



SCHOOL FOR ENVIRONMENT & SUSTAINABILITY
DIVERSITY, EQUITY AND INCLUSION
UNIVERSITY OF MICHIGAN



**School for Environment and Sustainability (SEAS)
Diversity, Equity and Inclusion Strategic Plan
Five-Year Strategic Objectives, Measures and
FY18-19 Actions Year Three**

School for Environment and Sustainability (SEAS) Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY19 Actions Year Three

I. Diversity Equity and Inclusion Strategic Plan: Overview

The University of Michigan's Background and Diversity Charge

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

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

University-wide Diversity, Equity, and Inclusion Goals

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

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

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

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

SEAS's Background and Rationale

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

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

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

Principles of Diversity, Equity, and Inclusion

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

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

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

- Informal and professional interactions within the school or in relation to school business should enable courageous, respectful, and civil discourse across differences in opinion, perspective, identity, and power status;
- Our institutional responsibility to enact these principles of diversity, equity, and inclusion requires that each of us – individual faculty, staff, and students – contribute to an environment that supports the learning and interactions necessary for the effective, socially-just outcomes that we seek.

Goals and Actions to Support Diversity, Equity, and Inclusion

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

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

II. Implementation Highlights and Planning Process Used

Summary of Year 2 Implementation and Highlights

The SEAS Strategic Plan was largely implemented by the DEI Office within the Dana Building. The personnel leading implementation are the Director, who is SEAS Faculty member, Dr. Dorceta Taylor, and the Program Manager, who was hired as a full time staff in year 2, Sonia Joshi. The Program Manager developed programming and hosted events in year 2 that were listed as priorities/ action items within the Strategic Plan. These include, but are not limited to, facilitating specialized training workshops on DEI topics for staff and students, diversity mixers for all of SEAS's constituencies and hosting speakers to present on Diversity, Equity and Inclusion topics in the Environmental Field as well as working with key partners on equitable and inclusive recruitment and hiring processes. The DEI committee, which is comprised of students, staff and faculty also assisted with implementing various action items to meet strategic objectives. The DEI committee has members from SEAS Human Resources and Office of Academic Programs to allow for tracking recruitment, applications and matriculation of students from underrepresented backgrounds in addition to students to best understand and respond to student needs and concerns. We were also able to track staff involvement in DEI activities within the school due to the inclusion of DEI within the annual performance evaluations for staff and faculty this year (DEI questions in faculty evaluations were implemented in year 2). As part of SEAS Visit Day, which is an opportunity for potential incoming SEAS students to visit the Dana building and meet with faculty and learn about SEAS and SEAS programs, the DEI Office hosted a workshop highlighting functions of the DEI office as well as providing students the opportunity to understand the value of diversity in team work. We also reviewed applications for potential Envoys fellows, which is a fellowship opportunity for students coming from underrepresented backgrounds and are admitted into SEAS. The Envoys fellowship supports student diversity initiatives within the School.

Through the SEAS Year 2 DEI Climate Survey that was sent out in May 2018 with tailored questions for faculty, staff and students as well as questions that were consistent for all constituencies (for example, participation in school DEI events and satisfaction with DEI implementation), we were able to assess from faculty, staff and students how well the school was perceived to be progressing on implementing the Strategic Plan. We were also able to determine participation and compare self-reported participation in all of the DEI activities within the School during Year 2 with actual numbers that we had recorded during our School wide events. We sent evaluations to students and staff who attended DEI workshops that were facilitated by the SEAS DEI Program Manager as another means of gaining feedback and measuring behavior change and perceptions/ knowledge on inclusion topics. The DEI Office within SEAS has an open door policy to students and staff, in particular, offer feedback and suggestions that are part of our assessment and implementation checks. Faculty members also have provided input to the DEI office on DEI programming suggestions within the school.

Other metrics and processes include tracking participation in DEI events, participation in DEI events that were not school specific and the development of DEI programs that were student or staff led (independent of the DEI office). In addition, the Community Town Hall in January, provided another avenue for us to evaluate our Action Items and provided information and input that has been used to inform this Year Three Plan.

