and international student.”

One student who had worked as a GSI perceived the divide between international students and domestic students as “*a bridge that has not been overcome.*” There was a sense that in class, instructors might minimize the divide by encouraging students to sit next to others they didn’t know and providing more structured opportunities for class discussions.

Students also acknowledged the amount of work that international students must do just to keep pace with their American colleagues. Reflecting on their assignments for 510A, students described weekly reflections as more of an “*ask*” for international students. “*Writing response papers every week is a lot of me, I can only imagine what it’s like for them.*” Upon reflection one student said to the group, “*They [the international students] might not be coming to social events because they have so much more work to do.*” As a result, students surmised, SNRE might be inadvertently excluding international students or making it more difficult for them to participate in community activities.

Students discussed the possibility of having some type of “*buddy system*” throughout the year to encourage integration with domestic and international students. “*SNRE could provide [a more advanced] student like \$4 to take a new student out for coffee to talk about housing or work other issues.*” Someone suggested creating a “*buddy moment*” during Visit Day and/or orientation could help set the tone for an inclusive environment and help students build community before they enroll. This suggestion came out of concern that the lack of structure during Visit Day made it difficult for students to meet. “*More structure could help, especially if someone has anxiety about meeting other people.*” Likewise, a “*formal structure*” at orientation around diversity could help all students get acclimated to what to expect.

“Not all cultures behave the same way...a training on how to be culturally-sensitive was not included in the orientation but recognizing how someone might perceive something differently would be helpful.”

The experiences of international students came up in a number of focus groups, even those without any international students present. Students indicated that they have heard faculty say that they have trouble intellectually engaging with international students, that they would never hire an international student as a GSI, and that some faculty indicated that they wished to mentor international students because they believed they were so behind. U.S. students indicated that even though they were not international students they also felt hurt by these prejudices and a few of

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them were brought to tears listening to the challenges of their international student peers. Two international students explained that though they worked just as hard as U.S. students, they were never considered for GSI positions adding *"sometimes it is really hard."*

International students further expressed concern that they are not perceived in the same way as their U.S. colleagues, and that they were often blamed for any challenges they experienced. A student explained,

"If a student is having a problem with the language or finding it challenge to communicate, I've heard people in SNRE say, "Well, yeah, but in the end they did come to the U.S. for a graduate degree." Yes, you are coming to another country for your degree and there are certain rules and standards that you are held to...but if you really want to cater to students that may not be proficient in English then you shouldn't set them in a system that is going to frustrate them and belittle them just because they decided to come...You can't say we want to be more inclusive and set them up in a system to fail."

International students consistently described feeling very unwelcomed in the school and generally lacked support. One student explained,

"As an international student I would really appreciate extra help to more easily adapt to this new environment....People treat me like someone who will just come and leave. It is really hard to get the same feelings as Native Americans."

This student added, that it is very hard to adapt as an international student and that she is often lumped together with the other international students, but *"we have a lot of differences in culture and it makes it very difficult to adapt."* In trying to make sense of their role in the school one international student explained but, *"Sometimes you feel like the international students are like the chocolate chips sprinkled on top just to add flavor."*

American students observed that international students seem to face a number of problems, and are often unsupported. The following quote exemplifies this sentiment:

"I have known other international students with some similar issues, but they seemed like they were treated the same way, but that may be negative - like international students might have needed more support in terms of language. They seem to have the same expectations of everyone and expect everyone to be able to reach that level regardless of their individual circumstance."

A handful of U.S. students admitted that they weren't always comfortable interacting with the international students. One said,

"I have a very small group of people that I study with because they are all in my classes. I work in CSS here and the vast majority of the students who work in CSS are international students and I don't even know their names. I feel embarrassed because we've introduced ourselves, but I don't remember how to pronounce their

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names so I don't call them by names and I feel bad about it...I think it's a reflection of the culture. They all hang out together because they speak the same language or [have the same] background and I don't so I don't know how to break that."

Another student added:

"The people I talk to the most are the Indian students, a lot of the Latin American students, and a lot of the white students because they are all in Sustainable Systems. I don't tend to talk to the Chinese students because I don't feel as comfortable talking to them, and I think it's because of the language or maybe something else."

These feelings of hesitation by American students have not gone unnoticed by the international Students. One international student summed it up this way, *"Sometimes I feel that I can't get involved here...some people are very nice, but I don't know the reason why they don't talk to international students."*

Students expressed that the climate does not feel inclusive for students of color either. That feeling cut across a number of SNRE activities. One student of color explained how a feeling of isolation began at orientation:

"Orientation was completely uncomfortable for me. Extremely uncomfortable to be the one of the only [person of my racial group]...After orientation someone said to me "You are the only [person of your race] in the photo." For me it started there."

Another student of color continued, *"It has an impact on you to be one of [a very small number of students who share my racial identity]."* All of the participants in the students of color focus group indicated that they did not find the campfire event particularly inclusive because no transportation was provided, so as one student put it, *"I had no way to even get there."* Two of the students indicated that they had never been to a campfire before.

Other school activities that were meant for everyone seemed to be isolating to some students of color. One student of color explained why they didn't feel comfortable attending the SNRE holiday party,

"At the Christmas party they were playing just folk music, and they could have played something else to be more inclusive. I didn't feel comfortable going. I was just tired and decided that I don't feel like doing that today."

Students of color indicated that it was generally difficult to find a place where they could feel comfortable in the school. One said,

"I don't think that non-people of color students here are intentionally problematic or exclusive. I do know some people of color who say, "I don't feel comfortable sitting in the commons and go straight to the lab." While I can't really vocalize what that feeling is, I have it. This place is coded as a mainstream white space. [When I share feelings of isolation] faculty and others say you can just go outside

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of Dana, but that responsibility or that labor on students of color. [Faculty and other students will say.] "Did you try to go to African American Studies Department? Or this school or that school?" It is never that SNRE or Dana as a structure could be [more inclusive to students of color]. I shouldn't run have to run away from here to find that community. But when you have such low numbers how can you build a community when no one is really here?"

Participants in several of the focus groups commented on the lack of diversity among faculty and staff:

"I know people have started to notice the lack of diversity in the staff. We have a predominantly white male faculty. And it might factor into the experiences here. Our staff is predominantly white and female."

In class and other spaces, students of color consistently indicated that they felt like they had to be the "spokesperson" for diversity or all people of color. One student of color put that experience this way,

"You get those microaggressions when race happens to come up and people look to you to be the spokesperson for that. A lot of times I may not have something to say. The burden is on the faculty to create those safe spaces or ask questions to elicit a response on a student."

Other students of color also shared the concern that they felt faculty weren't supporting them in the classroom, and that faculty and peers made it difficult for them to voice their opinion: *"I am a bit reluctant to challenge things,"* one said. Students described a few instances when faculty had stepped in on a student of color's behalf when other students in the class said things that were harmful, but those instances seemed to be the exception more so than the rule. In a few instances, faculty were the ones who made comments that these students found harmful.

Students were concerned that when they spoke their thoughts were dismissed as biased or rooted in emotion and not fact. A number of students of color shared comments on this theme. They said,

"I feel very self-aware and closed off for fear of representing the angry [person of color]."
"Stereotypes of who you are prohibit a lot of things you would actually say."
"People assume that somehow [people of color] are going to be more sensitive and less objective."
"If we do talk about race then I have to be the representative of [my] race."

Students of color described seeking out advisors who were also people of color, and those relationships were often quite strong. One student explained,

"I feel supported, advisor is very supportive. I was able to find an advisor who is also a [person of color], so I feel like I can more be myself. Not all faculty are helpful can ask how you are adapting to this new environment. Like asking, "Do you feel welcomed here?"

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The students noticed that the students of color in the school tended to be mentored by the faculty of color:

“All of the EJ students of color are advised by _____. Even if they aren't advised by her, I would assume the majority of Latina/o students are going to _____. And _____ has a lab and they speak only _____ in that lab.”

When asked if there were examples of cross racial mentoring, students indicated that those opportunities are limited. One student added, *“I am very uncomfortable interacting with non POC faculty because it is exhausting work.”* One participant explained that faculty could try harder to make themselves available and supportive of students of color:

“There are a lot of white students here who have bad advisors and someone who is already not a good advisor should not be with students of color. I feel bad that I am putting all this labor on [my advisor]...More white people need to out themselves as allies. I had white faculty at my previous school who would say, 'How are you doing?' Even if you aren't a person of color you can still ask me about my day, 'How are you doing?' 'Do you feel welcome here?' that can go across race - it doesn't need to just be the black and brown people who provide the safe space. Professors have to out themselves as being supportive.”

Overall, students expressed sadness at the lack of community for students of color, and the fact that there is simply so few students of color in the school. Students adapt to the lack of community for people of color in SNRE by going to other departments and schools to find support: *“We have to go everywhere else to find a community - everywhere but here.”* Another student of color added,

“For students of color as a whole there is a real need for a community. It becomes very hard to sustain when there is so few of you in the first place. Most of us are only going to be here for two to three years. We are just period lacking in numbers, we are just not here.”

One student explained that they were thinking of starting a group based on their racial identity group, but that there are not enough other students who share the same racial identity to make the group viable. However, they believed that SNRE could help students of color organize and support each other:

“There should be more of a push, like [SNRE will give us] some money and [we can have] have dinner - they do that for international students and they should do that for us.”

Doctoral students also lamented the lack of community. They have formed a new support group named DOC. One doctoral student said,

“I wish that the administration or the structure could create more a community. I like being here and for me the climate has been good - but I think that has to do

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with who is in the program now. Some kind of structure to create more of a community and allow us to support each other more. I worry when we leave will the structure of DOC remain intact? It feels like a responsibility of the school to take it on."

Another student said,

"Since the DEI town hall started, and since the DOC started - I was struck with how little we know about the PhD student body base...It is possible that if some things are institutionalized, that will help - we really need the school to take leadership on this."

However, Ph. D. students were pleased with an Associate Dean's efforts to help build community within the group through doctoral student breakfasts. The student said,

"One time I felt included in the program was during these breakfasts. _____...had a mandatory breakfast which sounded scary, but he just had food and coffee and he said that he was just there to remind people that he was there to help - and it was really nice. Something like that would be great to let us see each other."

7. How would you describe the climate in the classroom or academic setting?

Students generally described their peers as being very welcoming and friendly, but noted they are sometimes timid in the classroom. One student described this concern this way,

"Students are very pleasant and friendly on a day-to-day surface level, I expected more intellectual bravery and that is my vision of what a strong grad program would have. Instead SNRE has the climate of a professional school where people want to network... [people aren't bringing] disruptive perspectives."

However, students did find that they would occasionally have very thoughtful discussions with their peers, but that conversations with faculty didn't spark "new ideas" in the same way. One student put this concern this way, *"I find myself thinking about new things, but only because of my peers - not because of faculty."*

Several students across the focus groups believed that conflict was rarely handled well in their classrooms. Students noted that few of their classes focused on discussions, so that it was especially important to foster a productive environment for discussion in 510A and B, and in other core courses where discussion plays an important role. Students indicated that their experiences in 510A and B were often mixed and depended on their section leader and professor. One student described feeling that a GSI missed an opportunity to have a productive discussion when students Disagreed. The focus group participant said,

"In 510A, a straight white male said ecofeminism was trash. I said something and the GSI kind of shut it down, but I think it could've been a great learning

opportunity for students.”

This was particularly disappointing for this student because,

“That class is supposed to be about re-envisioning your thinking and that’s kind of disappointing...It didn’t really foster an environment of openness for the class.”

