

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

**July 28, 2016**



**University of Michigan**  
**School of Natural Resources and Environment**  
**440 Church Street**  
**Ann Arbor, MI 48109-1115**

Table of Contents

**Executive Summary ..... 4**

**I. Diversity, Equity, and Inclusion Strategic Plan: Overview ..... 11**

    The University of Michigan’s Background and Diversity Charge ..... 11

    University-wide Diversity, Equity, and Inclusion Goals ..... 11

    SNRE’s Background and Rationale ..... 11

    Principles of Diversity, Equity, and Inclusion ..... 12

    Goals and Actions to Support Diversity, Equity, and Inclusion ..... 13

**II. Planning Process Used ..... 14**

    Planning Process Summary ..... 14

**III. Historical Analysis and Survey Findings ..... 19**

**Historical Demographic Data ..... 19**

        a. Students and Alumni Demographics ..... 19

        b. Faculty and Staff Historical Demographics ..... 22

**Climate Surveys: Demographic Characteristics of the Samples ..... 24**

        a. The Student Sample ..... 24

        b. The Alumni Sample ..... 27

        c. The Staff Sample ..... 29

        d. The Faculty Sample ..... 30

**Survey Results ..... 32**

        a. The Extent of Inclusion ..... 32

        b. Cross-Cultural Social Interactions ..... 34

        c. The Prevalence of Insensitive Language and Discriminatory Behavior ..... 36

        d. The Extent of Stereotyping and Targeting ..... 36

        e. Feelings About Compositional Diversity ..... 39

        f. Issues Identified and Suggested Actions ..... 41

**IV. Summary of Student Town Hall ..... 49**

**V. Focus Groups ..... 52**

    Master’s and Doctoral Students ..... 52

    Staff ..... 56

    Faculty ..... 58

**VI. SNRE DEI Draft Plan Review and Listening Sessions ..... 61**

    Staff ..... 62

## SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016

Faculty .....	64
<b>VII. Strategic Objectives, Measures of Success, and Action Plans .....</b>	<b>67</b>
<b>VII. A. Recruitment, Retention and Development .....</b>	<b>67</b>
Faculty .....	67
Master’s and Doctoral Students .....	68
Staff.....	69
<b>VII. B. Education and Scholarship.....</b>	<b>69</b>
Faculty .....	69
Staff.....	70
<b>VII. C. Promoting an Equitable and Inclusive Community .....</b>	<b>71</b>
School-wide .....	71
Faculty .....	71
Master’s and Doctoral Students .....	71
Staff.....	72
<b>VIII. Progress Over the Last Year: Actions and Impacts .....</b>	<b>73</b>
<b>IX. Goal-Related Metrics .....</b>	<b>76</b>
<b>University-Wide Diversity, Equity, and Inclusion Goals .....</b>	<b>76</b>
<b>University-Wide Metrics.....</b>	<b>76</b>
<b>Local School Metrics .....</b>	<b>76</b>
Diversity .....	77
Equity.....	78
Inclusion .....	79
<b>X. Action Planning Tables with Details and Accountabilities.....</b>	<b>81</b>
<b>Suggested DEI Committee Structure .....</b>	<b>81</b>
<b>Tables 19A-19G. Strategic Action Plan Tables .....</b>	<b>84</b>
Table 19A. Infrastructure and Oversight .....	84
Table 19B. Students: Recruitment, Retention, and Development .....	85
Table 19C. Students: Promoting an Equitable and Inclusive Community .....	87
Table 19D: Staff: Recruitment, Retention, and Development .....	88
Table 19E: Staff: Promoting an Equitable and Inclusive Environment.....	89
Table 19F. Faculty: Recruitment, Retention, and Development .....	90
Table 19G. Faculty: Promoting an Equitable and Inclusive Community .....	92
<b>Appendix:.....</b>	<b>94</b>



**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

# SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

## 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													
Preliminary legal review of draft													
Draft reviewed by Vice-Provost's Office													
Faculty and staff comment on draft													
Revise draft													
Draft resubmitted to Vice-Provost's Office													
Draft undergoes legal review													
Revise draft													
Prepare draft for distribution													
SNRE constituents comment on draft													
Final revisions and approval of draft													

## 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%).

- 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.

# SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

## 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 2003<sup>1</sup>, 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 Resources, one of the first schools of its kind. Fittingly, the school changed its name to the School

---

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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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 principles<sup>2</sup> 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 environment that supports the learning and interactions necessary for the effective, socially-just outcomes that we seek.

---

<sup>2</sup> 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.

### 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.	Oct.	
Information gathering	█				█										
Data collection and analysis			█		█										
Preliminary legal review of draft							█								
Draft reviewed by Vice-Provost's Office							█	█							
Faculty and staff comment on draft								█							
Revise draft									█						
Draft resubmitted to Vice-Provost's Office										█					
Draft undergoes legal review											█				
Revise draft												█			
Prepare draft for distribution													█		
SNRE constituents comment on draft														█	
Final revisions and approval of draft														█	

**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
    - Ask all SNRE faculty, research scientists, postdocs, and staff to report on diversity activities they are engaged in or are aware of in SNRE
    - Submit report on diversity inventory to the SNRE Dean and Provost’s office
    - Use information gleaned from diversity inventory as baseline from which to

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- 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 spaces<sup>3</sup> 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 Structures”<sup>4</sup> toolkit; external facilitators were used

---

<sup>3</sup> 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.

<sup>4</sup> See “Liberating Structures: Including and Unleashing Everyone.” (2015). Available at: <http://www.>

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- 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.
  - 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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 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 committee s. March 10, 2016.
9. Submit draft DEI report to the Vice Provost's Office. March 15, 2016.
10. Review of draft DEI report by the Vice Provost's Office. March 15, 2016-April 15,

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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 Demographics<sup>5</sup>

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.<sup>6</sup> The data included in this analysis were gathered from the Rackham Graduate School website and includes cohorts 2010 through 2015.<sup>7</sup>

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.

---

<sup>5</sup> 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.

<sup>6</sup> 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>.

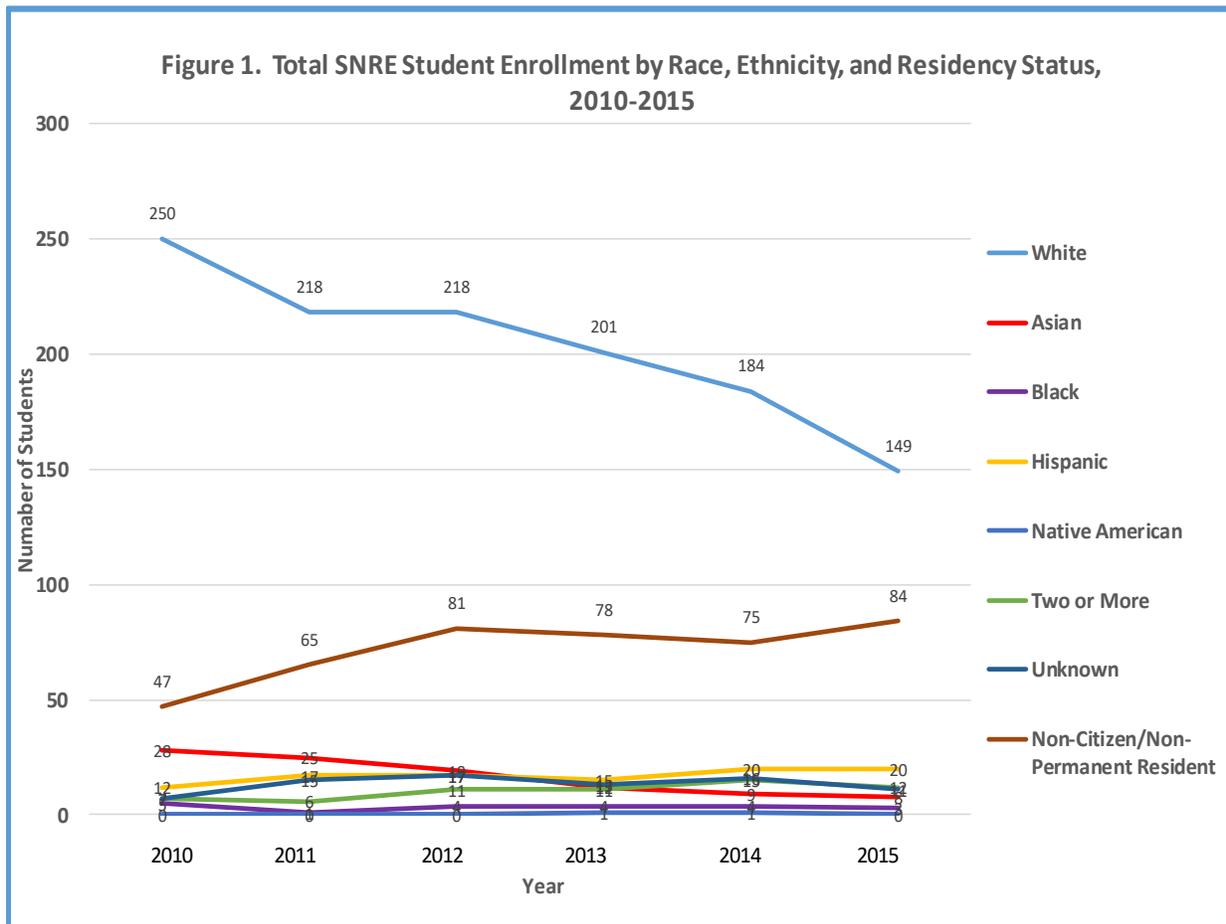
<sup>7</sup> Rackham Graduate School (2015). "Rackham Graduate School: Natural Resources and Environment." Available at: [https://secure.rackham.umich.edu/academic\\_information/program\\_statistics/masters/program.php?id=Natural+Resources+%26+Environment](https://secure.rackham.umich.edu/academic_information/program_statistics/masters/program.php?id=Natural+Resources+%26+Environment).