III. Data and Analysis: Key Findings

The biggest takeaway from Year Two is that SEAS faculty, staff and students value diversity, equity and inclusion (DEI) and feel that it is an important part of the School. Our

survey results indicate increased priority and increased importance from students, staff and faculty for DEI. We learned that having a variety of DEI events within our school allowed for greatest accessibility and ensured our community members to participate in the way(s) that were most comfortable to them. For example, we had 19 DEI opportunities within SEAS in 2017-18 in comparison to 16 in 2106-17. With a small increase in DEI events, there was increased participation, in particular there was increased participation from faculty at DEI events in year 2. We also learned that we are making tremendous progress in assessing DEI within performance evaluations for staff and faculty and student recruitment. The most popular event was the Community Town Hall discussion in January 2018. That event brought together students, staff and faculty to talk openly about DEI. In addition, signing the banner that SEAS does not support any racist speakers on campus that was part of the Community Town Hall was also popular and garnered majority of the SEAS community to participate in.

We learned that staff are still very engaged and prioritize DEI as part of their regular work and take topics of equity and inclusion seriously, yet they still feel largely underappreciated and overlooked within the school (these findings were revealed 3 different DEI surveys for staff over the past two years). Staff are very interested in learning more about diversity, equity and inclusion and want more opportunities, in general, to come together as staff. Staff are still participating heavily in DEI opportunities in year 2. The implementation of “My Journey to SEAS” at all staff meetings in Year 2, has helped with opportunities for staff to come together.

Microaggressions in and outside of the classroom among students and between students, microaggressions between faculty and staff and microaggressions from supervisory staff to staff continues to be an issue at SEAS in year 2. Faculty including tokenism and a lack of understanding resulting in uncomfortable situations continue to be an issue in SEAS. More workshops on implicit bias and microaggressions may help to address and mitigate these commonplace moments.

Faculty value and believe DEI is an integral part of SEAS. We learned that faculty still may not necessarily understand topics such as microaggressions and are still uncertain about marginalizing behaviors in the classroom (results from SEAS Year 2 DEI Climate Survey). Faculty who participated in the Unconscious Bias training in year 2 understand unconscious bias a bit more but do not fully understand how to overcome. While faculty still are participating the least within SEAS in DEI programs and events, their participation has significantly increased in Year 2 in comparison to Year 1.

The student body within SEAS is still the most engaged constituency when it comes to DEI participation. Students are the ones who participated the most in all events, activities, presentations and trainings. The most popular events for student participation were SEAS Community Town hall and the Signing of the Banner against Racist Speakers.

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

The key learnings and takeaways were obtained through the Year 2 SEAS DEI Survey that was sent to faculty, staff and students. In addition to surveys hosted a town hall as well as listened to our constituencies who approached the SEAS DEI Office about thoughts, perceptions, ideas and concerns. For any school DEI event, we took note of who attended and for other events we requested our constituencies to RSVP.

Overall, the students, staff and faculty within SEAS believe that diversity, equity and inclusion is important and should be reflected in faculty and staff hiring, admissions and overall culture and philosophies within the building. Consistent with year 1, while we've made significant progress on implementing our DEI plan in year 2, we still have work to do. We understand that many of our students and staff need support and that we need to address power dynamics, microaggressions and feelings of differential treatment within the school. For Year 2, the students, staff and faculty all ranked increasing diversity of domestic underrepresented students as the biggest priority for SEAS and also highly ranked prioritization of the need to enhance support for racial and ethnic minority students, international students, lower income students, first generation students and students who are parents. We need to be more conscious as a community of when events are hosted (to reflect inclusion of all religious backgrounds). There also is a tremendous need that was articulated in the surveys to provide training for faculty and inclusive teaching in the classroom setting. These are all items that have been listed within our Strategic Plan and we will prioritize these in Year 3.