Some students had differing opinions. They mentioned 510A as a course that provided more opportunities for *“challenging the dominant narrative.”* However, when asked if students felt they could have difficult conversations around topics, they expressed discomfort with disagreeing with their professors. *“I would feel comfortable disagreeing with students, but not professor.”* A student in Conservation Ecology noted, *“If you are disagreeing with the professor, you are disagreeing with scientific evidence.”*

Students expressed concerns over a range of faculty biases including beliefs that women are not as good in math as men and that they were often categorized in class based on their social identities. One sexual-minority student indicated that he/she sometimes feel pressure to act straight in some classrooms to be respected by a faculty member. One student explained that she *“cried every day”* after a class where she felt like she was discriminated against by a particular professor. Students agreed that when faculty hold these attitudes the classroom cannot be a learning environment. If SNRE seeks to become more diverse, students indicated that they need to stop teaching in the same way. One student put this concern this way, *“[my track] is being taught traditionally to non-traditional students.”*

In some courses, faculty appeared to think that being harsh or allowing students to find answers on their own improved student learning. Students described being told to turn to the Internet to find particular answers to difficult questions, and expressed that some faculty seemed to believe that *“struggling through is better for our learning than being instructed.”*

In academic settings, some students perceived the climate to be dependent upon *“the professor and the way the class is organized.”* Some faculty have set a positive *“tone”* in the courses they’ve taught by creating a *“safe space,”* being more *“open,”* and encouraging students to speak.

A student in the EJ track noted that his/her lab was *“a safe space for underrepresented minorities in lab,”* suggesting that these students did not felt isolated and unsafe in other parts of SNRE. Others acknowledged a colorblind narrative around *“not seeing diversity”* or *“we are all learners”* that was present in some academic spaces. In such environments, the student elaborated, diversity is *“not really addressed.”* Also, *“ESL students may not understand metaphors and short answer questions may favor certain learners.”* One CE student was pleased with the appreciation for *“diversity of educational backgrounds”* he experienced from some SNRE professors. He recalled one professor who held office hours *“to go over chemistry”* concepts for students who *“didn’t have that background.”* The student recognized, however, that these practices didn’t always translate to other forms of diversity (e.g., race, nationality, and socioeconomic status).

A few students in the MLA program explained that their professors tried to take steps to include students and make work easier on them. For example, one student explained that professors will

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“remind you to sleep” and “make something due at 6pm the night before so they won’t stay up all night.” MLA students also indicated that they appreciated the fall barbecue as a place for informal interaction between students and faculty.

_____ students indicated that generally their faculty are really nice, but they struggle with supportive interpersonal conversation, and don’t know how to talk about diversity, equity and inclusion with students. One student cried when relaying a story about a conversation with a _____ faculty member that left the student feeling unsupported and unheard.

Ph.D. students indicated that they were pressured to complete their degree in five years:

“After 5 years you are cut off, and it is harder to do the program here. I have had my advisor tell me repeatedly that I shouldn't have children. It will damage your career if you have kids, [he/she] told me. I work with another PhD student [with a family] and it is so hard for her, and the program is not really structured to accommodate that. Because of the funded nature of the program they say we want you gone.”

Students added that students with children are expected to be on the same five-year timeline as everyone else and they did not believe that was fair: *“Holding everyone to the same standard doesn't always work because not everyone has the same resources.”*

Students also spoke about the need to extend the understanding of DEI across the curriculum. The student said,

“If you aren't in EJ you don't learn about [diversity, equity, and inclusion]...you know it is a buzzword but it's not mandated in the curriculum. It should be a core requirement. If this is a direction we want to go in there should be some courses that teach about the challenges that different people go through and how those challenges have an environmental context....There is always a way that you can include a diversity component.”

Theme # 4: Support and Mentorship

8. Please describe how you have (or have not been) supported in the program?

With respect to faculty-student interactions, defined broadly, students had mixed experiences. Some students described their interactions as “generally positive” while others spoke of their interactions as having a more “business” tone – something they wished were different. One participant shared discontent over a “certain distance that is maintained that I didn’t expect.” Contrasting his/her experience to his undergraduate program, not only were SNRE faculty hard to reach, but he noticed there were less “intimate” interactions.

Generally speaking, students desired stronger relationships with their advisors. Some intimated that advising in SNRE was “hit or miss.” As one student said, “some students have great advisors,

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some do not.” They expressed challenges with getting the information they needed because *“the [faculty] are so busy.”* One student shared that he/she had to find two advisors to get what he/she needed: *“where one is weak the other is strong.”* Students voiced similar frustrations with the nature of their relationships. One respondent said, *“I get more support from GSIs...more professors are busy.”* Another was more pointed, *“I don’t have a working relationship with my advisor.”* This view was also reflected in the following statement, *““I came in looking for an advisor but haven’t found one to connect with. Mentoring is something that has been discouraging” and, “I’ve been seeking mentorship, and that’s not what I found.”*

Students also said: *““My advisor is supportive. She came from _____, but is an American citizen. She understands the challenges of international students. [One particular course] is very encouraging of international students. But some professors you get a different response to them. Some classes, I don’t feel “well” from their attitude...I feel ignored.”* Another international student had the opposite reaction. The student felt that *“Coming from China, where I can’t speak about certain things...I feel like my voice is heard more here.”*

““I have a reputation as a “belligerent [country of origin].” I’m very outspoken...if you are upset about what I say, it is perceived me being a “belligerent [country of origin].” Environmental justice is more “complain,” but also where you hear about unpacking of privilege. Haven’t heard as much [offensive language], but could be still in the back of their minds (some reference to “silent minds”?). My experiences with faculty has been different, because I speak English very well. Haven’t gone through what my international classmates have. It was interesting that the professors that were very open and inclusive that [was mentioned earlier] is international as well.”

“From my personal experiences, my advisor is an economist and is very helpful. Two female faculty members are also helpful, so don’t see a problem with gender. Cross-cultural is tricky, but I do have a better relationship with faculty who also speak Spanish. [I] felt more comfortable with professors that [have] more similar background [to mine] when [I] felt homesick.”

““[SNRE is] very good at doing [the] “equality thing”-- so you would get same advice. However, [we are] lacking information for students interested in international careers vs. US-based careers. [The] policy course on international issues focused primarily on [the] US perspective. When challenged about lack of international perspectives, [the] professor mentioned [that] there was a limited amount of time in course. [There is a] lack of focus on international issues in the curriculum.”

Students suggested that SNRE provide “standardized” ways for meeting with an advisor. Without this, students would likely continue to consult each other and in some cases, their GSIs. The challenges with advising for international students might be particularly acute. Students agreed that SNRE needed to provide an “encouraging environment where advisors are more available and willing to help.” An EJ student observed that EJ has served as a “safe space for many underrepresented students” including those not in the EJ track. He/she intimated that perhaps this reflected challenges with mentoring and supporting underrepresented students in other tracks in

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the school. Students also suggested that international students with low English proficiency should be invited to come to SNRE early in the summer to get support.

Ph.D. students discussed how challenging it is to voice concerns about the school or with faculty, because they fear retribution. One said,

“I’ve seen three situations where students who started to have problems within the climate with their advisors go very different ways. One student said he was very unsupported by the administration, and we in the cohort did not know what to do for him, and he was unceremoniously let go from the program. The other two, one found an advisor outside the department and one found a work around. And they felt alone and had no one to turn to.”

Doctoral students felt “beholden” to their advisors, which made it difficult to speak up when there was a problem: *“Because they funded you - you really are really beholden to them.”* Another student added, *“There is no safety net if you fall out of the good graces of your advisor.”* Students believed that they needed some safe, neutral person to go to: *“The only people to appeal to are other faculty people...There is no independent person that we can take things to.”* Another added: *“Maybe if we had someone whose job was to be the student liaison that would maybe be helpful - in some kind of official capacity.”*

Students said their interests and those of faculty don’t always align and faculty responsibilities are often put on students shoulders. For example, students are encouraged to complete master’s projects that invite them to collaborate across tracks. However, there are a number of restrictions on these projects that seem arbitrary to students. For example, they really struggle to find advisors for these projects, and in pursuing independent studies some students have been turned away as faculty explain that they *“are not compensated for that.”*

Students reported that when they try to approach SNRE to suggest changes, they often feel ignored. When students were given the opportunity to provide feedback on faculty or the school as a whole, they believed they weren’t heard because they could not see any noticeable changes. Students felt that teaching evaluations were not read, and that faculty who openly exclude or harass students based on their social identities seem to return to teach the same courses every semester with no change in their instructional approach. One student noted that if students are listened to by faculty it is because they approach them in groups, not individually. This was particularly true of international students who indicated that their individual interactions with faculty often left them feeling dismissed and excluded.

Students expressed a great deal of concern and anxiety over how GSI positions and funding opportunities are assigned. One student explained that they had been working with a faculty member who said he/she would like to offer funding to this student, but were only encouraged to fund students within their track. Another said a faculty indicated that they were pressured to give GSI positions to students they advise. GSI positions were considered by many students to be highly desirable because of the experience they provided and the funding they ensured, but students often felt that the hiring process invited opportunities for favoritism:

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“There are students who get GSI positions semester after semester after semester and some students never get one. If you get one you're kind of guaranteed to get them again...The funding seems like there's favoritism.”

One student explained that there seem to be policies that are applied very inconsistently. For example, SNRE has a lot of dual degree students, some of whom find they are rejected and told that this is because of some aspect of their dual degree status.

Staff

Opening Question: How do you perceive diversity is defined by SNRE?

Most participants indicated that they were unsure what kind of work SNRE is doing with regard to diversity: *“I don't know what the school's view is - I don't know what they are doing”* one participant said. Another participant commented that depending where one is located within SNRE it can be hard to see what is occurring in other parts of the school, including diversity efforts: *“I don't see that happening because it depends on what unit work you in...It is easy to be siloed.”*

One participant noted that the school doesn't seem to be looking at inclusion across the various positions in the school: *“School doesn't really look at the staff and inclusion across faculty, staff, and students as a diversity issue.”* This participant added that staff often find themselves in difficult positions when there are snow days, many faculty and students live close by and many staff don't, and there seem to be concessions made for faculty and students, but not staff. Many other participants nodded in agreement.

Topic # 1: Overall Individual Experiences (with colleagues)

Several focus group participants discussed the low morale amongst staff after a number of firings in recent years. This quote typifies the feelings related to high staff turnover and dismissals:

“Morale is low across the board. I can't speak for faculty, but staff – we are on the receiving end from supporting everybody...There was also a big turn over and that is going to have an impact in terms of how we value institutional knowledge. So whether you've been here for a while or you're new, you need to accept that and it can be hard – it can take its toll...There needs to be more care to the staff about that to really feel included in our own internal environment.”

Many staff spoke about how variability in way supervisors respond to staff input on diversity issues and other topics. Some staff had good experiences, others found that their supervisors were less likely to listen, or if they did listen it didn't result in anything. One participant said,

“I feel often times that I am in a position where I am welcomed to speak my mind but it might not necessarily impact any change. I have support from my direct supervisors to speak on issues that are important to me with the implicit understanding that it will not necessarily expect change.”

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Staff indicated that it didn't take much to help them to feel appreciated, some food at their meetings and some appreciation of their work made a big difference:

"In six months we had two staff meetings, and OMG they bought bagels - they bought food for the staff. It is nice to have an hour just to be able to talk to people. And for me that is a good thing that I haven't seen in other places."

The staff were also very appreciative of the food provided for this focus group.

A few staff explained that they have a sense that not all of SNRE values diversity in the same way. One staff member explained,

"I have heard faculty suggest that diversity is about finding someone that looks different, but acts the same as you. That doesn't sit quite right with me."