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

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



<sup>8</sup> 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>.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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.<sup>9</sup>

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.<sup>10</sup> 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 Program<sup>11</sup> – 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.<sup>12</sup>

---

<sup>9</sup> 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>.

<sup>10</sup> 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>.

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

<sup>12</sup> 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.pdf#80>.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

### 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."<sup>13</sup>

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.<sup>14</sup>

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.

---

<sup>13</sup> 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.

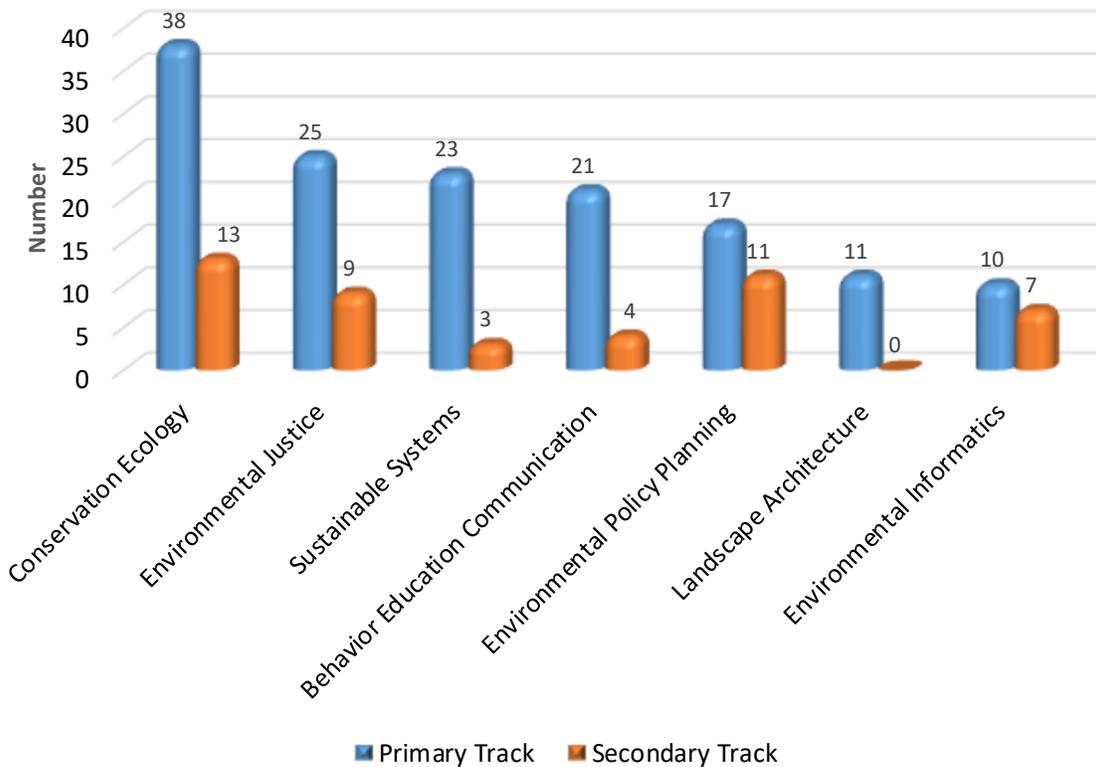
<sup>14</sup> Data is provided by the University of Michigan's Human Resources Office (2015). "2015 Diversity, Equity & Inclusion Data Report: University of Michigan School of Natural Resources and Environment." Ann Arbor: University of Michigan, Office of the Provost.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

Position	Total	Total U.S. &	% US &	% White	% Asian	% Black	% Hispanic	% Biracial or	% Unknown
		Permanent Residents	Permanent Resident						
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.<sup>15</sup> 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. While the data from Rackham does not identify

---

<sup>15</sup> 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
<b>Student Status</b>		
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
<b>Gender</b>		
Female	88	64.2
Male	42	30.7
Do not wish to answer	6	4.3
Transgender/transitioning	1	0.7
<b>Sexual Orientation</b>		
Heterosexual	111	81.0
Gay or Lesbian	13	9.5
Bisexual	8	5.8
Do not wish to answer	5	3.6
<b>Racial or Ethnic Background</b>		
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
<b>Citizenship or Residency</b>		
Citizen or permanent resident	114	83.2
Not citizen/permanent resident	20	14.6
Do not wish to answer	3	2.2
<b>Age</b>		
21-25	58	43.3
26-30	53	39.6
31-48	23	17.2
<b>Religious Background</b>		
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
<b>Received Pell Grant</b>	37	27.0
<b>Work Study Recipient</b>	79	57.7
<b>First Generation College</b>	25	18.2
<b>Is a Veteran</b>	3	2.2
<b>Has Disability</b>	12	8.8

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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).

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

Table 4. SNRE Students: Track Affiliation and Dual Degrees

Affiliation	Primary Track	Secondary Track
<b>Total Number of Students</b>	<b>359</b>	<b>45</b>
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
<b>Dual Degrees</b>	<b>114</b>	
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	

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

### b. The Alumni Sample

Two hundred and one alumni who graduated between 2011 and 2015 participated in the climate survey. 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.

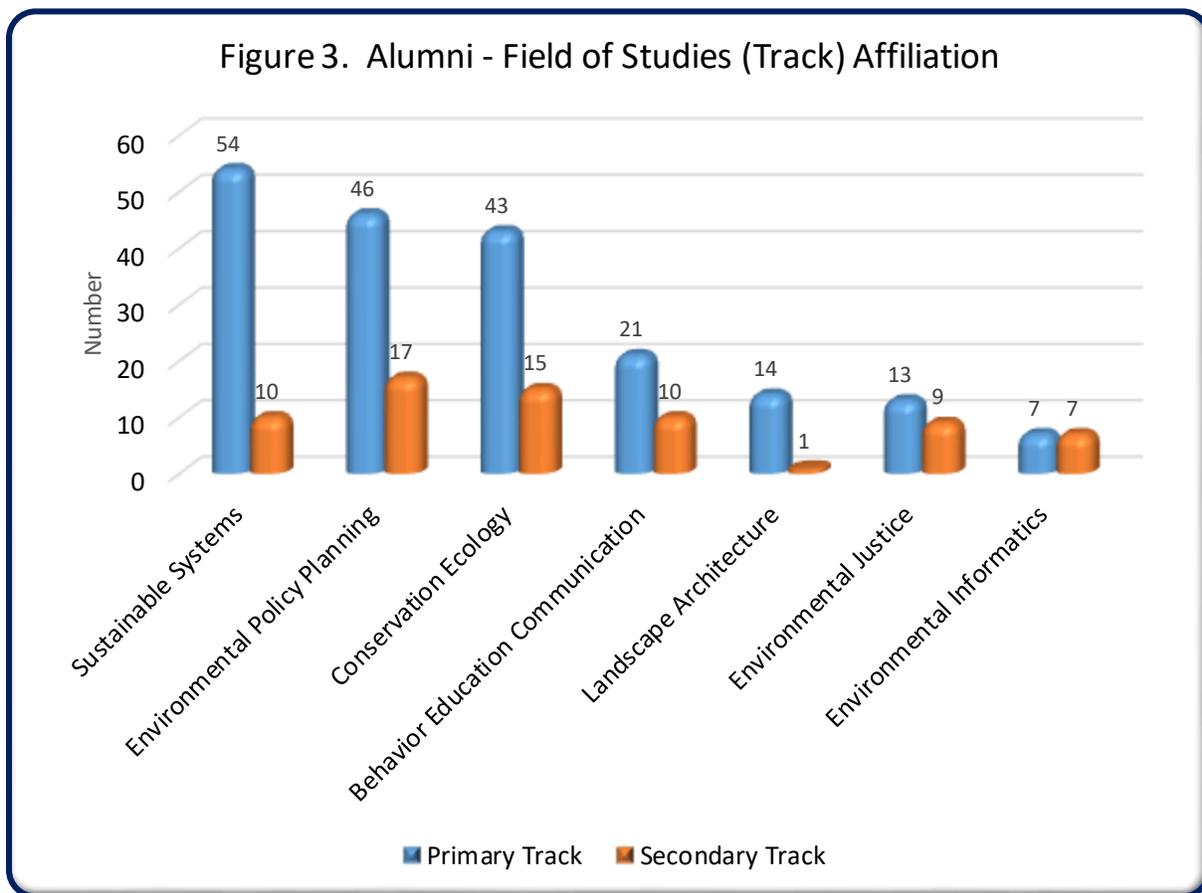
Table 5. Demographic Characteristics of Alumni

Characteristics	<i>n</i>	Percent
<b>Year of Graduation</b>		
2011	37	18.4
2012	39	19.4
2013	44	21.9
2014	37	18.4
2015	44	21.9
<b>Degree Program</b>		
Master's of Science	124	61.7
Dual degree	50	24.9
Master's of Landscape Ph.D.	14	7.0
	12	6.0
<b>Gender</b>		
Female	134	66.7
Male	66	32.8
Do not wish to answer	1	0.5
<b>Sexual Orientation</b>		
Heterosexual	169	84.1
Gay or Lesbian	12	6.0
Bisexual	10	5.0
Do not wish to answer	10	5.0
<b>Racial or Ethnic Background</b>		
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
<b>Citizenship or Residency</b>		
Citizen or permanent	178	88.6
Not citizen/permanent	22	10.9
Do not wish to answer	1	0.5
<b>Age</b>		
23-28	78	39.0
29-33	76	38.0
34-55	46	23.0
<b>Religious Background</b>		
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
<b>Received Pell Grant</b>	54	26.9
<b>Work Study Recipient</b>	114	56.7
<b>First Generation College</b>	41	20.5
<b>Has Disability</b>	7	3.5
<b>Is a Veteran</b>	5	2.6

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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.



## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

### 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 individuals 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.

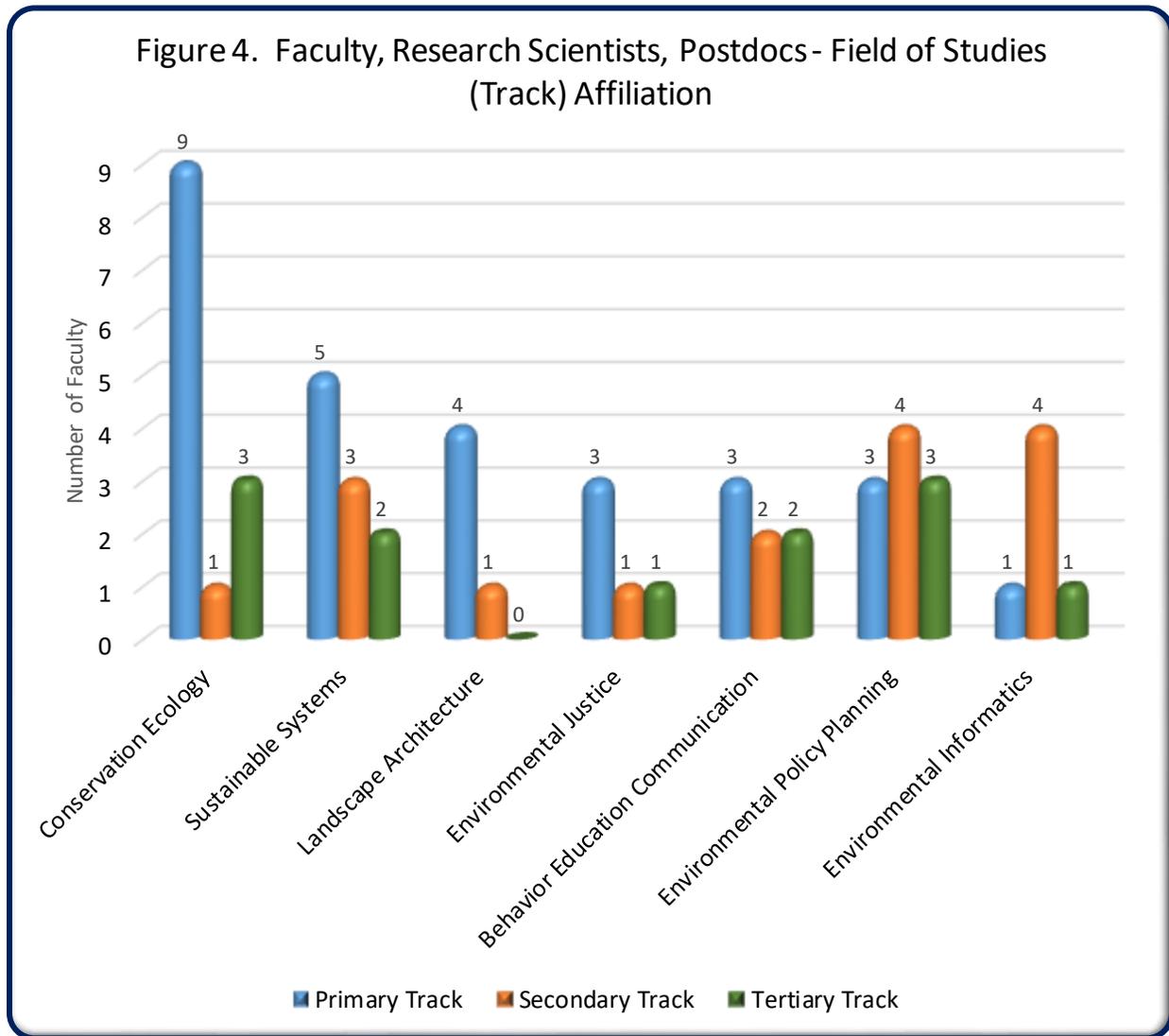
Most respondents (43.1%) did not say what their religious background was. However, 21.6% (11) respondents indicated they were non-religious, 15.7% (8) said they were Protestant, 5.9% (3) reported that they were Catholic, and 2.0% (1) indicated that they were Islamic.

Table 7. Demographic Characteristics of the Faculty

Characteristics	<i>n</i>	Percent
<b>Faculty Status</b>		
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
<b>Number of Years Worked at Univ. of Michigan</b>		
0-4 years	21	48.8
5-20 years	12	23.5
21-39 years	10	19.6
Unknown	8	15.7
<b>Number of Years Worked in SNRE</b>		
0-4 years	21	48.8
5-20 years	13	25.5
21-39 years	9	17.6
Unknown	8	15.7
<b>Gender</b>		
Female	13	25.5
Male	14	27.5
Do not wish to answer	24	47.1
<b>Sexual Orientation</b>		
Do not wish to answer	26	51.0
Heterosexual	22	43.1
Gay or Lesbian	3	5.9
<b>Racial or Ethnic Background</b>		
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
<b>Age</b>		
34-50 years	12	23.5
51-78 years	14	27.5
Did not answer	25	49.0
<b>Religious Background</b>		
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
<b>Has Disability</b>		
	1	2.0

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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.



**Survey Results**

All the respondents participating in the four different climate<sup>16</sup> 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.

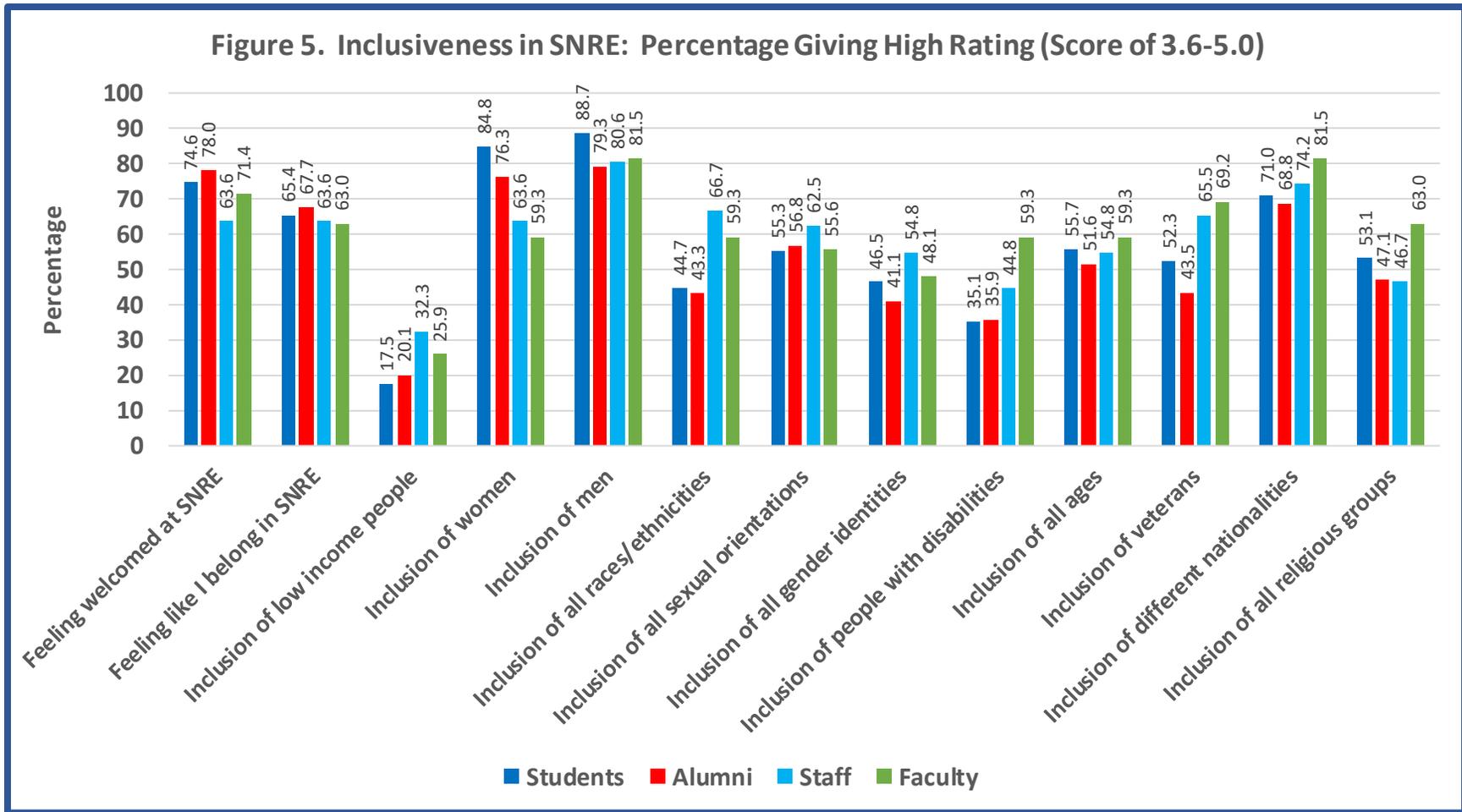
a. The Extent of Inclusion

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

<sup>16</sup> 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.



## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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.<sup>17</sup>

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.

---

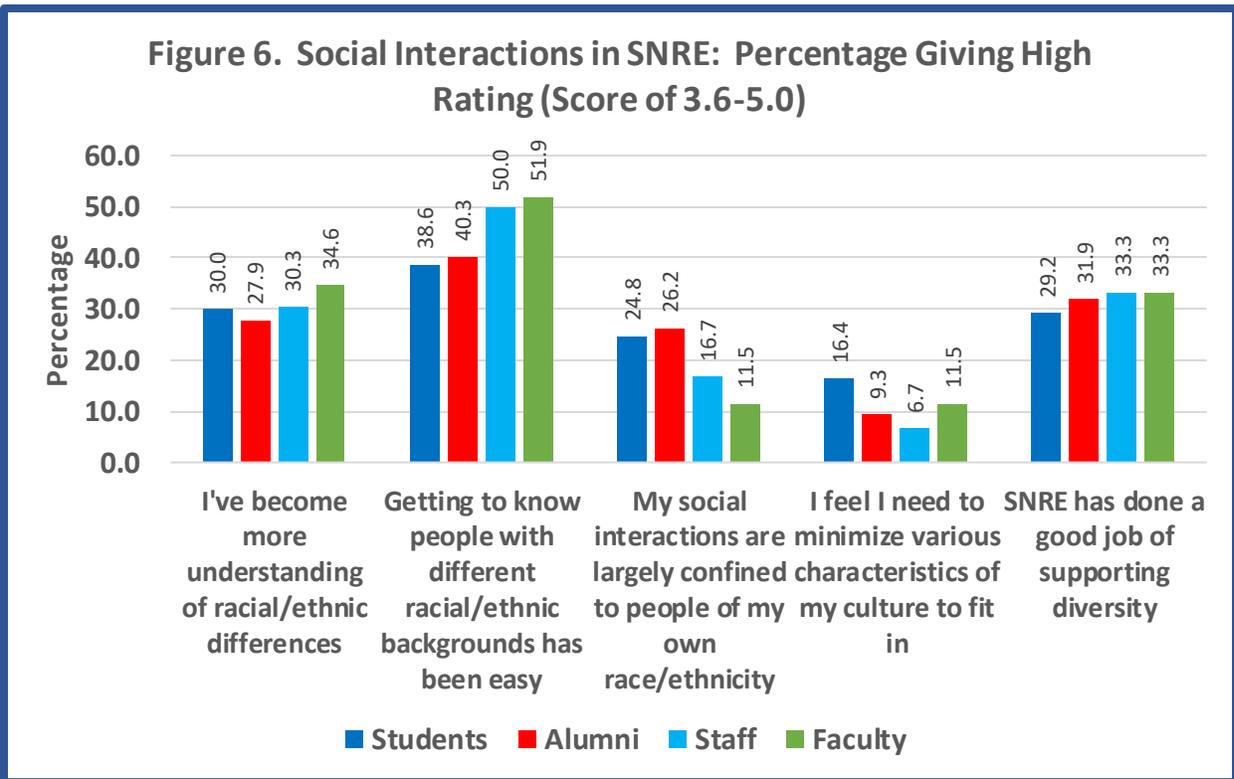
<sup>17</sup> Bastedo, M. N. and Jacquette, O. (2011). "Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification." *Education Evaluation and Policy Analysis*, 33: 318-339.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

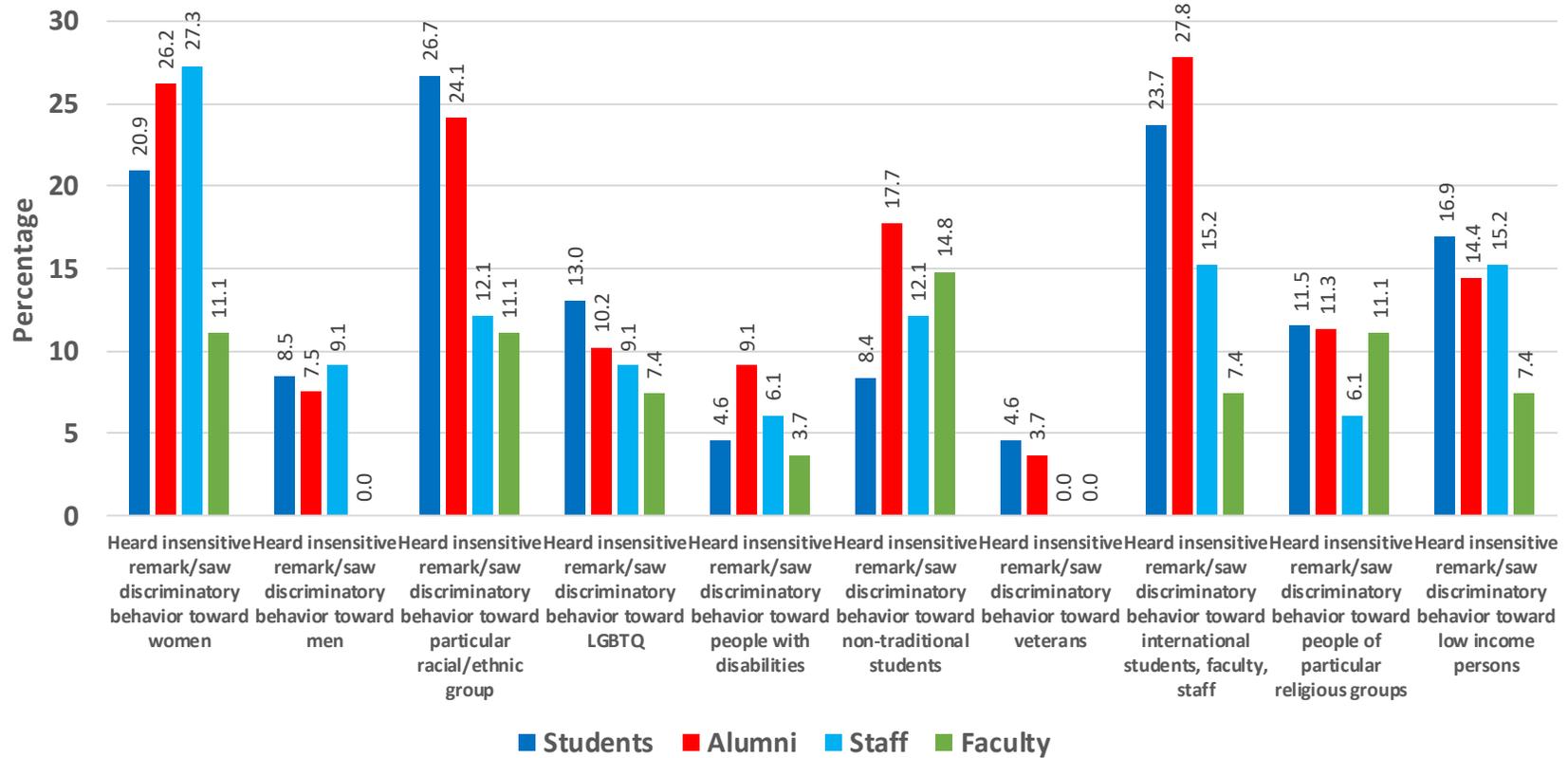
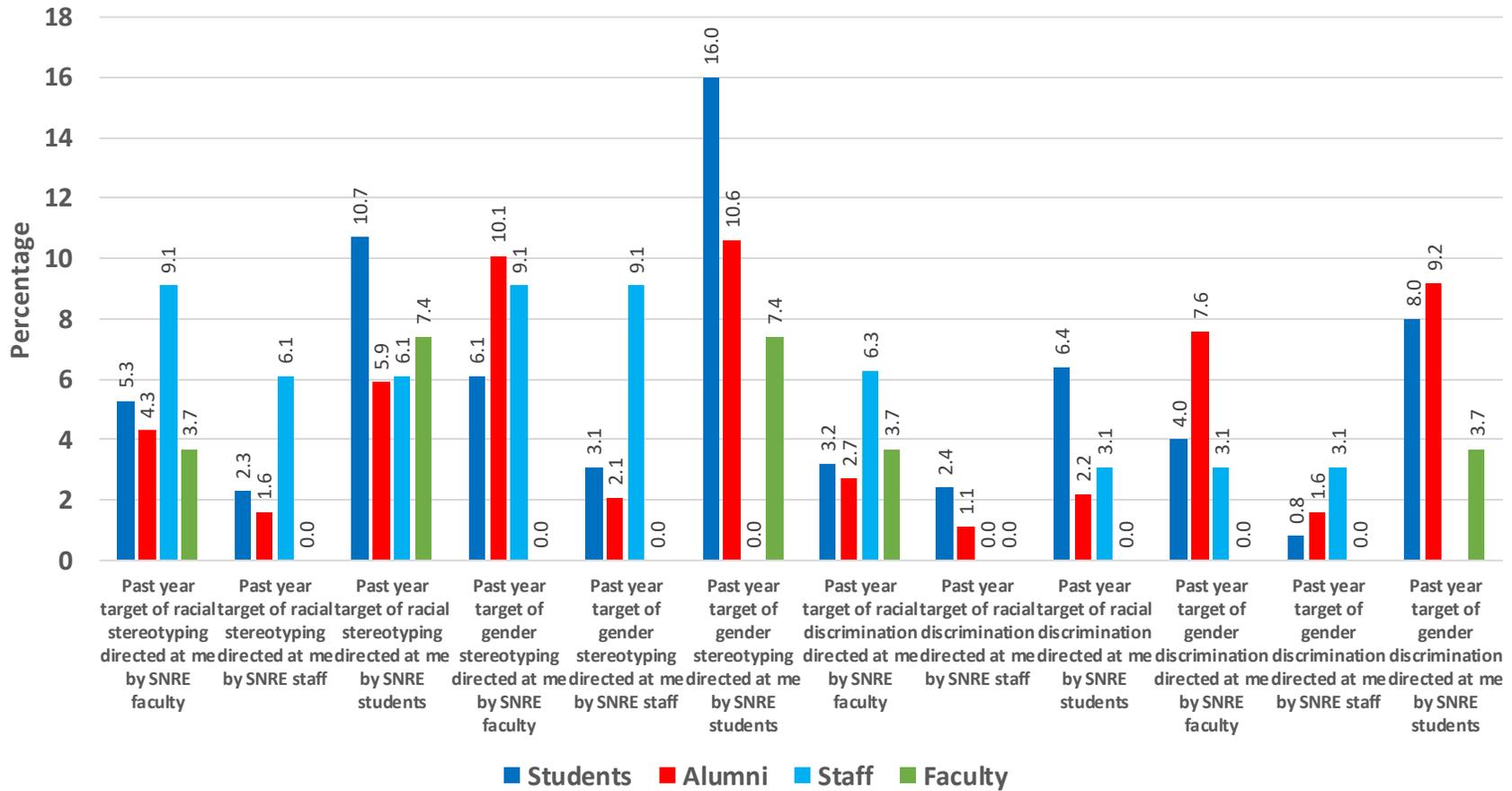