Year 3 Key Recommendations

- Training for faculty and students on Microaggressions and Managing 'Hot Moments' in the classroom. The 'Hot Moments' workshop is offered by CRLT.
- Understanding and identifying potential pay inequity among staff
- Creating a more inclusive environment for staff and more opportunities for staff to come together as a community.
- Have faculty incorporate DEI/social/environmental justice ideas and perspectives in their curriculum/in the SEAS curriculum structure
- Workshops/programming for intersectional identity
- Recruit students from more diverse backgrounds
- Increased participation and engagement of SEAS faculty on DEI events, activities, training modules and related committees, such as the Inclusive Teaching Committee.
- Increased support and resources for all students, including with respect to issues that may disproportionately affect international students, domestic underrepresented students, as well as those with different political ideologies, religion, ability status and mental health, including more education on disability accommodations in SEAS
- Provide opportunities for staff and faculty to interact with each other
- Provide DEI programming for staff and faculty to be together as learners and participants

IV. Strategic Objectives, Measures of Success and Action Plans

SEAS's Diversity, Equity, and Inclusion strategic plan addresses all members of the SEAS community: faculty, research scientists, postdoctoral fellows, staff, and graduate students. The objectives identified below are drawn from the data collected and suggestions provided

by the afore-mentioned constituents as well as alumni. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into four domains determined by the Provost's office. Each of these strategic objectives is accompanied by success measures that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see Section X of the SEAS DEI Strategic Plan. All strategic objectives and related actions will be pursued in accordance with the law and University policies.

A. Recruitment, Retention and Development

Faculty

Primary DEI Goal: Diversity

Objective #1: Increase diversity in the SEAS faculty

Measures of Success:

- Broadened applicant pools.
- Increased number of diverse applicants asked to give job talks.
- Applicants from new institutions
- Increased hiring of diverse candidates. There is a recognition that some searches will have greater constraints than others.
- Hiring of underrepresented postdocs into tenure track faculty positions

FY19 Actions:

- Develop a guide for searches that will include recruitment principles, policies, and practices for faculty searches and campus visits to support diversity, inclusion, and equity goals. Utilize the School of Education's current guide as a starting point. The guide should advise that:
 - Position descriptions should be as broad as possible, however, such descriptions should always keep in mind the needs of the school.
 - Members of search committee(s) should be required to go to an ADVANCE workshop on diversity. This is a practice that SEAS has already instituted that should continue.
 - Attempts should continue to be made to advertise the position in many different outlets, including those targeting diverse populations of potential applicants.
 - Searches that produce homogeneous applicant pools should be encouraged to extend the search to determine whether a more diverse applicant pool can be found or to provide an explanation as to the reasons for this result. This exercise should be conducted during the recruitment and advertisement phase of the hiring process, rather than the selection phase.
- Leverage "person-specific" hires to diversify, in terms of intellectual perspective and/or demonstrated commitment to diversity, the SEAS faculty. This includes continuing use of existing University diversity programs such as the Provost's Faculty Initiative Program (PFIP) and Target of Opportunity (TOP) facilitate hiring. SEAS should pro-actively recruit faculty members who meet the needs of the School and who can help to facilitate diversity, equity, and inclusion efforts. In this regard SEAS should:
 - Identify outstanding scholars who can fit within the prioritized areas of potential hiring

- Develop a forum (speaker seminar, visit scholar, etc.) by which the SEAS community can assess the promise of potential candidates and can cultivate their interests
- Develop a formal mechanism for faculty to propose person-specific hires.

Primary DEI Goal: Diversity

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

Measures of Success:

- Promotion of faculty from historically underrepresented groups.
- Increased promotion rates of faculty from historically underrepresented groups.
- Hiring of tenure-track faculty from historically underrepresented groups.
- Successful retention of faculty from historically underrepresented groups.
- Counter offers to retain faculty from historically underrepresented groups being recruited by other institutions.

FY19 Actions:

- 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.

Primary DEI Goal: Diversity

Objective #3: Improve development of SEAS 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.

FY19 Actions:

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

Primary DEI Goal: Equity

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

Measures of Success:

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

FY19 Actions:

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

Master's and Doctoral Students

Primary DEI Goal: Diversity

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

Measures of Success:

- Continued recruitment at broader range of venues and through more diverse outlets
- Attract a greater number of underrepresented students (e.g., graduates of minority-serving institutions, Pell grant recipients, first generation, and non-traditional) as applicants and matriculants to SEAS.