That point led to a few members of the focus group sharing some of their experiences with students and reflected on the need to practice giving the benefit of the doubt. A staff member who is a person of color described one experience with students:

"I was in the bathroom and I had an SNRE t-shirt and jeans [on] and when I came out there were a group of white female students standing outside the door and I heard whispers or lowered voices. I said, "Were you talking to me and I said can I help you?" - And they said, "Are you lost?"...I went back to my office... and remembered that we have something - a program...with students of color going on. I think they thought I was lost in building, because they thought I was part of the group. There is a disconnect there. I feel like we could have our students be more mindful...like that we have staff members here who are people of color."

Another staff member described an instance where she almost racially profiled a student. She explained that there had been some thefts in the school and they had received an email from facilities indicating that everyone should keep an eye out for people who looked like they did not belong in the building. She described an instance where she saw a black male student holding a computer and she was suspicious. The staff member said,

"He was black and I didn't recognize him and he had a computer and I was about to approach him but then I saw his MCard hanging off of his backpack. I don't want to profile but..."

A few staff described some concerning experiences with faculty. One said,

"I have had several occasions where I have felt like faculty had problems with women in authority, and didn't take their work seriously."

Another staff member followed up with an additional example:

"I have recently had a project that I work on faculty where the faculty lead that I worked with had changed from male to female and with that change she has given

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me a greater deal of responsibility and acknowledged that there were certain tasks that I am capable of doing but wasn't being acknowledged for before."

Another staff member added that they had an experience where a faculty member referred to their lunch, which was a common cultural dish, was "gross."

A staff member reported that there was pressure to hire more men:

"I was shocked by how many people said that I needed to hire more men, that there are too many women in the administrative offices. Women faculty and staff were telling me those things."

One staff member commented that it would be nice if staff were welcomed to participate in school events like the Food Olympics.

Topic # 2: Faculty, Staff, and Post-Doc Recruitment and Retention

When asked to describe SNRE's recruitment efforts for staff and whether diversity was being considered, staff explained that postings are listed on several job sites. In addition, particular lists designed are to attract diverse applicants. However, when faculty hire for their labs or programs they each do that in their own way and several staff believed that that there was little consideration of diversity in those positions.

Staff believed that sensitivity training would not only help with hiring and the general climate of the school. A participant said, *"I know I have come across situations where I've felt, gosh you need some sensitivity training!"*

Topic # 3: Assessment of Students' Experiences

A few staff lamented that they didn't believe that the school was providing enough resources to recruit a diverse student body, so they aren't able to go to some conferences or some events where many students of color are present. One staff member believed they SNRE should

"Pay Rackham for a list of students who took the GRE and see if they are interested in environmental science...but it is expensive and we don't have the money."

Staff indicated that there are a few efforts being done to recruit international students. For example, the school holds webinars for international students, and the admissions office had an intern a few years ago who spoke Chinese and could design a website in Chinese, however that had more to do with the luck of having that student on staff than any dedicated effort to make the website accessible. As one participant put it, simply having a Chinese language website or photos doesn't mean that the school is welcoming:

"You can put a picture of a Southeast Asian student on the website all day, but when you come here and you see them you want to hear that they felt included and accepted."

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One of the biggest challenges in recruiting a diverse student body was funding. Focus group participants feel that SNRE is not funding students to the same degree as peer institutions.

Staff believed that students notice the lack of diversity in the student body, particularly U.S. diversity: *"I think the students do notice that there aren't many African American students - all the students notice that."*

One staff person discussed an email that went out last year regarding someone who was transitioning:

"I think it is important to that students know that diversity is more than skin color and ethnicity and there is also religion, gender, and other things. There needs to be an equal amount of awareness placed on all of those differences. I know there was an email sent out... [someone] was transitioning...and saying please be sensitive...my point is the email was very nicely crafted...but would we place that same importance on all...identities?"

Topic # 4: The DEI Strategic Plan

Staff were concerned that the SNRE Diversity Plan will fade if not implemented carefully: *"I have seen the hard work that we have put into this whole initiative and I hope that it doesn't lose stamina and it thrives."* This concern was echoed by many staff, especially those who had been at SNRE for a long time and have seen a number of plans:

"I can't count how many reports I have seen about all that has come and gone and how much hasn't been done. If the school wants to be serious on it they need to create a staffing structure with people to keep it on track. If we didn't have a finance group we wouldn't have been paying attention to our money so closely, so without a dedicated group it is going to get lost. A lot of the stuff that the school is doing now is great and a lot of it is driven by faculty interest, or money. We have lot of students from China and there a lot of reasons we go to China and it is not necessarily for diversity."

Another staff person indicated that they believed that the plan will need support from the university level in order for it to survive: *"Whatever the outcome of the report to make it sustainable and impactful and we would need it to be supported at the university level."* Staff indicated that the school is considering restructuring and that may influence the diversity plan: *"We may have another school so there may need to be some new maneuvering to see it survive, if it does."*

Final Question: What is the most important thing you would like us to take away from this focus group?

Participants had a number of different ideas They said,

"[Include] international students [more fully in the school] and we need to have a greater value for diversity for our domestic students."

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"We need greater inclusion of staff; staff often feel like second class citizens compared to faculty and students."

Many staff agreed with the above statement. They also said:

"Often faculty look upon staff as the lower echelon and if they had a clue all we do...they need training on how to deal with staff sometimes."

"If we are diversifying and looking at the school as a whole, we have a visiting committee and we need to diversify our visiting committee - it is like an advisory committee to the dean and they get together and talk about the school."

"When the plan is put together we need transparency, it is easier to hold someone accountable."

"All staff should feel welcome at staff events whether they work for the school or primarily for a faculty member."

"The report needs to very clearly identify some actionable steps that need to be taken that you could measure the success of those."

Faculty

Faculty members include tenured and non-tenured faculty, research faculty, and post-doctoral faculty. Each group was offered a separate meeting opportunity to maintain anonymity and encourage honesty.

Opening Question: How do you perceive diversity is defined by SNRE?

Participants didn't believe that the school thought that much about diversity. One said,

"I don't think they think about diversity. Since I came here I noticed there is a lot of talking about being inclusive, interdisciplinary etc. but in reality we haven't learned how to respect each other."

Another faculty member said they were unsure what diversity means, and hadn't heard it discussed until the DEI Committee began holding the focus group discussions on the topic. One faculty member felt that these conversations were occurring in some spaces in SNRE but not others. The faculty member explained,

"People can talk about diversity but they are so scared to talk about isms. I don't think you can do that without talking about homophobia, racism or sexism. And I think you need to talk about that. But only one track really talks about those isms."

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Participants felt that improving diversity in the school requires incentives. A participant explained,

“There are no carrots and no sticks...Here things are managed by the top, and not by the roots. There is very little communication by ourselves to solve some of these things that are so evident. I don't think the school has address[ed] the issues of diversity in the real way - maybe in a marketing way, not a real way.”

Until there are more incentives for working on diversity and consequences for not working on it, focus group participants felt that the level of faculty participation will not change.

Topic # 1: Overall Individual Experiences (with colleagues)

A number of research scientists indicated that it is often an “*uphill effort*” to get their attempts to improve the school appreciated, and that they often don't feel included in the school. One research scientist explained that when they try to take on additional projects to support student interests, those efforts are not always acknowledged and treated with respect. A research scientist indicated that he/she had experienced a few difficult interactions with faculty, where his/her ideas were dismissed and ignored and he/she believed this was because, “*all that matters in the school is who brings in the money and how many papers they publish.*” Another research scientist added that this exchange likely would not have happened if both the faculty member and the research scientist had comparable social identities and power.

Research scientists discussed feeling as if they are a minority in the school and are just “different” and this leads them to be seen differently by faculty: “*People aren't necessarily trying to discriminate against us, but they do.*” One example that came up a few times was the fact that research scientists have to petition to vote at faculty meetings. A research scientist explained,

“We don't automatically get to vote, we have to petition to vote. Maybe they'll let us vote, maybe not. Either way, we are always seen as different.”

One reason they were seen as “different” was because there were not very many of them and one research scientist explained that some might consider them to be a threat: “*We are different somehow we might be a threat or whatever.*” However, that is not the case with research scientists in other schools. A focus group participant said,

“In the medical school there are lots of research faculty and they are seen as real and that we are here for legitimate reasons and we were hired for legitimate reasons.”

Another participant commented that the school has a number of silos which can create feelings of isolation: “*We aren't taking the chance to learn about each other. Everybody gets into their boxes and everyone learns just about these boxes.*” Collaboration across tracks is not always encouraged. As one participant explained, tracks are competing for students and money so blending across is not celebrated.

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There was agreement that the school “*certainly has an issue with racial diversity,*” but that “*the faculty is very open to improving that and doing something about it.*” They believed it remained to be seen what the faculty were going to do to improve racial diversity.

In general, postdoctoral fellows expressed a desire to have more candid conversations about issues of diversity, equity, and inclusion in the school. Some reported that they encountered “*blank stares*” when bringing up the topics in certain spaces. One participant added there were limited spaces where he could go and “*have those conversations.*” And then, “*I have to close the door.*” One researcher noted described a common occurrence in SNRE wherein “*we have these conversations about agency, and representation, and all of these things in a theoretical context, but it doesn't seem to reflect where we are here. We talk about these things but they don't translate into our space.*” They perceived that SNRE was not an inclusive environment for students and postdoctoral fellows whose experiences and identities varied from the “*norm.*”

Topic # 2: Faculty/Staff/Post-Doc Recruitment and Retention

Faculty participants felt that faculty recruitment seemed “*pretty good*” but also acknowledged that they was not aware of “*any specific efforts to recruit a diverse faculty or postdoc group.*” The underrepresentation of certain groups in the faculty was viewed as a “*kind of a pipeline problem,*” noting “*the lack of diversity in the profession would certainly trickle down to the lack of diversity in PhDs.*” A participant advocated “*more active recruitment to broaden the profession.*” Without intentional efforts the status quo would remain. The participant continued, “*Based on my experiences, if you don't actively seek out people, it's mostly white.*”

Research scientists noted that they are responsible for securing their own funding for most positions, so it can be difficult to attend to diversity in the hiring processes. They did not believe that SNRE was considering diversity among research scientists a priority. There are also a number of research scientists affiliated with the National Oceanographic and Atmospheric Administration, and they have their own hiring and recruitment practices. If research scientists were going to increase their presence in the school, then they believed there might be a possibility to consider diversity in hiring more effectively.

Despite having their own hiring and funding practices, research scientists are expected to go through a similar tenure process as other faculty. One participant explained the process this way,

“We have two tracks, one is the research professor and one is the research scientist. When the research professor track started we were told not to apply. When I asked about it further, it was suggested to me not to go forward with it.”

Reflections on recruitment and retention experiences revealed a need for sensitivity around the unique needs and experiences of older postdocs, such as those who may be caring for children and/or aging parents. Two fellows reported that there was little, if any, “*resources to help with relocation,*” and one participant felt it was not possible to speak “*honestly*” about a number of personal matters as the start date and transition to SNRE occurred. It didn't “*feel like a supportive space where it was okay to talk about these things*” the participant said.

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It also seemed that basic accommodations for nursing mothers were inadequate, as one participant outlined a series of steps that had to be navigated in order to access a lactation room:

"U of M has information on a website and there are pictures of various spaces on campus. But they weren't used to people who needed that space. And so they didn't want to assign me a key. I don't know what they thought--that we were going to steal the refrigerator? Oh. and the first month I had to go to some woman and she had to let me in twice a day. Then, I had to go to the business office and check out a key. It was just absurd. Luckily, I didn't care about nursing but some moms may not feel as comfortable with that and it may be more private. I just can't believe all of the confusion and chaos around being able to nurse."