Figure 8. Percent Saying they are the Subject of Targeting and Stereotyping in SNRE



## SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016

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.

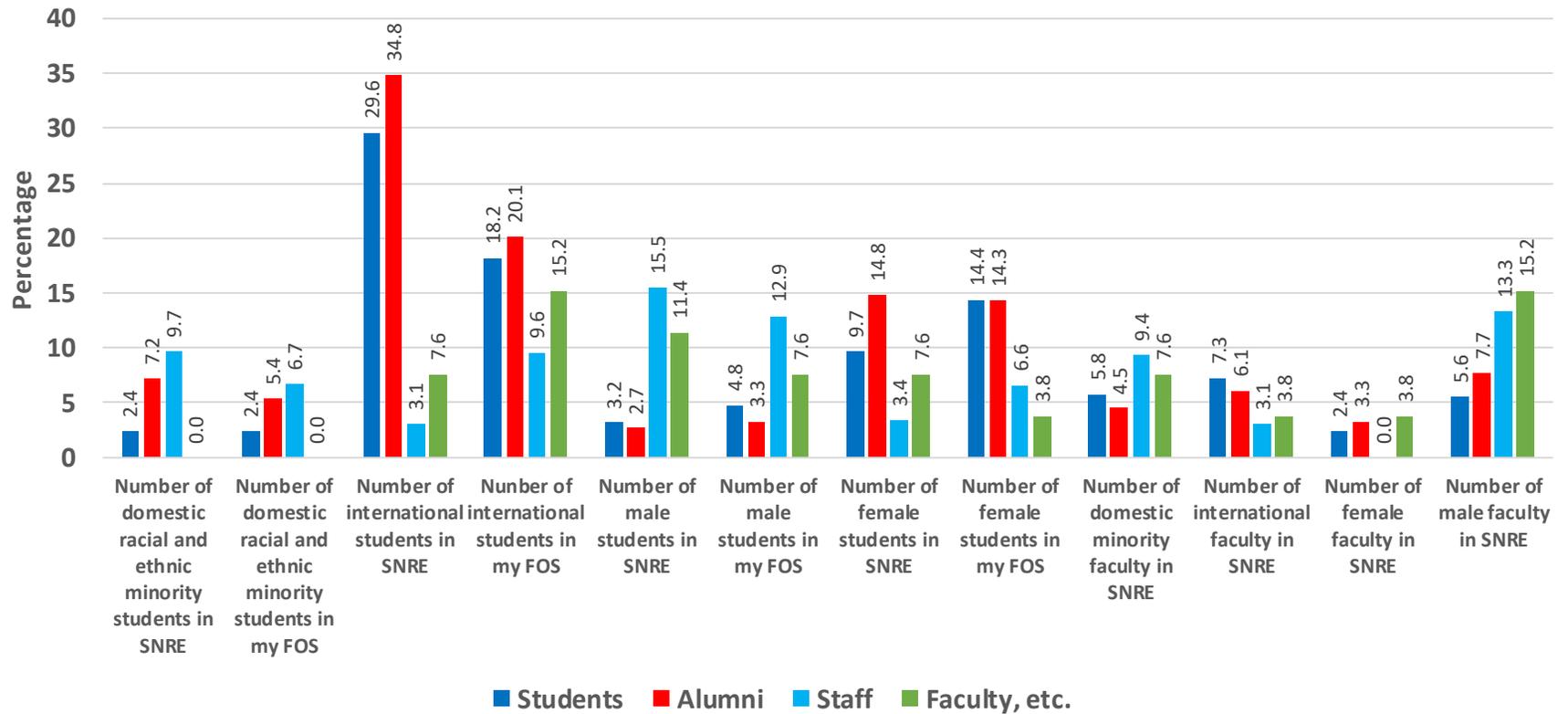
No faculty were satisfied at a high level with the number of domestic minority students in SNRE or in their fields of studies; only 2.5% of students were satisfied at a high level. Very low percentages of students and alumni rated their satisfaction with the number of male students in SNRE and in their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



## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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.

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.

Students expressed concern that there might be a widening gulf between domestic and international students. This is manifesting itself in language and communication challenges, segregation, and feelings of isolation. 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.

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 discussed how the intersectionality of race, class, gender, and sexual orientation impacted their experiences in SNRE.

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.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

Suggestions	Number
<b>Class Diversity</b>	<b>5</b>
More scholarships for low income students; more working students in SNRE	3
SNRE student engagement with low-income communities	2
<b>Racial and Ethnic Diversity</b>	<b>16</b>
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
<b>Recruitment</b>	<b>18</b>
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
<b>Food-Related Events</b>	<b>9</b>
Celebrations from different cultures (food, activities, etc.)	4
Bring 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
<b>Cross-Cultural Exchanges</b>	<b>18</b>
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
<b>Gender</b>	<b>9</b>
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
<b>Envoys</b>	<b>3</b>
More visible events with Envoys; more publicity	2
More active Envoys group looping SNRE students to diversity events, etc. around campus	1
<b>Disabilities</b>	<b>2</b>
More discussion regarding students with learning disabilities and mental health challenges	1
Disability student recruitment program	1
<b>SNRE Diversity</b>	<b>14</b>
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
<b>Dialogues, Discussions</b>	<b>11</b>
More race and gender dialogues	7
Discussion on language barriers	1
"Share your story" event	1
Avenues to explore micro-aggressions and stereotypes	1

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

Suggestions	Number
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
<b>Environmental Justice</b>	<b>2</b>
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
<b>Conferences, Forums, Talks, Speakers</b>	<b>14</b>
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
<b>Funding</b>	<b>5</b>
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
<b>International</b>	<b>18</b>
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
<b>Curriculum</b>	<b>5</b>
Need more diversity and equity concepts in the curriculum	3
Have more interdisciplinary collaboration besides master's project	2
<b>Advising</b>	<b>4</b>
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
<b>Training &amp; Workshops</b>	<b>9</b>
Culture awareness/diversity/ally workshops	8
Once-a-year dialogues led by Inter-Group Relations to get students to focus on diversity	1
<b>Orientation</b> -- Have diversity activities during orientation	<b>1</b>
<b>Outreach</b> -- Have environmental programs and activities in underserved communities	<b>1</b>
<b>Lesbian, Gay, Bisexual, Transgender, Questioning</b>	<b>4</b>
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
<b>Peer mentoring</b> -- Pair domestic and international students	<b>4</b>
<b>Religion</b> -- More religious diversity	<b>1</b>