FY19 Actions:

- Continue to develop strategies to identify and reach venues and outlets to facilitate broader and more effective recruiting
 - Track number and types of venues/outlets used in recruiting
 - When possible, track number and types of potential applicants reached
 - When possible, track which venues produce applicants
 - If possible, track which contacts turn into applicants
- Develop admissions procedures that overtly guard against unconscious bias on part of decision makers
- Marketing:
 - Continue to develop marketing materials that appeal to the diversity we hope to attract and develop a plan to reach the intended audience.
 - Continue using our website to post biographies and testimonies from current students who came from diverse, underserved, settings – both domestic and international – about their commitment to advancing social change
- Repeat diversity training as part of Visit Day
- Develop mechanisms for interacting with students who are unable to attend Visit Day. This can include:
 - Skype, webinars, videos – especially for international students
 - Conference calls
 - Chat time with current students

Primary DEI Goal: Diversity

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

Measures of Success:

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

historically underrepresented students (it was 9% in 2015).³

FY19 Actions:

- Continue to collect more diversity data on applicants to enhance our understanding of the applicant pool and our ability to measure progress on DEI efforts on the SEAS application form. For instance, we can:
 - Ask whether applicants were in the foster care system
 - Ask whether applicants were raised in single-parent households
 - Ask if applicants are first-generation U.S. residents
 - Ask whether the applicants' parents or guardians graduated from college
 - Ask whether the applicant's grandparents graduated from college
- Continue to ask applicants to address, in their essay on commitment to diversity, to say if they want to be considered for an Envoys fellowship, why they qualify for it, and what skills or insights they would bring to the fellowship as part of the SEAS application. Provide access to the current ENVOY mission statement and web address.
- Maintain and expand recruitment partnerships with minority-serving institutions
- Maintain and expand recruitment partnerships with specific departments in colleges and universities elsewhere that are likely include underrepresented students with academic backgrounds that are a good fit with SEAS to apply to SEAS
- Continue to develop strategies to recruit through diversity pipeline programs like the Doris Duke Conservation Scholars Program that are being developed in SEAS and elsewhere
- Provide funding, in ways that are legally permissible, to assist in attendance at SEAS.

Primary DEI Goal: Diversity

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

Measures of Success:

- Greater diversity of students matriculating in SEAS.

FY19 Actions:

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

³ 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.

Primary DEI Goal: Diversity and Inclusion

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

Measures of Success:

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

FY19 Actions:

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

Primary DEI Goal: Diversity

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

Measures of Success:

- Establishment of a system to track graduates

FY19 Actions:

- Track graduation rates of students by multiple demographic categories.
- Provide professional training for students in DEI activities, consider for credit modules as option
- Continue tracking internship placements and jobs and link these to student demographics.

Staff

Primary DEI Goal: Diversity

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

Measures of Success:

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

FY19 Actions:

- **Continue to use Direct Employers and Diverse Jobs** databases to post our job announcements on government agency job boards as well as sites that advertise to diverse job seekers such as persons with disabilities, women, veterans, and persons currently underrepresented in the natural resources workforce
- Consider updating the mission statement of the School for Environment and Sustainability to reflect our commitment to DEI and ensure this updated mission statement is in each job announcement.
- Create guidelines for incorporating commitment to DEI principles into the hiring process.
 - Include recommendations on how to screen and interview for candidates who have experience with diversity, equity, and inclusion programming
- Distribute this document to all potential hiring staff and faculty in the SEAS.
- Conduct training as part of the SEAS staff DEI quarterly events.