Topic # 3: Assessment of Students' Experiences

When asked about how they believed that students experience the climate, the participants believed that students felt like they lacked community:

"I hear from students all the time that they don't feel a sense of community - they come to my office all the time to breathe. I tell them you have the power, and you have to talk to other students."

The research scientists believed especially had concern for the experiences of international students: *"I would like to hear more myself from international students. We have been getting a lot more applicants in students from Asia."* This research scientists added that these students seem to only be comfortable in particular labs and communities, but not the school as a whole.

One research scientist explained that in his/her view the solutions to address community were often inadequate. That is,

"Every few years in faculty meetings the topic will come up, how can we bring the school together better? The solution is to bring in more speakers and to have a speaker program...and we'll have a lunchtime speaker program and it has struck me over and over. To me it's a band aid."

One research scientist indicated that they had sought to support a student who had experienced some academic and personal difficulties, but the support was dismissed and ignored. However, when the same student received a letter of support from a faculty member, the student was able to get the accommodations they needed. The research scientists felt that their work with students and assessments of students' needs are not acknowledged.

Our faculty participant believed that climate in SNRE, particularly in the _____ track was *"pretty positive"* and *"inclusive."* He observed that *"students are quite supportive of each other"* and *"are actively working to break down barriers between groups."* He attributed this to the amount of time students spend together. *"There are some pretty late nights."* He perceived that climate for students in the classroom also seemed *"pretty positive generally."* Most issues are *"language-based with Chinese students who are a bit weaker in English."* In speaking about how

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to support and mentor these students, the faculty member shared an example of how he/she thoughtfully addressed the instructional needs of all the students in his/her classes:

“There were two students in particular that really, really struggled. In one of my classes, which was really small, I occasionally would stop when I would say something and saw blank faces. I would ask the students to turn around and make sure that they each understood what I said. I’ve actively tried to make sure they are not sitting in a corner somewhere and I think that’s worked out pretty well.”

Faculty participants proposed that SNRE consider ways to support the large and increasing number of international students in their courses. One example might be to have an international student serve as a GSI. Faculty did acknowledge this *“might put a different burden on this student that would be more than just teaching.”* If this occurs, then SNRE would have *“to be explicit that”* the student was *“being hired to do work in kind of a dual role.”*

It was also suggested that international students be assigned an advisor before matriculating in SNRE and that should consider advisor *“training to make sure it [advising] is done well.”*

As with other focus groups, post-docs expressed that it was *“problematic”* for the school *“not to have a more diverse student body”* – particularly because of the *“human element”* of work in the natural sciences and environment. They also discussed how the SNRE calendar was *“not representative of many people here”* and were concerned that the calendar spoke to a larger issue with *“a lack of critical reflection”* in the school on various issues. For example, one participant shared concern that the Food Olympics event and Chinese New Year were *“lovely but places where the school has checked off the box. ‘Oh, we’re doing something about Asian culture.’* Such celebrations did not address what they thought to be *“different levels of support”* and interesting dynamics regarding the integration of international students in the SNRE community:

“I’ve heard some of the white students talk about the Asian international students being racist and not welcoming toward them. And I just think that’s bullshit. We just need to talk about international and domestic racism...In these diversity conversations I think those things need to be parsed out too. I guess I’m just protective of the international students. I just don’t like that the international students are pitted against the domestic students of color because that doesn’t shift the focus toward those of us who come here with a lot more privilege.”

Another postdoctoral fellow perceived a *“divide”* in how faculty conceived of the importance of DEI in the school. She observed some conversations from faculty about concerns over *“students’ lack of awareness about their privilege and how it affects their research questions and their ability to engage in work.”* The school has done a great job of attracting well-educated students who have had interesting service and volunteer experiences that, according to our participants, makes them [students] believe they are qualified to speak on issues of diversity and equity. They suggested this tendency was problematic for a science field that involves *“people and communities.”*

“So they feel they can talk about these things. Like I’ve been to Madagascar so I know about racism. Or, I’ve been to the Peace Corps. And those things drive me berserk...There

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is no self-reflection. I don't know how we can talk about privilege and power in other countries but not about ourselves. There is no place where we can talk about the underlying issues of oppression."

Postdocs also noted that conversations about privilege were often separate from those that focused on how students are experiencing the SNRE "climate." They believed that these issues were actually related and needed to be addressed in concert.

Topic # 4: The DEI Strategic Plan

Research scientists listed a number of things they would like to see included in the DEI plan, including:

"I would like to see an effort to actually focus on Michigan and Detroit and new young and diverse faculty who are actually focusing on our backyard."

Another research scientist indicated that they would like to see incentives put in place for those who do diversity work.

"I would like to see us put the incentives in the right place, where everything is done...there are no incentives, it is totally the opposite. You have to put incentives that make sense with how we want to see the school moving."

One explained that they would like to see greater respect for research faculty.

"I would also like some respect for the role as research scientists, and I don't even have a vote. I have to beg to be allowed to vote like the rest of the faculty. I don't want to beg... The whole idea of being a research scientist means you have to bring in funding and your process. My thought is that once you have been in promotion and tenure you have to be able to vote."

Another added that a faculty member once commented that "being a research faculty member is like being on permanent sabbatical." The research faculty members present found that sentiment an insult to their very hard work.

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In parting, two of the research scientists said,

"I would like to see a much stronger focus on recruitment from Southeast Michigan and Detroit, and I have never seen an actual focus on that. I think that would be very beneficial and they would bring something to the program."

"[I would like to see an end to the use of] bandages in the form of speakers - speakers are good, we don't want to use that solve the issue of helping to make students and faculty interact."

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Postdoctoral fellows shared comments about school engagement with DEI, admissions, and efforts to improve ethics around research and outreach. Participants felt that SNRE needed to collectively and deeply engage with diversity as part of the DEI strategic efforts. There was concern that faculty and administrators did not equally share responsibility for making SNRE a diverse and inclusive environment but instead had relied on the environmental justice track and a few vocal faculty members. DEI *“needs to be more centralized”* one participant shared. A few diversity champions or even a diversity committee, *“is not a sustainable, long-term strategy.”* Participants were pleased that there was a coordinator for DEI efforts, but were adamant that the amount of work required to improve DEI in the school necessitated *“more than one person”* and *“full-time staff.”* Thus, without a shared commitment across tracks and the provision of adequate human and financial resources, postdoctoral researchers had doubts about the plausibility of real change. *“It needs to be a community thing...and I also think it needs to be funded and not just the funding that particular faculty members bring in themselves.”*

Postdoctoral fellows also commented on the need to address DEI in the context of research and outreach.

“Why don't we have more diversity in our student body? Because we don't talk about it in research. But we are a Research I institution. If we don't talk about DEI in our research, how do we talk about it to our students and in other ways?”

Finally, faculty members summed up their thoughts on the most important issues SNRE faces regarding diversity, equity, and inclusion. They said,

“I think the main thing is there is a recruiting issue. I think it comes down to the cost of higher education. I think the major issue is cost. I know there's funding and scholarships and stuff like that but there could never be enough. I am expecting as part of this strategic plan a specific allocation of money towards this--toward supporting this work.”

“The questions you showed at the faculty meeting are pretty good. I think zeroing on the students experiences and seeing more of what they are feeling and learning how different comments impact their experience I think is great. Well, not great, but it's helpful. It's nice to know what their experiences are and that these things exist.”

VI. SNRE DEI Draft Plan Review and Listening Sessions

SNRE’s Diversity, Equity, and Inclusion Committee hosted four sessions to review and gather feedback on the draft DEI strategic plan on March 23 and 25, 2016. Two were scheduled for staff and two for faculty. SNRE’s Human Resources Director facilitated the two staff sessions and two faculty members from the school’s DEI committee hosted the two faculty sessions. The DEI Program Manager served as note taker for each session. Commentary was recorded anonymously.

Staff, faculty, research scientists, and postdoctoral fellows were invited to attend the sessions. Online sign-up sheets were generated for staff and faculty separately, and each provided space for anonymous comments on the draft plan and the current DEI process. A discussion prompt covering similar topics was prepared for each constituent group and used at each session.

The first staff session had seven participants while only two staff attended the second (see table 17). A total of five faculty members attended the listening sessions. The first meeting followed the prompt while the second meeting was much more open ended. Participants were asked each question, outlined below, but were not pressed to find a solution to each.

Because of the timeline set by the Provost’s office and SNRE’s busy academic calendar, the DEI Committee was unable to organize review and listening sessions for students before classes ended. Consequently, the will wait till fall to solicit student input.

Table 17. Staff and Faculty Attendance at Review and Listening Sessions

Date held	Group	Number signed up	Number in attendance	Stakeholder Group	Number of participants
3/23/2016	Staff	11	7	Staff	9
3/25/2016	Staff	6	2		
3/23/2016	Faculty	3	3	Faculty	5
3/25/2016	Faculty	2	2		

Staff

Theme #1: Discussion of Diversity Benchmarks and Metrics for Success

- 1. What is are appropriate ways to achieve greater diversity in SNRE? Is it comparison to other natural resources schools or other small graduate programs?*

Both staff and faculty participants suggested that SNRE look at what other schools and universities may be doing to successfully increase diversity in their programs. This research would also include other graduate schools on the University of Michigan’s campus as well as other natural science and environmental studies programs nationwide. Yale and Duke are the other top schools in the field of natural resources and environment, but staff commented it may not be particularly helpful to compare our diversity initiative to theirs because, as private institutions, they have funding opportunities that the University of Michigan does not have. The University of California, Santa

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Barbara, was also cited as a peer institution but perhaps an unfit comparison because of the low cost of in-state tuition.

A staff member suggested it would be important to highlight in the report **the benefits that may arise from a more** diverse SNRE community. Such benefits could include greater awareness and practice of inclusiveness in the school; SNRE community members having access to DEI training, or developing marketable DEI skills; the availability of more resources; and the development of a more robust support structure for DEI activities.

2. What is an appropriate goal?

Staff members suggested increasing the amount of funding for application fee waivers to supplement the waivers that Rackham provides. Another staff member highlighted the importance of faculty relationships in attracting students to matriculate.

Theme #2: Evaluation of DEI Participation and Process for Handling Complaints

3. What should be the process for students, faculty, and staff to bring up issues of discrimination or insensitivity?

Several staff members have worked at other University of Michigan campuses and they described strategies used elsewhere that have been successful in increasing conversations about and support for those experiencing discrimination or exclusion in their community.

The staff think it is important to provide either an ombuds within SNRE who can work with staff, students, and faculty on DEI concerns, or to have more than one persons to contact regarding such issues. Multiple contacts can be helpful because such a structure can disrupt potentially challenging power dynamics between staff and faculty or students and faculty that arise when discussing these issues. While there is a university ombuds, one staff member suggested that it would be most valuable to have someone within the school who is knowledgeable about the characteristics of the school and its community members.

One respondent suggested following the “expect respect” model, where staff and faculty can go through leadership advancement training and receive a placard or sign to display in their office, representing themselves as an ally. This has been used for LGBTQ and veterans affairs at the University of Michigan, but can also be applied to more conversations about discrimination.

Participants noted that it is challenging for students to discuss discrimination by faculty members because they don't always know who to speak with. Moreover, a faculty member may not want to take action against another colleague on the student's behalf. While the Human Resources Office may be a reasonable choice for staff members, it might not work for students wanting to report or discuss instances of discrimination and exclusion. The DEI Committee was suggested as an appropriate venue to handle complaints. Anyone tasked with handling such complaints should undergo sensitivity training.