### *Alumni*

Most alumni wanted to see a diverse student body in SNRE. 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.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

Suggestions	Number
<b>Class Diversity</b>	<b>6</b>
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
<b>Racial and Ethnic Diversity</b>	<b>6</b>
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
<b>First Generation</b> -- More programming to improve the quality of life for first generation students (especially those who are parents)	<b>9</b>
<b>Student Groups</b> -- More collaboration between groups and clubs to increase awareness of diversity; more community projects	<b>2</b>
<b>Recruitment</b>	<b>20</b>
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
<b>Food-Related Events</b>	<b>4</b>
Host luncheons, small group dinners	2
Continue international food day; Food Olympics	2
<b>Cross-Cultural Exchanges</b>	<b>16</b>
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
<b>Gender</b>	<b>7</b>
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
<b>Recreation</b>	<b>4</b>
Camping or outdoor trips where gear is provided or available for rent; outdoor adventures for women	2
Hold social events; fun campaigns	2
<b>Envoys</b> -- Enhance the Envoys program	<b>3</b>
<b>Disabilities</b> -- Greater inclusion of people with disabilities; more counseling services for those with disabilities	<b>3</b>
<b>Field of Studies – General</b>	<b>4</b>
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
<b>Communications</b>	<b>3</b>
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
<b>SNRE Diversity</b>	<b>12</b>
Form committee to focus on diversity within SNRE	5
Better ROI for SNRE in general; adopt James 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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

Suggestions	Number
<b>Religion</b> -- Have more religious, faith-based, and spiritual activities	1
<b>Environmental Justice</b>	<b>6</b>
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
<b>Conferences, Forums, Discussions, Talks, Speakers</b>	<b>21</b>
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
<b>Funding</b>	<b>18</b>
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
<b>International</b>	<b>12</b>
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
<b>Curriculum</b>	<b>24</b>
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
<b>Training</b>	<b>16</b>
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
<b>Orientation</b>	<b>4</b>
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
<b>Networking</b> -- More networking opportunities for diverse people, especially those not represented in the program	1
<b>Outreach</b>	<b>8</b>
Greater non-student/envirom. 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
<b>Non-Traditional Students</b>	<b>5</b>
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
<b>Lesbian, Gay, Bisexual, Transgender, Questioning</b>	<b>3</b>
Establish LGBTQ support group for SNRE	2
Greater access to resources for LGBT community	1
<b>Peer Mentoring</b>	<b>2</b>
Develop a mentor program that matches international students with a domestic student	1
Mentorship of undergrads or high school students	1

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

Alums also thought that DEI training could help to increase faculty sensitivity. 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.

Alums suggested that SNRE should pay more attention to class diversity. Some also thought SNRE was increasing international recruitment and matriculation at the expense of recruiting and getting domestic minority students to attend the school. However international alumni mentioned some of the challenges they faced while in SNRE. In particular, they felt it was extremely difficult for international students to get graduate student instructorships (GSIships).

Not all alumni were comfortable with SNRE focusing attention on diversity but many welcomed the opportunity to reflect on diversity in SNRE and participate in the dialogue.

### *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.

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. Staff also discussed sexism in the workplace.

### *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.

One respondent suggested that SNRE pay more attention to student diversity while taking advantage of retirements to address faculty diversity. Like students and alums, faculty also wanted SNRE to do more to help low-income students. Effective incorporation of international students into SNRE was also a topic that faculty addressed. Faculty also thought it was important for students to understand DEI issues and be able to work with a wide variety of people.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

Suggestions	Number
<b>Class Diversity</b>	<b>3</b>
More recruitment of low income students	2
Recruit students from Detroit	1
<b>Racial and Ethnic Diversity</b>	<b>5</b>
Recruit domestic minority students	1
Focus on DEI is w hitewashing what we actually should be talking about, w hich 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
<b>Recruitment</b> -- Global recruiting needed	<b>1</b>
<b>Staff-Specific</b>	<b>5</b>
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
<b>Food-Related Events</b>	<b>2</b>
Culture sharing - perhaps Taste of Culture event	1
International potluck for staff	1
<b>Cross-Cultural Exchanges</b>	<b>3</b>
Culture sharing - perhaps Taste of Culture event; fun programs to bring people together	2
Getting to know our diverse faculty and staff better	1
<b>Envoys</b> -- More envoys activities; it seems like they have not been utilized as much this year	<b>1</b>
<b>SNRE Diversity</b>	
Staff diversity group program	1
Monthly lunch series for students or color similar to the one at MESA	1
<b>Environmental Justice</b> -- Importance of EJ in environmental fields	<b>1</b>
<b>Conferences, Forums, Talks, Speakers</b>	<b>2</b>
Diversity forum (hosted by Dorceta Taylor)	1
More faculty of color guest lectures	1
<b>Funding</b> -- More funding for students of color	<b>1</b>
<b>International</b>	<b>4</b>
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
<b>Advising</b>	<b>2</b>
Staff mentoring program	1
Career growth and development opportunities for staff	1
<b>Trainings &amp; Workshops</b>	<b>8</b>
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
<b>Orientation</b> -- Make diversity and inclusion activities mandatory for all students	<b>1</b>

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

Suggestions	Number
<b>Class Diversity</b> -- Improved recruitment of low -income students	<b>2</b>
<b>Racial and Ethnic Diversity</b>	<b>5</b>
Improved recruitment of domestic minority students	2
Retention activities directed specifically at URMS	1
Hire more w omen of color (faculty)	1
Outreach to HBCUs	1
<b>LGBTQ and Gender</b> -- Greater awareness	<b>1</b>
<b>Recruitment</b>	<b>7</b>
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
<b>Faculty Specific</b>	<b>10</b>
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 w omen 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
<b>Cross-Cultural Exchanges</b> -- Informal meetings regarding race and gender	<b>2</b>
<b>SNRE Diversity</b>	<b>7</b>
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
<b>Conferences, Forums, Talks, Discussions, Dialogues, Speakers</b>	<b>2</b>
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
<b>Funding and Scholarships</b>	<b>3</b>
We should provide more scholarships and other financial aid to students w ith financial need	1
Fellow ships for under-represented minorities	1
More funding for diversity activities	1
<b>International</b>	<b>2</b>
Greater inclusion of international students	1
Improved recruitment of international students	1
<b>Trainings &amp; Workshops</b>	<b>4</b>
Advance w orkshops around issues of gender, race, and ethnicity	2
Cultural training for w orking w ith international students	1
Sensitivity training	1
<b>Outreach</b>	<b>6</b>
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 w ith the Center for Educational Outreach to target middle school students in the region	1
Engagement w ith regional tribal agencies for long-term student recruitment	1
<b>Retention</b>	<b>2</b>
Retention activities directed specifically at under-represented minorities	1
Building support netw orks for individual students	1
<b>Envoys</b> -- Continuation of programs such as Envoys, MELDI	<b>1</b>

## 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.”*

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

**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 UMSNRE 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 or existing LGBT students to find group (SNRE 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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

**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.

Focus group participants identified and discussed several major topics; these are listed below.

**Master’s and Doctoral Students**

*Theme # 1: Perceptions of Diversity in SNRE*

- Depending on the track, students felt that diversity was “discussed a lot” or was perceived to be “extracurricular.”
- 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.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

### Theme # 2: Recruitment and Enrollment

- Students shared a range of impressions and experiences related to recruitment at SNRE.
  - Some students were pleased with the financial aid package they received.
  - 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.
  - Waiving the application fee for low-income students was helpful.
- However, 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.
- 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 – were making the largest effort to reach out to them.
- Generally, campus Visit Day was a positive experience for the students who were able to attend.
  - Some wished there was more “*mixing across tracks.*”
  - 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.
  - This seemed to be important for students of color, who given there are so few of them, are less likely to interact with each other because they tend to be spread out across the tracks.
  - Focus group participants suggested that Visit Day could have more structured and less “*free-forming*” opportunities to meet both prospective and currently enrolled students.
- 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.
  - Without a Visit Day, doctoral students are left to orient themselves with limited success.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- Some students felt that diversity was not given the importance it deserved in SNRE.
- Some felt that micro-aggressions were occurring in the School.
- Some also wanted to see greater cultural sensitivity in SNRE.
- Some felt the existence of the environmental justice program mitigated the challenges with diversity and is a magnet for students. According to one student, “*EJ was what drew me in.*”
- 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.
  - There also appeared to be a disjuncture between the diversity of students who showed up for the campus Visit Day and those who decided to enroll.
- 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.
- Students felt the recruitment of international students was improving but felt that this should not supplant efforts to enhance domestic racial and socioeconomic diversity.