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4. *How will staff's efforts toward DEI be evaluated?*

Staff members suggested the use of a “DEI scorecard” (something similar to this is used on the University of Michigan – Dearborn campus). Staff members will be asked to report their engagement with DEI activities as part of their annual performance reviews. This can include their participation on DEI committees and workgroups; DEI training received or facilitated; number of DEI events organized or attended; the provision of DEI services; as well as their role in mentoring, advising, and recruiting diverse students. This will be factored into considerations for merit increases and promotions. In addition, the SNRE can create a DEI award to recognize outstanding effort and dedication to increasing DEI in the school.

Staff participation in DEI activities should be considered as a part of their regular work functions. It is important for staff members to be able to participate in these events without having to work additional hours in the evening. The Dean's office should encourage both staff and faculty supervisors to allow their employees to participate in these events.

Theme #3: Intercultural Exchanges Between Domestic and International Students

5. *Given the increase of international students (30% in 2017 cohort), what are some challenges that might arise? What opportunities exist to increase intercultural exchanges between international and domestic students and with staff?*

The Office of Academic Programs has been working to increase the level of inclusivity for international students at the SNRE. One staff member suggested it would be helpful to incorporate the returned Peace Corps volunteers in this engagement effort.

Staff members supported the suggestion of an international-domestic student coffee and tea mixer, similar to the events held by the Ford School of Public Policy. The beverage mixers could feature beverages from around the world as well as various student groups or themes that would encourage broad participation from international and domestic students. SNRE can solicit current students to bring their affinity groups to these events.

International students also need funding opportunities, some staff members said. Although they constitute 30% of the student body, they received less than 20% of the available funding. Efforts to increase international student diversity and inclusion are currently being developed by faculty and the Office of Academic Programs.

Theme #4: Resources Needed for Implementation and Engagement

6. *What resources do staff need to engage in DEI initiatives?*

Staff members could pursue and obtain DEI certification. Not only would this motivate more staff to incorporate diversity, equity, and inclusion in their work, it could facilitate professional development and job advancement. Staff noted that SNRE should focus on retention as much as recruitment. They argue that staff currently leave the school as the opportunities for promotion are limited.

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Staff pointed out that it is important to build a staff community if we want to encourage staff members to participate in this kind of programming. This would include opportunities for staff to socialize during lunch hour or during staff-specific events. Staff should be explicitly invited to SNRE events and encouraged to participate and mingle with one another as well as with other community members.

Theme #5: Recruitment and Retention

7. *What else can we do to broaden our application process?*
8. *What process can we use to determine due diligence in providing access and opportunity for underrepresented populations in filling staff positions?*

SNRE can use an application activity report to evaluate the inclusiveness of the application process when hires are being made. Staff members said hiring managers may not be aware of this procedure and suggested more be done by SNRE's Human Resources Office to inform faculty and staff conducting hires. Candidates' qualifications can also be reviewed without the name of the candidates attached. A staff member suggested this may reduce unconscious biases¹⁹ in hiring and result in a more diverse interview pool and workforce.

A staff member suggested a longer application period may ensure a more diverse candidate pool, as this allows for the job posting to be shared on the Listservs accessed through DirectEmployers.²⁰ One participant explained that because research positions are often available through grant funding most of these positions are offered to former students of the faculty investigator as well as to younger people. This makes it challenging to diversify these positions, however, if the student body of SNRE becomes more diverse then that could help with diversifying the research staff positions. Further, these positions can also be advertised more widely to facilitate a broader pool of applicants.

¹⁹ For more on how unconscious bias can perpetuate lack of diversity see: Ross, H. (2008). "Proven Strategies for Addressing Unconscious Bias in the Workplace." *CDO Insights*. 2(5, August): 1-18. Available at: <http://www.oswego.edu/Documents/STEM/proven%20strategies.pdf>. Accessed June 11, 2014. See also Taylor, Dorceta E. (2014). *The State of Diversity in Environmental Organizations*. Washington, D.C.: The Raben Group. Available at: <http://www.diversegreen.org/the-challenge/>.

²⁰ DirectEmployers Association seeks to provide employers an employment network that is cost-effective, improves labor market efficiency, and reaches a diverse national and international pool of potential applicants. "About DirectEmployers." DirectEmployers Association (n.d.). Retrieved April 04, 2016, from <http://www.directemployers.org/about/>.

Faculty

Theme #1: Discussion of Diversity Benchmarks and Metrics for Success

1. *What is an appropriate baseline for comparison in considering diversity in SNRE? Is it a comparison to other natural resources schools, other small graduate programs, undergraduates in STEM, or for faculty, doctorates in our fields?*

As was the case with staff, faculty participants recommended the SNRE assess how other universities have increased the diversity of their student bodies. The DEI Plan should include a list of schools, universities, and programs to be reviewed. It was pointed out that in the Landscape Architecture field, the California State Polytechnic University in Pomona, California, is the most diverse program in the nation. In addition to its geographic location, the school has high levels of diversity because it enables its students to attend courses in the evening in order to facilitate work or family responsibilities. Faculty agreed that SNRE should look for schools with similar geographic characteristics and determine if they have found effective ways to recruit diverse students.

It seemed clear to all faculty participants that the SNRE is most limited by income diversity. This in turn impacts racial and ethnic diversity as well as non-traditional student enrollment. One faculty member suggested it may be beneficial to investigate the possibility of an evening program that allows students to work full time during the day. The faculty participants all agreed that the SNRE should consider need-based funding in order to attract and retain diverse students.

One faculty member mentioned the recently instituted HAIL (High Achieving Involved Leader) scholarship program.²¹ It is an outreach program that informs high school students and their families about existing scholarships that may reduce or eliminate the costs associated with attending the University of Michigan. SNRE should implement need-based funding and then utilize the HAIL scholarship model to advertise these opportunities as a part of the outreach and recruitment plan. One faculty member recommended that SNRE add tuition and scholarship information to the school's website for greater transparency. Students have also advocated for greater transparency in cost and funding opportunities.

2. *What is an appropriate goal for increasing diversity? Doubling application rate of all applicants? What is an appropriate timeline for increasing representation?*

There are different baselines for each field of study, and therefore there should be different goals for total application numbers for each field, one faculty member pointed out. It is important to realign our fields with the students matriculating in the school. Another faculty member suggested that this includes a discussion about how people may learn and achieve in their fields differently from one another.

²¹ Fitzgerald, Rick (2015). "U-M to Test New Way to Reach High-Achieving, Low-Income Students." *The University Record*. August 26. Available at: <https://record.umich.edu/articles/u-m-test-new-way-reach-high-achieving-low-income-students>. Accessed April 7, 2016.

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Theme #2: Evaluation of DEI Participation and Process for Complaints

3. *What will be the process for students, faculty, and staff to bring up issues of discrimination or insensitivity?*

Several faculty members highlighted the importance of sensitivity training as a way to reduce incidents of discrimination or insensitivity. This suggestion was made in the staff discussion. One faculty member suggested that all faculty should be required to take STRIDE training. SNRE currently requires anyone serving on search committee members to undergo such training, but this requirement is not always enforced. The school has to be more consistent in ensuring that search committee members undergo the appropriate training before serving committees. SNRE can work with STRIDE and ADVANCE to help faculty members acquire training. STRIDE and ADVANCE training should also be documented in faculty members' portfolio in tenure and promotion cases.

All faculty members in this conversation asserted that this work should be conducted within the parameters of current faculty time requirements, and not in addition to them. They argued that increasing the amount of time faculty have to spend away from research and teaching will dampen enthusiasm for participating in DEI activities. Faculty suggested that it would be best to incorporate training and discussions in the faculty retreat or dispersed in faculty meetings throughout the year.

A mentoring program would be very useful for on-boarding new and visiting faculty, one faculty member suggested. They suggested a "launch team," style support program through ADVANCE, where a committee consisting of current faculty support new faculty members.²² This program is currently in place in the College of Literature, Science & Arts' Natural Sciences Division and the College of Engineering.

4. *How will faculty be evaluated on DEI engagement?*

Faculty participation in DEI programming should be incorporated into the existing processes of recognition for awards and promotions. Nominations for awards could be done through peer review; this is currently being done in other units on the University of Michigan's campus, but is not currently done in the SNRE.

Faculty also discussed whether DEI effort should be incorporated into the annual evaluation. They felt that the DEI assessment should include an evaluation of the faculty as advisors. Participants noted that procedures are in place to evaluate master's project advisors, but it does not currently include an assessment of their attention to diversity, equity, and inclusion. A faculty member mentioned that when students have been surveyed about their project experience, some expressed

²² Whitman, Chris (2014). "Launch Committees Help Assistant Professors Navigate First Year." *The University Record*. May 15. Available at: <https://record.umich.edu/articles/launch-committees-help-assistant-professors-negotiate-first-year>. Accessed April 6, 2016. See also: ADVANCE Program at the University of Michigan (n.d.). Available at: <http://advance.umich.edu/mission.php>. Accessed April 6, 2016.

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concern that the master's project advisors are not required to have any sensitivity training or skills in attending to diversity, equity, and inclusion concerns when managing student projects.

There is also a system for establishing expectations between thesis students and their advisors, but no evaluation or metric for success for these relationships have been established. Faculty members reiterated that training can help improve the outcome of these advising relationships, but agreed there is a need to develop standardized evaluations for these. One faculty member suggested that we implement an advisor evaluation process for graduating students. This evaluation system should be put in place after the SNRE has clarified the expectations of the advising relationship. Master's projects advising expectations should also be clarified for both students and advisors.

Classroom interactions should also be evaluated. Participants agreed that the course evaluations can provide a space to evaluate faculty members on their sensitivity to diversity and efforts made to incorporate inclusive teaching techniques in their courses.

Faculty felt that advising expectations should be clarified and more evaluations should be incorporated into Ph.D. programming. SNRE should create a teaching and advising resource guide for new faculty. One faculty suggested this can be managed through a conversation at the faculty retreat with a note-taker and then a report can be drawn up to be edited and improved upon. Once again, ADVANCE was suggested as a resource to help develop the guide and provide other strategies to help improve new faculty orientation.

Theme #3: Intercultural Exchange with International Students

5. *Given the increase of international students (30% in 2017 cohort), what are some challenges in the classroom, in advising, and in social settings?*

In both sessions, faculty members expressed concern about the lack of resources available for international students in the SNRE. One faculty member said, we send our international students out of the department for help with language, but perhaps it would benefit SNRE to employ someone who can be a "point person" for international students. Faculty discussed whether it was feasible to combine this position with global engagement and the DEI program manager's position. The staff person hired to help with international students should also have close collaboration with the ombuds described above. In short, there should be clear to students who the international contact person is and what procedures exist to so international students have a clear outline for who to speak with and what procedures exist to discuss matters that arise.

Master's projects are a space where native English language speakers and English as a second language speakers have had difficulty working together. This occurs every year, the faculty said, so there should be a clear mechanism to support master's project groups dealing with these challenges. Master's project advisors should be trained to deal with this and receive more support. Another faculty member suggested the creation of a GSI position in SNRE for students to help international students as well as domestic students with their writing. Faculty suggested the campus wide program English Language Institute (ELI) has not been as effective recently as in the past, and suggested that SNRE either provide support and a stronger relationship between the school and ELI, or to provide writing support within SNRE.

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One faculty member expressed disappointment in the lack of funding available to international students as this inhibits international recruiting efforts. This faculty suggested that increasing funding for international students can increase the school's global impact, by further diversifying the school.

6. What are opportunities to increase intercultural exchanges with international and domestic students and with faculty?

Faculty discussed ways in which they can increase their engagement with non-traditional and underrepresented students. One faculty member who identifies as a first generation college student, wished there were ways to engage more with current first generation students in the SNRE around this unique experience. There was also a discussion of the OUTlist – a voluntary list of LGBTQ people and allies on campus who work to foster professional relationships and mentoring opportunities between LGBTQ faculty, staff, students, and alumni.²³ Similar programs might exist on campus to help first-generation students and faculty connect. This “outing” mechanism was discussed in the faculty and staff sessions, and may be valuable in the SNRE to inform students about potential mentors.

Theme #4: Resources Needed for Implementation and Engagement

7. What are some resources may faculty need to engage in these DEI initiatives?

All faculty members agreed that more financial resources will be required to support DEI initiatives in the SNRE. This includes increased funding for recruitment, programming, and staff and faculty time spent on DEI.

When it comes to institutionalizing faculty participation in the DEI initiatives, one faculty member said it is challenging to speak about the importance of diversity and faculty participation in these initiatives when the deliberation for tenure and promotion only include the traditional metrics of publication. The tenure and promotion committee should work with the DEI office and ADVANCE to improve the evaluation metrics for faculty and their efforts to build a more diverse and inclusive community, curriculum, and classroom.

Faculty members suggested that the SNRE should pursue funding from foundations, corporations, and alumni to support student recruitment and retention.

²³ Spectrum Center - OUTlist. (2016). Available at: <https://spectrumcenter.umich.edu/outlist/home>. Accessed April 1, 2016.

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Theme #5: Recruitment and Retention

8. *How can we ensure we are broadening our application process?*
9. *What process can we institutionalize to determine due diligence in providing access and opportunity for underrepresented populations in our faculty positions?*

Faculty agreed that all positions should be well advertised, and suggested SNRE review ADVANCE – STRIDE recommendations and best practices.²⁴ The Target of Opportunity process, recommended by ADVANCE, should continue to be utilized to increase the diversity of faculty applicant pools, one faculty member suggested. Faculty participants recognized their role in improving the diversity of the candidate pool, and said they should be “*going out and looking for people we want here.*”

In addition, there should be changes in how candidates are evaluated, faculty members said, such as which candidates in the search pool are viable and how do you determine a candidate’s potential for success. Mentoring of new faculty was seen as essential to the nurturing and retention of faculty.

²⁴ The STRIDE Committee provides resources about practices that enhance the likelihood that diverse, well-qualified candidates are identified for faculty positions, recruited, hired, retained, and promoted at the University of Michigan. Available at: advance.umich.edu/stride. Accessed April 1, 2016.

VII. Strategic Objectives, Measures of Success, and Action Plans

Introduction

SNRE's Diversity, Equity, and Inclusion strategic plan addresses all members of the SNRE 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. All strategic objectives and related actions will be pursued in accordance with the law and University policies.

VII. 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.

FY17 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

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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 should be required to go to an ADVANCE workshop on diversity. This is a practice that SNRE 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.

FY17 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)²⁵ facilitate hiring. SNRE should proactively 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:
 - 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.

²⁵ 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.

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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.

FY17 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.

FY17 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
 - Identify if there are areas where SNRE's wages lag behind comparable units on campus
- Develop plan to make salaries equitable if any inequities exist.

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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:

- 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 SNRE.

FY17 Actions:

- 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:
 - Develop marketing materials that appeal to the diversity we hope to attract and develop a plan to reach the intended audience.
 - Use 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
- Plan diversity activity 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 SNRE's student population.

Measures of Success:

- Over the next five years, increase the percentage of domestic applications coming from

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historically underrepresented students (it was 9% in 2015).²⁶

FY17 Actions:

- Change SNRE application form to collect more diversity data on applicants to enhance our understanding of the applicant pool and our ability to measure progress on DEI efforts. For instance, we can:
 - Ask whether applicants were in the foster care system
 - Ask whether applicants were raised in single-parent households
 - 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
- Change the SNRE application form to ask applicants to address, in their essay on commitment to diversity, to say if they want to be considered for an Envoys fellowship, why they qualify for it, and what skills or insights they would bring to the fellowship. Provide access to the current ENVOY mission statement and web address.
- Develop recruitment partnerships with minority-serving institutions
- Develop recruitment partnerships with specific departments in colleges and universities elsewhere that are likely include diverse students with academic backgrounds that are a good fit with SNRE to apply to SNRE
- Develop strategies to recruit through diversity pipeline programs like the Doris Duke Conservation Scholars Program that are being developed in SNRE 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 SNRE.

Primary DEI Goal: Diversity

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

Measures of Success:

- Greater diversity of students matriculating in SNRE.

FY17 Actions:

- Provide increased funding, in legally permissible ways, to assist students to attend SNRE
- All faculty should continue to be encouraged to participate in Visit Day to engage with admitted students and facilitate recruiting
- Track and evaluate the diversity of the pool of students who:

²⁶ 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.

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- Are potential SNRE applicants
- Apply to SNRE
- Are admitted to SNRE
- Matriculate in SNRE

Primary DEI Goal: Diversity and Inclusion

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

Measures of Success:

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

FY17 Actions:

- Develop procedures for training SNRE students in inclusion techniques and practices
- Begin exposure to and training in DEI at the Biological Station orientation
 - Have training for returning students early in the school year
- Provide support for incoming students by providing them with SNRE and campus-wide information on DEI resources
- Develop inclusion plan for all students, including specific planning for:
 - International students
 - The global outreach initiatives
 - Students admitted through new 5-year undergraduate-master's program with Tsinghua University
- Develop international student orientation
- Hold international student welcome dinner
- Develop a peer mentoring system to increase cross-cohort community building
- Develop Visit Day activities for doctoral students
- Hold a 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 SNRE 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

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FY17 Actions:

- Track graduation rates of students by multiple demographic categories.
- Begin 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 SNRE
- Greater diversity in the staff being hired in SNRE.

FY17 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 of Natural Resources and Environment 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 SNRE.
- Conduct training as part of the SNRE staff DEI quarterly events.

Primary DEI Goal: Equity

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

Measures of Success:

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

FY17 Actions:

- Conduct pay equity study of staff wages
 - Identify if there are areas of gender inequity
 - Identify if there are areas of racial inequity

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- Identify if there are areas where SNRE's wages lag behind comparable units on campus
- Develop plan to make salaries equitable, if any inequities exist.

VII. 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 SNRE DEI training activities

FY17 Actions:

- Develop SNRE DEI training activities
- Recruit and encourage faculty participation in SNRE 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 SNRE 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

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FY17 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 SNRE 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 SNRE
- All faculty have regular contact with their advisees during their time at SNRE.

FY17 Actions:

- All faculty will be reminded to establish contact with advisees (by email, Skype, telephone, campus visit, etc.) before they begin classes at SNRE
- Norms for student mentoring will be established, including faculty meeting with their advisees at least once per semester during the time they are in SNRE
 - 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.

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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

FY17 Actions:

- Help students to identify diversity, equity, and inclusion resources on campus
- Include diversity, equity, and inclusion modules in orientation
- 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
- 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.

FY17 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.

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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

FY17 Actions:

- SNRE staff develop school-wide training modules
- Staff participate in SNRE and campus-wide DEI training activities
- Staff report on DEI training in annual review

VII. 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 SNRE to carry out DEI activities and facilitate participation by stakeholders.

Measures of Success:

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

FY17 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.

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Faculty

Primary DEI Goal: Equity and Inclusion

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

Measures of Success:

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

FY17 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

FY17 Actions:

- Conduct climate assessment in fall 2017
- Compare results to 2015 baseline 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

FY17 Actions:

- Clarify and communicate the role of the SNRE ombuds in conversations related to

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- 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 SNRE's DEI climate
- Greater number of DEI activities
- Greater number of students participating in DEI activities

FY17 Actions:

- Schedule SNRE DEI Draft Plan review and listening sessions for students in September.
- Conduct student climate assessment in fall 2017
- Compare results to 2015 baseline 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 SNRE'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 SNRE 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:

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

FY17 Actions:

- Clarify and communicate 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 SNRE.

Measures of Success:

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

FY17 Actions:

- Staff will include DEI activities in their activities in the school.
 - Track the number of such activities
 - Track number of participants
- Staff will facilitate cross-cultural exchanges
 - Group students of different backgrounds together for activities and discussion 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:

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

FY17 Actions:

- Conduct staff climate assessment in fall 2017
- Compare results to 2015 baseline climate assessment.

Primary DEI Goal: Equity and Inclusion

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

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Measures of Success:

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

FY17 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.

Primary DEI Goal: Equity and Inclusion

Objective #4: Create a space for staff to interact with each other on a more regular basis.

Measures of Success:

- The creation of a staff break room or lounge.

FY17 Actions:

- Provide staff with a room to use for break, lunches, etc.
- Use staff lounge as space to facilitate conversations about DEI issues.

VIII. Progress Over the Last Year: Actions and Impacts

During the 2015-2016 academic year SNRE instituted a number of DEI initiatives listed below.

1. Launch DEI initiative
 - Create Director of Diversity, Equity, and Inclusion position
 - Secure DEI office space
 - Hire part-time DEI staff.
2. Revived the Envoys diversity fellowship program
 - Made offers of ten fellowships of \$15,000 each to students matriculating in fall 2016.
3. Established the Environmental Fellows Program. This is both a bridge internship program to provide students with funding during the summer and also a diversity leadership development program to help prepare the next generation of professionals who foster diversity in the environmental workforce.
 - Provide \$10,000 for 13 week summer internship with environmental grant making foundations or their grantees
 - 17 fellowships are provided
 - Fellows are provided with diversity training
 - Fellows help to facilitate diversity activities in the organizations in which they are interning
 - Attend Environmental Grantmakers Association annual meeting; meet with other fellows in similar programs
 - Unmet need – funding for staffing, enrichment programming, and additional fellowships.
4. Establish the Doris Duke Conservation Scholars Program. This is a pipeline program to help with SNRE's recruitment of diverse students but it is also a leadership training program for undergraduates to foster interest diversity issues in the environmental field. Undergraduates will spend two summers at SNRE working with faculty and interning at area environmental organizations.
 - 20 scholars participate in the program in Year 1
 - 40 scholars participating in Year 2 and each succeeding year
 - Provide \$4,250 for each summer's 8-week internship experience
 - Travel and living expenses covered by the program
 - 7 SNRE faculty, 1 postdoc, 2 doctoral students, and 4 research scientists will host students in their labs
 - Collaborate with the National Oceanographic and Atmospheric Administration – Great Lakes Program to enhance their diversity efforts
 - Scholars will receive DEI training
 - Unmet need – funding for staffing and enrichment programming.
5. TIES continues to host K-12 students in SNRE. These students get building tours and learn

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- about sustainability.
6. SNRE faculty hosted **students, some of whom were** historically underrepresented students, in their lab for summer internships in 2015.
 7. Among the new hires in SNRE, two happened to be **faculty of color**. They were:
 - A PFIP postdoctoral fellow who was hired as assistant professor
 - An assistant professor who will be a part of the food systems cluster.
 8. Search committee members were asked to attend ADVANCE DEI workshops in 2015-2016.
 9. SNRE conducted faculty wage equity study in 2015
 - Committed \$150,000 to equity adjustments
 10. Use Direct Employers database to advertise SNRE jobs more widely
 11. **Among the new staff hires, four happened to be** staff of color
 - Two new staff of color hired in OAP
 - Two new staff of color hired to manage the DDCSP
 12. Broadened recruiting activities
 - OAP staff made more site visits to university campuses and potential feeder programs
 - Attended more diversity recruiting events
 - Faculty and students attend the Historically Black Colleges and Universities' climate conference and recruit students.
 13. OAP and Global Outreach Director hosted a welcome dinner for international students
 - Rudimentary orientation activities were carried out.
 14. OAP hosted a Chinese New Year celebration
 - Consider changing this to Lunar New Year celebration as some students have pointed out that many countries have a similar celebration
 15. Student government hosted a Food Olympics
 - In the future ensure that this event has both domestic and international students doing the cooking
 16. Bring in high-profile environmentalists and faculty – who happened to be people of color -- in Dean's Speaker Series and linked these visits to diversity. Both events were used to engage the campus and community.
 - Aaron Mair was the Martin Luther King, Jr. speaker
 - Robin Kimmerer was a Dean's Speaker Series visitor.
 17. Day of Service in Detroit
 - Students organized a Day of Service in Detroit as a multicultural event. They volunteered at D-Town Farm and convened a gathering at the U. of M. Center in Detroit.