### Theme # 3: Climate

- Students had varied experiences with the climate and the support and mentorship they received in SNRE.
  - They felt it depended a lot on the advisor, track, or lab.
  - Students described a number of experiences where they felt they were well supported and mentored by the school.
  - Some students described the climate at SNRE as “*generally positive*” and “*friendly.*”
- However, students expressed several concerns related to the school’s climate.
  - These concerns focused on:
    - the prominence of white masculine heteronormativity within SNRE,
    - conflicts in classroom,
    - the need for more inclusive pedagogies,<sup>18</sup>

---

<sup>18</sup> 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.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- 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 felt that the calendar highlighted several exclusionary aspects of the SNRE culture.
  - 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.
    - One consequence of this was that many students did not feel included and welcomed in the school.
  - Participants in all the focus groups noted that SNRE was not an inclusive environment for all students--particularly international students.
    - Students observed that while SNRE sponsors a Chinese New Year's celebration, interactions between international and domestic students are quite "*limited*" perhaps due to "*language barriers*" in some instances.
  - Students 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.
    - Participants described the delicate nature of cross-cultural relations and the way in which well-intentioned actions can be misconstrued.
    - Some international students feel they are often blamed for any challenges they experience.
  - Students discussed the possibility of having some type of "*buddy system*" throughout the year to encourage integration with domestic and international students.
    - Some 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.
  - Participants in several of the focus groups commented on the lack of diversity among faculty and staff.
  - In class and other spaces, students of color indicated that they felt like they had to be the "spokesperson" for diversity or all people of color.
  - Students of color described seeking out advisors who were also people of color, and those relationships were often quite strong. The students noticed that the students of color in the school tended to be mentored by the faculty of color.
  - Doctoral students have formed a new support group named DOC.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- Ph.D. students indicated that they were pressured to complete their degree in five years. 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.
- Students generally described their peers as being very welcoming and friendly.

### Theme # 4: Support and Mentorship

- 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.
  - Generally speaking, students desired stronger relationships with their advisors.
  - Students suggested that SNRE provide “*standardized*” ways for meeting with advisors.
- Students also suggested that international students with low English proficiency should be invited to come to SNRE early in the summer to get support.
- 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.
- Students expressed a great deal of concern and anxiety over how GSI positions and funding opportunities are assigned. 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.

### **Staff**

The focus groups discussed recruitment, hiring, and retention of faculty and staff; their experiences in SNRE; student experiences; and the development of the DEI strategic plan.

- Most participants indicated that they were unsure what kind of work SNRE is doing with regard to diversity.
  - Open staff positions are posted on several job sites.
  - In addition, particular lists designed to attract diverse applicants are also used.
  - 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 filling those positions.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- 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.
- A participant noted that the school doesn't seem to be looking at inclusion across the various positions in the school.
- Several focus group participants discussed the low morale amongst staff because of the high staff turnover in recent years.
- Many staff spoke about the variability in the 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.
  - A few staff explained that they have a sense that not all of SNRE values diversity in the same way.
- Staff indicated that they wanted to feel respected and appreciated by faculty and students in SNRE.
- Staff believed that sensitivity training would not only help with hiring and the general climate of the school.
- 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.
- Staff indicated that there are efforts being done to recruit international students.
  - For example, the school holds webinars for international students.
  - The admissions office had an intern a few years ago who spoke Chinese and could design a website in Chinese.
    - That effort was due more to luck than having a sustained effort to make the website accessible.
  - Simply having a Chinese language website or photos doesn't mean that the school is welcoming.
- 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:
- Staff were concerned that the SNRE Diversity Plan will fade if not implemented carefully.
- Staff believed that the plan will need support from the university level in order for it to survive.

### Faculty

Faculty members include tenured, tenure track, non-tenured faculty, research associates, and post-doctoral fellows. Each group was offered a separate meeting opportunity to maintain anonymity and encourage honesty. The focus groups discussed recruitment, hiring, and retention of faculty and staff; their experiences in SNRE; student experiences; and the development of the DEI strategic plan.

- Participants didn't believe that the school thought that much about diversity.
  - Participants also felt that there was an openness to work on improving it.
- However, some faculty indicated that 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.
- Faculty also felt that these conversations were occurring in some spaces in SNRE but not others.
  - There is an overreliance on the EJ track and a few vocal faculty members to be responsible for and take care of diversity efforts in the school.
- Participants felt that improving diversity in the school requires incentives.
  - 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.
- 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.
  - More respect from tenure and tenure-track faculty is expected.
  - 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.
  - Another research scientist added that the awkward exchanges may not have occurred if faculty and research scientists had comparable social identities and power. For instance:
    - One research scientist indicated that he/she 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.
    - Another example, research scientists have to petition to vote at faculty meetings.
  - 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.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- Another participant commented that the school has a number of silos which can create feelings of isolation.
  - Collaboration across tracks is not always encouraged.
- 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.*”
  - They perceived that SNRE was not an inclusive environment for students and postdoctoral fellows whose experiences and identities varied from the “*norm.*”
  - Some wanted to see students recognize their privilege and engage in conversations about how that affects how they view the world and the activities they undertake.
    - Explore the intersectionality of privilege and the climate in SNRE.
- Faculty participants felt that faculty recruitment seemed “*pretty good*” but also acknowledged that they was not aware of specific efforts to recruit diverse faculty and postdoc groups.
  - The underrepresentation of certain groups in the faculty was viewed as a pipeline problem; that is, they felt there was lack of diversity in the profession and that manifested itself in lack of diversity in recent Ph.Ds.
  - Without intentional efforts the status quo would remain.
- 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.
- 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.
  - Some fellows reported that there was little, if any, resources to help with things like relocation expenses.
- It also seemed that basic accommodations for nursing mothers were inadequate. One participant outlined the challenging steps she has to take to gain access to the lactation room.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- When asked about how they believed that students experience the climate, the participants believed that students felt like they lacked community.
- Faculty were concerned for the experiences of international students.
  - Research scientists added that these students seem to be comfortable only in particular labs and communities, but not the school as a whole.
  - 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 GSIs.
    - Faculty cautioned that might put burdens on such GSIs that extend beyond teaching.
    - It was also suggested that international students be assigned an advisor before matriculating in SNRE.
      1. Consider training the advisors to ensure that the advising is done well.
- Some faculty believed that climate in SNRE, particularly in the \_\_\_\_\_ track was “*pretty positive*” and “*inclusive*.”
  - Students were supportive of each other.
  - They were actively working towards dismantling barriers between each other
  - They spent a lot of time with each other working on academic and social issues.
- Place more emphasis on Michigan and Detroit – work in our own backyard.
- DEI efforts must be more centralized.
  - A few diversity champions or even a diversity committee is not sustainable.
  - Without a shared commitment across tracks and the provision of adequate human and financial resources, focus group participants had doubts about the plausibility of real change.

**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		

To guide the discussion, the listening sessions were focused on the following topics:

1. Diversity benchmarks and metrics for success
2. Evaluation of DEI participation and processes for handling complaints
3. Intercultural exchanges between domestic and international students
4. Resources needed for implementation and engagement, and
5. Recruitment and retention.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

### Staff

- SNRE should look at what other natural resources and environment schools and programs are doing to successfully increase diversity.
  - Private institutions have funding opportunities that the University of Michigan does not have.
- Highlight the benefits that may arise from a more diverse SNRE community in the report. Such benefits could include:
  - Greater awareness and practice of inclusiveness in the school
  - The 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.
- Increase the amount of funding available for application fee waivers.
- Have a contact person or ombuds within SNRE who can work with staff, students, and faculty on DEI concerns.
  - However, multiple contacts can be helpful because such a structure can disrupt potentially challenging power dynamics between staff and faculty or students.
  - 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.
  - The Human Resources Office may be a reasonable choice for staff members.
  - The DEI Committee was suggested as an appropriate venue to handle complaints.
- Adopt 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.
- Staff members suggested the use of a "DEI scorecard" like the one already in use on the University of Michigan's Dearborn campus.
  - Staff members will be asked to report their engagement with DEI activities as part of their annual performance reviews.
  - This will be factored into considerations for merit increases and promotions.
- 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.
- 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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- 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.
  - 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.
  - 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.
  - 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 biases<sup>19</sup> in hiring and result in a more diverse interview pool and workforce.
    - 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.<sup>20</sup>
  - SNRE should create a DEI award to recognize outstanding effort and dedication to increasing diversity in the school.

---

<sup>19</sup> 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/>.

<sup>20</sup> 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/>.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

### Faculty

- 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.
- Faculty felt that SNRE students are most limited by income diversity. This in turn impacts racial and ethnic diversity as well as non-traditional student enrollment.
  - 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.
  - Increase the funding available to international students.
- SNRE should emulate the recently instituted HAIL (High Achieving Involved Leader) scholarship program model.<sup>21</sup>
  - 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.
  - Add tuition and scholarship information to the school's website for greater transparency.
- Each field of study should set goals for admission.
- Increase sensitivity training as a way to reduce incidents of discrimination or insensitivity.
- Faculty should undergo STRIDE and ADVANCE training.
- Faculty felt that DEI 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.
  - Faculty participation in DEI programming should be incorporated into the existing processes of recognition for awards and promotions.
- A mentoring program would be very useful for on-boarding new and visiting faculty.
  - They suggested a "launch team," style support program through ADVANCE, where a committee consisting of current faculty support new faculty members.<sup>22</sup>

---

<sup>21</sup> 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.

<sup>22</sup> Whitman, Chris (2014). "Launch Committees Help Assistant Professors Navigate First Year."