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18. Created a protocol for transgender/transitioning student to announce their status to the SNRE community.
19. LGBTQ student group, SNREdOUT are going through the process of becoming an official student group.
20. Faculty representative appointed the university's Inclusive Teaching Committee.
21. Create new five-year degree program with Tsinghua University in China.
22. Begin the creation of an SNRE Multicultural Resource Guide – members of the SNRE have been contributing to the online database.
23. Applied for National Science Foundation Food-Energy-Water Nexus grant that has student recruitment and diversity component./
24. Launch the Michigan Sustainability Cases. The case studies prepared in this program will have international components and will incorporate inclusive teaching techniques.
25. Since 2014, SNRE faculty have been participating in a campus wide conversation on inclusive teaching.

IX. Goal-Related Metrics

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.

University-Wide Metrics

The University will track and publish overall metrics relating to these three goals for each school, college, and unit. These metrics will be used for both internal and external evaluation of the progress of the plan, and will be publically available as well. The provost's office will outline in detail how they will track these metrics and this information will be updated in SNRE's plan as needed. SNRE's DEI committee will be responsible for receiving and organizing this data, as well as managing the dissemination to the SNRE community and its integration into the plan. See Section VII. Plans for Supporting, Tracking, and Updating the Strategic Plan for more on how these metrics will be integrated and used for updating the plan.

Diversity: Through the Rackham Graduate School and other avenues, the University will record the diversity of incoming cohorts; diversity of faculty at all levels; diversity of staff; diversity of workforce overall; diversity of students overall; and the completion rates for all students.

Equity: The University will track the number of reported incidents of discriminatory behavior and reports on adverse impacts of the DEI plan.

Inclusion: The University will continue to conduct various outreach and evaluation activities and will record the results on U. of M.'s climate measures of faculty, staff, and students.

Local School Metrics

The School of Natural Resources and Environment will be responsible for tracking the following metrics over the course of the five-year strategic plan. SNRE's DEI committee will be responsible

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for tracking these indicators, conducting the biannual climate survey, and for analyzing and disseminating the results. The following metrics are organized under three domains – diversity, equity, and inclusion. Each domain contain metrics related to students, faculty, and staff.

Record-keeping and analysis is the first step towards increasing diversity in the school. Many of these metrics have not been tracked over time, and therefore FY 2017 will be a baseline year. Once this baseline information has been gathered, the school can identify where gains are being made and how, as well as where opportunities exist to broaden the applicant and interviewee pool. Record keeping will also demonstrate where we have been successful and the methods that have contributed to this success.

As an iterative and participatory plan, the committees outlined in Section X will be responsible for determining how these metrics will be tracked, by whom, and how they should be used. These metrics are recommendations and will be impacted by the decisions in each committee.

Diversity

- Recruitment efforts can be evaluated by tracking the demographic characteristics of students from the recruitment phase through graduation. This includes tracking recipients of Pell grants, DDCSP, POSSE, McNair, students from minority serving institutions, non-traditional students, students from single-parent households, first-generation university students, students whose parents have low educational attainment, and veterans.
- Outreach efforts for recruitment purposes should be recorded, recruitment venues visited, tracking the demographics of students contacted, those who visit SNRE, and attend Visit Day.
 - The recruitment plan should include a follow-up schedule for contacting students.
 - Outreach efforts should also be evaluated by region and internationally.
- Once students have applied, SNRE should record and store demographic information about the applicants, those accepted, and those who matriculate. SNRE should also record the programs of interest of these students, what schools and programs they are attending or have attended, and their current location and field to the extent that this information is available. Analysis of these data will facilitate our recruitment and inclusivity efforts by assessing compositional and other forms of diversity in each field of study.
- Monitor the impact of SNRE's pipeline programs. This includes tracking the number of students who apply to and matriculate at SNRE after participating in pipeline programs such as the Doris Duke Conservation Scholars Program and other initiatives that the school supports.
- Increase opportunities for students to receive DEI training and certification through orientation, coursework, workshops, etc.
- Increase student input into diversity matters and participation in diversity activities in SNRE.

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- SNRE should track its graduates to assess their workforce participation, wages, etc.
 - Link this tracking to demographic information.
 - Assess the extent to which SNRE graduates are helping to diversify sectors of the environmental workforce.
 - Use this information to connect alumni and current students (for networking and mentoring purposes).
- In order to evaluate the trends in staff demographics, track the composition of this sector of SNRE's workforce. SNRE also will track the composition of the supervisory staff to see if and how the demographic characteristics of this group varies from that of the rest of the staff.
- In order to evaluate diversity in staff hires, SNRE will track the composition of applicants for staff positions, the demographics of those interviewed, and the demographics of those hired.
- In order to evaluate diversity in faculty hires, SNRE will track the composition of applicants for faculty positions, the demographics of those interviewed, and the demographics of those hired. This should include dry appointments, supplemental faculty, research scientists, and postdoctoral fellows.
- To keep our diversity goals relevant, SNRE will record annually the diversity of each respective field of study.
- Where possible SNRE should **generally** compare its student diversity with national data (available from sources such as the National Science Foundation) **regarding the available pool(s)**.
- SNRE will track the diversity of speakers and experts coming to SNRE. This should include their demographic characteristics, to the extent known, and areas of specialization.

Equity

- In order to increase retention in the SNRE, the school will track which students get scholarships, and what percentage of funding opportunities are awarded to low-income students, students raised in single-parent households, and first-generation college students.
 - SNRE will work to increase the amount of funding awarded to these students.
- Each semester SNRE will track which students apply for and receive GSIships and GSRAs. This includes tracking by field of study, faculty advisor, and international or domestic student status.
 - SNRE will evaluate the distribution of these and strive towards fair distribution, taking into consideration student grades, skills, and other qualifications.

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- SNRE will request graduating students disclose their debt burden from graduate school, and undergraduate school, if applicable, in order to determine which students may be facing a disparate financial burden in attending the SNRE. This record should include what scholarships or funding opportunities the students applied for and received.
- Hire students to work in some areas of DEI, such as helping others with writing.
- Analyze, track, and attempt to address wage disparities amongst SNRE staff, and between SNRE and similar units on campus.
- Equitable promotion practices are important to creating a more diverse workforce and boosting morale for all employees. SNRE should record and track the demographics of the staff who are promoted each year.
- In order to promote diversity in staff hires, the SNRE will track where our applicants for staff positions are applying from, as well as the demographics of the applicant pool, and the demographic characteristics of the new hires.
- Track and reduce wage disparities amongst SNRE faculty and between SNRE and similar units on campus.
- Using the faculty annual review process, SNRE will track and evaluate faculty's outreach to potential students and over time, and their engagement with their mentees, and participation in diversity recruitment and retention activities.
- SNRE will record the number of courses that have integrated diversity, equity, and inclusion, environmental justice, and international viewpoints or case studies into the curriculum or management of the course discussions. Teachers will be asked to rate the degree to which specific courses are amenable to such considerations (e.g., a course about environmental justice will rank much higher than a course in statistics). This information will be available for student curricular advisement, supporting a richer experience in SNRE.
 - SNRE will use course evaluations to track effectiveness of and the student interest in these efforts in classes.

Inclusion

- SNRE will update the school's website regularly to include information on student affinity groups and DEI-related information.
- Institute a peer-mentoring program that will include, but is not limited to, matches between domestic and international students, and matches among international and domestic student groups. To evaluate the effectiveness of the program, the school will track the number of students participating in it, the number of international and domestic matches, participation rates of low-income students, students of color, and non-traditional students, etc.

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- Track staff and faculty participation in DEI planning and programming, particularly their participation in new and existing committees that address some aspects of DEI. This record will be kept in order to assess the effectiveness of implementing the DEI plan and also to determine the ways in which participation can be increased.
- The DEI climate survey will be conducted biannually starting in fall 2015. It will involve separate surveys administered to students, faculty, staff, and alumni. The survey will evaluate the following: extent of inclusion, cross-cultural social interactions, prevalence of insensitive language and discriminatory behavior, extent of stereotyping and targeting, feelings about compositional diversity; and participation in DEI activities.
- Increase the participation of master's and doctoral students on DEI-related committees. This will increase student input and foster broader participation among students in DEI issues.
- Using the biannual climate survey, SNRE will evaluate the rate of reported stereotyping and discrimination.
- In order to evaluate the DEI programming and participation, SNRE should record the number of diversity training opportunities offered to each of the school's constituencies, the number of participants. The programming will include courses, workshops, conferences, forums, discussions, speakers, and cross-cultural events. This record will be kept in order to determine the extent of implementation of the DEI plan and also to determine the ways in which participation can be increased for each constituency.
- SNRE will increase the number of international holiday celebrations, record participation, and use evaluation and other feedback tools to determine student engagement in these events and opportunities for more cross-cultural engagement.
- In order to improve the faculty mentorship process, SNRE will evaluate effectiveness of the faculty-peer-mentoring program. This record will be kept in order to assess how well this aspect of the DEI plan is being implemented
- Track the visibility of DEI activities SNRE and media exposure.
- Keep a list of campus resources; review and update the list regularly.
- Clarify the role of existing ombuds to include handling DEI procedures, complaints, and compliance.

X. Action Planning Tables with Details and Accountabilities

Suggested DEI Committee Structure

The proposed plan will require elaborating on SNRE's existing committee structure to execute the DEI activities discussed herein. New and existing committees will provide a mechanism for SNRE stakeholders to have input into the DEI process in ways that are manageable but can still hold many in our community accountable. Changes to committee structures will begin in the 2016-2017 academic year. Committee chairs will provide an annual report of how their activities advance DEI objectives to the Dean and the Director of Diversity, Equity, and Inclusion. The DEI office will compile a summary of committee DEI activities and make this available to the SNRE community. Table 18 contains a list of suggested committees, their purpose, possible composition, and reporting obligations. Over the five years of this plan, these committees may grow, shrink, or re-form for greater efficiency. It is highly recommended that whenever possible, DEI is integrated into existing committee structures, with the community participation recommended below.

Many of the committees and actions proposed already exist in various formal and informal ways (see table 18). For instance, the Envoys program may currently have just one chair, but the committee structure will provide a way for greater community input and a broader distribution of responsibilities. The same can be said for the Web and Communications Committee; the Communications Director and the Creative Director currently meet with DEI to discuss these topics – the committee structure just formalizes student, faculty, and staff participation.

SNRE has some existing committees and positions that include DEI as all or part of their portfolio. These are: The DEI Committee, Envoys, Global Engagement, Awards Committee, and Ombuds.

In addition to these, SNRE should create the following committees to advance DEI-related goals:

- DEI Training and Curriculum Development Committee
- Market Analysis Committee
- Faculty Peer Mentoring Committee
- Student Peer Mentoring Committee
- Staff Peer Mentoring Committee.

Additionally, the existing DEI committee should have an expanded role, to include input on web-based and other communications (to the communications director), recruiting (to the associate director for recruitment), and evaluation of DEI metrics.

Existing committees should have DEI goals incorporated into their functions. The role of existing staff and faculty ombuds in supporting and enhancing the environment and inclusivity in SNRE should be clarified and communicated to the .