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- This system is currently in place in the College of Literature, Science & Arts' Natural Sciences Division and the College of Engineering.
- They felt that the DEI assessment should include an evaluation of the faculty as advisors.
  - This should include advising the master's projects.
    - Master's projects are a space where native English language speakers and English as a second language speakers have had difficulty working together.
    - Hence, 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.
  - 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 felt that advising expectations should be clarified and more evaluations should be incorporated into Ph.D. programming.
- Classroom interactions should also be evaluated. Participants thought 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.
- SNRE should create a teaching and advising resource guide for new faculty.
- It might benefit SNRE to employ someone who can be a "point person" for international students.
- Create a GSI position in SNRE for students to help international students as well as domestic students with their writing.
- 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.<sup>23</sup> Similar programs exist on campus to help first-generation students and faculty connect.

---

*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.

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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- 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.
  - SNRE should pursue funding from foundations, corporations, and alumni to support student recruitment and retention.
- 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 agreed that all positions for which hires will be made should be well advertised, and suggested SNRE review ADVANCE – STRIDE recommendations and best practices.<sup>24</sup>
- 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.
- 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.

---

<sup>24</sup> 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](http://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*

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.

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.

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.

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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

Measures of Success:

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

### *Master's and Doctoral Students*

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.

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 historically underrepresented students (it was 9% in 2015).<sup>25</sup>

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.

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

---

<sup>25</sup> 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](http://nces.ed.gov/programs/coe/indicator_chb.asp).

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

reported on the bi-annual climate surveys.

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

### *Staff*

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.

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

Measures of Success:

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

## **VII. B. Education and Scholarship**

### *Faculty*

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.

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

Measures of Success:

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- 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

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.

### *Master's and Doctoral Students*

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.

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.

### *Staff*

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

**VII. C. Promoting an Equitable and Inclusive Community**

*School-wide*

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.

*Faculty*

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 between faculty, staff and students.

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

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

*Master's and Doctoral Students*

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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- Greater number of DEI activities
- Greater number of students participating in DEI activities

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

Measures of Success:

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

### *Staff*

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.

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

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

Measures of Success:

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

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.

## 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 Envoy's 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 about sustainability.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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.

### SNRE 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 for tracking these indicators, conducting the biannual climate survey, and for analyzing and

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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.
- SNRE should track its graduates to assess their workforce participation, wages, etc.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

- 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 GSRAships. 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.
- 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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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.
- 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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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 Office. 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.

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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
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

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

**SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016**

**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

**SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016**

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"> <li>• Track number and types of venues/outlets used in recruiting</li> <li>• When possible, track number and types of potential applicants reached</li> <li>• When possible, track which venues produce applicants</li> <li>• If possible, track which contacts turn into applicants</li> </ul> <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"> <li>• Whether applicants were in the foster care system</li> <li>• Whether applicants were raised in single-parent households</li> <li>• Whether applicants are first-generation US residents</li> <li>• Whether the applicants’ parents, guardians, or grandparents graduated from college</li> </ul> <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 Envoy’s 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>	<p>Increase application rate of historically underrepresented students 30% over 2015 levels by 2018.</p>	Office of Academic Programs, fields of studies	Funds for recruitment travel and other events, funds for staff

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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

**SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016**

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"> <li>• Incentivize track leaders for community development and recruitment work.</li> <li>• Provide DEI training for all track leaders</li> <li>• Track leaders should plan DEI activities within and between tracks.</li> </ul> <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>

**SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016**

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 Direct Employers 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"> <li>• Identify areas of inequity across gender and race</li> <li>• Identify areas where SNRE’s wages lag behind comparable units on campus</li> </ul> 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

**SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016**

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

**SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016**

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"> <li>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.</li> <li>Members of search committee should be required to go to an ADVANCE workshop on diversity.</li> <li>Attempts should be made to advertise the position in many different outlets, including those targeting diverse populations of potential applicants.</li> <li>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</li> <li>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.</li> </ul> <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"> <li>Identify outstanding scholar that will fit within the prioritized areas of potential hiring</li> <li>Develop a forum talks, visiting scholar, etc., by which the SNRE community can assess the promise of potential candidates and cultivate their interest.</li> <li>Develop a formal mechanism for faculty to propose person-specific hires.</li> <li>Retention and equity adjustment packages for faculty.</li> <li>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.</li> <li></li> </ul>	<p>Broadened applicant pools</p> <p>Applicants from new institutions (those from which we do not typically receive applications)</p> <p>Increased number of diverse applicants asked to give job talks</p> <p>Increased hiring of diverse candidates</p> <p>Jobs posted on broad list of outlets</p> <p>Hiring of minority postdocs into tenure track faculty positions</p> <p>Develop wage equity adjustments for faculty</p>	Dean’s Office	<p>Funding to make faculty hires</p> <p>Funding for increased advertising</p> <p>Funding for promotions, hires, equity adjustments, and retention packages</p>

## SNRE's Diversity, Equity, and Inclusion Strategic Plan - 2016

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"> <li>• Improve the training of mentors</li> <li>• Restructure the existing mentoring program to better meet the needs of assistant and associate professors and scientists</li> <li>• Enhance the mentoring of postdoctoral fellows.</li> </ul> <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"> <li>• Seek help from CLRT and STRIDE committee.</li> </ul>	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

**SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016**

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

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

**SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016**

<b>Objectives</b>	<b>Time Frame</b>	<b>Strategic Action Plan</b>	<b>Measures for Success</b>	<b>Lead Body/Unit</b>	<b>Resources Needed</b>
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"> <li>• Remind faculty to check their Wolverine Access to see advisees and monitor their progress.</li> <li>• Faculty report advisee changes to OAP</li> <li>• Faculty report on advising activities on annual report.</li> </ul>	<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

**Appendix:**

**List of Tables and Figures**

**Executive Summary ..... 4**

- Planning Process..... 4**
- Data Collection and Community Engagement ..... 5**
- Progress Over the Last Year: Actions and Impacts..... 8**
- Suggested DEI Committee Structure ..... 8**
- Strategic Objectives, Measures of Success, and Action Plans ..... 8**

**I. Diversity, Equity, and Inclusion Strategic Plan: Overview..... 11**

- The University of Michigan’s Background and Diversity Charge ..... 11**
- University-wide Diversity, Equity, and Inclusion Goals ..... 11**
- SNRE’s Background and Rationale ..... 11**
- Principles of Diversity, Equity, and Inclusion ..... 12**
- Goals and Actions to Support Diversity, Equity, and Inclusion ..... 13**

**II. Planning Process Used ..... 14**

- Planning Process Summary..... 14**

**III. Historical Analysis and Survey Findings ..... 19**

- Historical Demographic Data ..... 19**
  - a. **Students and Alumni Demographics..... 19**
  - b. **Faculty and Staff Historical Demographics ..... 22**
- Climate Surveys: Demographic Characteristics of the Samples ..... 24**
  - a. **The Student Sample ..... 24**
  - b. **The Alumni Sample ..... 27**
  - c. **The Staff Sample ..... 29**
  - d. **The Faculty Sample..... 30**
- Survey Results ..... 32**
  - a. **The Extent of Inclusion..... 32**
  - b. **Cross-Cultural Social Interactions ..... 34**
  - c. **The Prevalence of Insensitive Language and Discriminatory Behavior ..... 36**
  - d. **The Extent of Stereotyping and Targeting ..... 36**
  - e. **Feelings About Compositional Diversity ..... 39**
  - f. **Issues Identified and Suggested Actions ..... 41**

**IV. Summary of Student Town Hall ..... 49**

**SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016**

**V. Focus Groups ..... 52**

Master’s and Doctoral Students ..... 52

Staff..... 56

Faculty ..... 58

**VI. SNRE DEI Draft Plan Review and Listening Sessions ..... 61**

Staff..... 62

Faculty ..... 64

**VII. Strategic Objectives, Measures of Success, and Action Plans ..... 67**

**VII. A. Recruitment, Retention and Development ..... 67**

*Faculty* ..... 67

*Master’s and Doctoral Students* ..... 68

*Staff*..... 69

**VII. B. Education and Scholarship ..... 69**

*Faculty* ..... 69

*Staff*..... 70

**VII. C. Promoting an Equitable and Inclusive Community ..... 71**

*School-wide*..... 71

*Faculty* ..... 71

*Master’s and Doctoral Students* ..... 71

*Staff*..... 72

**VIII. Progress Over the Last Year: Actions and Impacts ..... 73**

**IX. Goal-Related Metrics ..... 76**

**University-Wide Diversity, Equity, and Inclusion Goals ..... 76**

**University-Wide Metrics..... 76**

**SNRE Metrics ..... 76**

Diversity ..... 77

Equity..... 78

Inclusion ..... 79

**X. Action Planning Tables with Details and Accountabilities..... 81**

**Suggested DEI Committee Structure ..... 81**

**Tables 19A-19G. Strategic Action Plan Tables ..... 84**

Table 19A. Infrastructure and Oversight ..... 84

Table 19B. Students: Recruitment, Retention, and Development ..... 85

Table 19C. Students: Promoting an Equitable and Inclusive Community ..... 87

## SNRE’s Diversity, Equity, and Inclusion Strategic Plan - 2016

Table 19D: Staff: Recruitment, Retention, and Development .....	88
Table 19E: Staff: Promoting an Equitable and Inclusive Environment.....	89
Table 19F. Faculty: Recruitment, Retention, and Development .....	90
Table 19G. Faculty: Promoting an Equitable and Inclusive Community .....	92
<b>Appendix: .....</b>	<b>94</b>