DEI awards should be created, with criteria drawn up and selections made by the existing awards committee. The Field of Study Council should be tasked with evaluating progress within various tracks toward achieving DEI goals, and guiding track-level DEI programming.

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Table 18. Proposed Diversity, Equity, and Inclusion Committee Structure to Facilitate New and Ongoing Efforts

Committee Name	Purpose	Composition of Committee				Report to:
		Faculty*	Staff	Students	Alumni	
Diversity, Equity, and Inclusion Committee**	Guide school-wide DEI efforts	DEI Director Two tenured faculty One untenured faculty	OAP Director OAP Enrollment Services Director of Human Resources DEI staff	One Student Government representative One doctoral student One domestic master’s student One international master’s student	Two alumni	Dean Dean
Envoys**	Select Envoys Fellows Develop Envoys programming	Two tenured faculty One untenured faculty	OAP Financial Aid Coordinator	Two current Envoys fellows	One Envoys alum	DEI Director Dean Associate Dean of Academic Affairs
Web and Communications Committee**	Communicate SNRE’s DEI activities on the Web and in the media	Two faculty	Communications Director Creative Director DEI staff	One doctoral student One domestic master’s student One international master’s student	One alum	DEI Director Dean
Recruiting Committee**	Facilitate efforts to expand recruiting in order to help diversify the student body	Two tenured faculty One untenured faculty	OAP Director OAP Enrollment Services OAP Career Services Director of Development and Alumni Relations	One doctoral student One domestic master’s student One international master’s student	Two alumni	DEI Director Dean Associate Dean of Academic Affairs
Global Outreach and Intercultural Committee**	Develop programming to help orient international students Develop cross-cultural programming	China Exchange Program Director Global Outreach Coordinator One additional faculty	OAP Enrollment Services OAP Career Services DEI staff	One Student Government representative One doctoral student One domestic master’s student One international master’s student One Return Peace Corps volunteer	Two alumni	DEI Director Dean Associate Dean of Academic Affairs
DEI Training and Curriculum Development Committee	Facilitate the incorporation of inclusive teaching strategies in SNRE Guide the development of DEI training and curricula in SNRE	Liaison to the university’s Inclusive Teaching Committee Two additional faculty	OAP staff DEI staff Director of Human Resources	One Student Government representative One doctoral student One domestic master’s student One international master’s student	Two alumni	DEI Director Dean Associate Dean of Academic Affairs
DEI Evaluation Committee	Assess progress on the achievement of DEI goals	DEI Director Two tenured faculty One untenured faculty	OAP Director Director of Human Resources Director of Budget and Administration	One Student Government representative One doctoral student One domestic master’s student One international master’s student	Two alumni	DEI Director Dean

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Committee Name	Purpose	Composition of Committee				Report to:
		Faculty*	Staff	Students	Alumni	
Market Analysis Committee	Examine competitive environment of SNRE relative to other environment programs, including on diversity measures	Two faculty	OAP staff	Two students		DEI Director Dean Associate Deans
Student Peer Mentoring Committee	Develop peer mentoring system Facilitate inter-cohort interactions	Two faculty	Two OAP staff	One Student Government representative One doctoral student One domestic master's student One international master's student	Two alumni	OAP Director DEI Director Dean Associate Dean of Academic Affairs
Faculty Peer Mentoring Committee	Develop peer mentoring system	Four faculty				DEI Director Dean
Track Leadership Committee	Evaluate state of diversity within tracks Guide programming to enhance diversity in each track Assess how well tracks are responding to DEI initiatives	Field of Studies Coordinators	Two OAP staff One Dean's Office staff	Field of Studies Track Leaders (one from each track)		DEI Director Dean Associate Deans

*Faculty refers to tenured and tenure-track faculty, adjuncts and other faculty affiliates, lecturers, research scientists, and post-doctoral fellows.

**Existing committee or existing body

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Tables 19A-19G. Strategic Action Plan Tables

Table 19A. Infrastructure and Oversight

Key Constituencies	Objectives	Time Frame	Detailed Action Plan	Measures of Success	Lead Body/Unit	Resources Needed
All Constituencies	Internal approval of DEI strategic plan	Spring 2016	All SNRE constituents have opportunity for final review and discussion of diversity statement and strategic plan culminating with a plan adoption statement from the dean. Modifications are made to milestones, processes, and basic metrics.	SNRE publicly announces and establishes its organizational commitment to promoting diversity, and to advancing equity and inclusion.	Dean’s Office, Executive Committee, SNRE DEI Committee, faculty, staff	Funding for discussion groups, town halls, and feedback meetings
	Refine work priorities	Spring/ Summer 2016	Dean’s office, program chairs, governing bodies, and constituent groups confer with each other to determine what objectives, strategies, and actions outside of those recommended herein should be prioritized in Year 1, Year 2, and Year 3 of the plan. Decide on implementation strategies including naming the operational leads for achieving goals.	Implement a predictable and transparent means to track and present for public review and discussion the progress and implementation of the DEI plan.	Dean’s Office, DEI Office	Staff time
	Create public accountability mechanisms	Fall 2016	Develop a progress report template or scorecard for incorporation into dean’s report to the SNRE at the end of the academic year. Processes are generative and data and information are being used for public accountability, public celebration, and personal and community growth.	Outcome progress report shared on an annual basis for review and feedback.	Dean’s Office, Executive Committee, SNRE DEI Committee,	Staff time
	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.
	Establish DEI Committees	Fall 2016	Establish all committees identified in Table 18. Develop and circulate committee charge for each.	All committees being operational.	Dean’s Office DEI Office	Faculty, staff, student, alumni time

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

Key Constituencies	Objectives	Time Frame	Detailed Action Plan	Measures for Success	Lead Body/Unit	Resources Needed
Students	Develop admissions procedures that are more inclusive of historically underrepresented students	Summer/Fall 2016	<p>Develop strategies to identify and reach venues to facilitate broader and more effective recruiting</p> <ul style="list-style-type: none"> 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 <p>Develop admissions procedures that overtly guard against unconscious bias on the part of decision makers.</p> <p>Develop marketing materials that appeal to the diversity we hope to attract and develop a plan to reach the intended audience.</p> <p>Use our website to post biographies or testimonials from current students who came from diverse backgrounds.</p> <p>Review doctoral student admissions criteria and process.</p> <p>Plan a diversity activity as part of Visit Day</p> <p>Develop mechanisms for interacting with students who are unable to attend Visit Day. This can include Skype, conference calls, and chat time with current students.</p>	<p>Recruitment at a broader range of venues and through more diverse outlets</p> <p>Attract a greater number of underrepresented students (e.g. graduates of minority-serving institutions, Pell grant recipients, first generation, and non-traditional), as applicants to SNRE.</p>	Dean’s Office, Office of Academic Programs, Ph.D. Committee, fields of studies	Funding available for broader recruitment efforts Funding for DDCSP programs
	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 30% over 2015 levels by 2018.	Office of Academic Programs, fields of studies	Funds for recruitment travel and other events, funds for staff

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Objectives	Time Frame	Detailed Action Plan	Measures of Success	Lead Body/Unit	Resources Needed
Increase the matriculation of students from underrepresented groups in SNRE by making attendance more affordable	2016-2021	<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 underrepresented students matriculating in SNRE.</p> <p>Greater number of low-income students matriculating in SNRE.</p>	Dean’s Office, Office of Academic Programs	Funding Envoys and other for scholarships
Develop practices that facilitate meaningful engagement of all students in SNRE in the life of its community	2016-2021	<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>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>Include master’s and doctoral students, domestic and international students, and alumni on DEI committees.</p>	Increased inclusive of diverse students in the SNRE community, as measured through the SNRE DEI biannual climate survey and feedback from community events.	Office of Academic Programs, fields of studies, Ph.D. committee	Funding for internships and DEI activities Staff time
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

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

Key Constituencies	Strategic Objectives	Time Frame	Detailed Action Plan	Measures of Success	Lead Body/Unit	Resources Needed
Staff	Increase level of staff diversity through a more comprehensive hiring process.	Spring/Summer 2016	Use the DirectEmployers program to share our job announcements a broad array of job sites and on government agency job boards.	Greater pool of diverse candidates being interviewed for and hired into positions in the SNRE.	Human Resources	Current annual fee of \$500, may be subject to increase.
	Update mission statement	Summer 2016	Update SNRE’s mission statement to reflect our commitment to DEI and ensure this updated mission statement is in each job announcement.	Use updated mission statement in job announcements.	Dean’s Office, Human Resources Office	Funds for staff time.
	Develop hiring procedures	Summer 2016	Create guidelines for incorporating DEI into the hiring process. These guidelines will include recommendations on how to screen and interview for candidates who have experience or aptitude with diversity, equity, and inclusion programming.	Completed hiring guidelines.	Human Resources, SNRE DEI Committee, SNRE DEI Office	Funds for staff time.
	Increase awareness of hiring protocols	Fall 2016	Distribute hiring guidelines to all personnel involved in staff hiring. Implement staff training on DEI and hiring practices.	Distribute hiring guidelines Train hiring personnel.	Human Resources	Funds for staff time.
	Improve pay equity for staff	2017	Conduct pay equity study – pay attention to gender, racial and field of studies inequities. Report on the findings. <ul style="list-style-type: none"> • Identify areas of inequity across gender and race • Identify areas where SNRE’s wages lag behind comparable units on campus Develop a plan to make salaries equitable, in consultation with existing campus resources.	Develop wage equity adjustments.	Deans Office, Key Administrator	Funding for salaries
	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

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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	Build a more inclusive work environment in the SNRE.	Summer 2016	Schedule staff DEI activities and cross-cultural exchanges Staff will help to organize and participate in DEI activities related to students and faculty	Increased participation in DEI activities.	Human Resources	Funding for staff time and external facilitators
	Create a staff lounge	2016	Designate a room for staff use (for lunch, break, etc.) Use space for staff DEI conversations and activities.	Establish a staff lounge	Dean’s Office, Human Resources.	Space for staff lounge
	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 promote inclusion in the SNRE.	Summer/Fall 2016	Develop on-boarding protocol to include rights and responsibilities of new hires regarding diversity, equity, and inclusion. Review DEI related on-boarding at other schools and units on campus.	Beginning Fall 2016, each new hire will receive DEI on-boarding as part of their employee orientation.	Human Resources, SNRE DEI Office.	Funding for staff time
		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
		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

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

Key Constituencies	Objectives	Time Frame	Strategic Action Plan	Measures for Success	Lead Body/Unit	Resources Needed
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 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 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>

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Objectives	Time Frame	Strategic Action Plan	Measures for Success	Lead Body/Unit	Resources Needed
Improve retention rates of all faculty and specifically faculty from underrepresented groups in the SNRE.	2016-2021	<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>	Dean's Office	Funding for promotions, hires, equity adjustments, and retention packages
Improve development of SNRE faculty.	2016-2021	<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 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. 	Have this workshop prepared and the 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.
Improve pay equity	2017	Follow suggestions from pay equity study. Report on the findings.	Develop wage equity adjustments	Deans Office, Key Administrator	Funding for salaries

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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 sin 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.
	Build a more aware and competent DEI community for faculty.	2017-2021	<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 goals 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>	Dean’s Office, DEI Office, faculty.	Use existing funding for Dean’s Speaker Series.
	Encourage faculty to play a more active role in the recruitment of historically underrepresented students.	2017-2021	<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 students in SNRE</p>	Dean’s Office, SNRE Communications Office, Field of Studies Coordinators, faculty.	Faculty participation, use existing funds to provide travel reimbursement for students attending Visit Day

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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	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

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