Primary DEI Goal: Equity

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

Measures of Success:

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

FY19 Actions:

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

B. Education and Scholarship

Faculty

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

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

Measures of Success:

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

FY19 Actions:

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

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

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

Measures of Success:

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

FY19 Actions:

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

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

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

Measures of Success:

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

FY19 Actions:

- All faculty will be reminded to establish contact with advisees (by email, Skype, telephone,

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

Master's and Doctoral Students

Primary DEI Goal: Equity and Inclusion

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

Measures of Success:

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

FY19 Actions:

- Help students to identify diversity, equity, and inclusion resources on campus
- Continue to include diversity, equity, and inclusion modules in orientation
- Continue to provide opportunities for students to receive diversity, equity, and inclusion training during the school year
 - Make available new or modified courses with more diversity, equity, and inclusion content
 - Make available new or modified courses with more environmental justice, and international content

Continue to track number of students exposed to DEI content through courses and training modules.

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

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

Measures of Success:

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

FY19 Actions:

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

Staff

Primary DEI Goal: Equity and Inclusion

Secondary DEI Goal: Diversity

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

Measures of Success:

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

FY19 Actions:

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

C. Promoting an Equitable and Inclusive Community

School-wide

Primary DEI Goal: Equity and Inclusion

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

Measures of Success:

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

FY19 Actions:

- Create DEI committees and refine charges of other relevant committees
- Assign faculty, staff, students, and alum to relevant committees.
 - DEI committees will consist of:
 - Tenured and untenured faculty
 - Staff
 - Doctoral students

- Master's students
 - Domestic and international students
- Develop charge document for each committee
- Hold meetings appropriate to the committee charge
- Provide a report of committee activities to the dean and director of DEI at the end of the academic year.

Faculty

Primary DEI Goal: Equity and Inclusion

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

Measures of Success:

- Increased number of faculty **applying** DEI techniques in their classes and other activities in SEAS
- Increased activities facilitating cross-cultural interactions among faculty, staff and students.
- Increased number of courses with explicit DEI, international and environmental inequality content

FY19 Actions:

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

Primary DEI Goal: Equity and Inclusion

Objective #2: Build a more aware and competent DEI community for faculty.

Measures of Success:

- **Fall 2018 or Winter 2019** should include at least one Dean's Speaker seminar on this topic
- Faculty participation in SEAS and campus-wide training activities

Primary DEI Goal: Equity and Inclusion

Objective #3: Encourage faculty to play a more active role in the recruitment of historically underrepresented students.

Measures of Success:

- Greater satisfaction with faculty recruitment efforts
- Greater number of applications from historically underrepresented students to SEAS
- Great matriculation of historically underrepresented students in SEAS.

Primary DEI Goal: Equity and Inclusion

Objective #4: Improve the mentoring experience by increasing faculty's skills in working with students from underrepresented groups, among others

Measures of Success:

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

Objective #5: Assess the climate of diversity, equity, and inclusion in SEAS.

Measures of Success:

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

FY19 Actions:

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

Primary DEI Goal: Equity and Inclusion

Objective #6: 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

FY19 Actions:

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

Master's and Doctoral Students

Primary DEI Goal: Equity and Inclusion

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

Measures of Success:

- Implementation of a biannual student climate assessment
- Increased satisfaction with SEAS's DEI climate

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

FY19 Actions:

- **Conduct student climate assessment focus groups in spring 2019**
- Compare results to 2015 baseline climate assessment and 2017 Year 1 climate assessment
- More effective Visit Day, **orientation**, and other student events in order **to improve inclusiveness** with greater school-wide participation
- Student leadership should be utilized to build a more inclusive community.
 - Incentivize track leaders for community development and recruitment work.
 - Provide DEI training for all track leaders
 - Track leaders will plan DEI activities within and between tracks
- Track leaders and student government representatives should bring students together for more social, educational, and cultural events
 - Explain SEAS's traditions as expressed through activities such as the Great Roast, Camp Fire, and Sustaina-ball to new students
 - Evaluate traditions and make adjustments as the needs and expectations of the student body change
 - Consider non-alcoholic options at student gathering and social events
 - Include international cultural celebrations as part of evolving SEAS traditions.
- Develop student-initiated cross cultural activities and events
- Create a buddy system that pairs first year with second/third year students
- Develop peer mentoring program.

Primary DEI Goal: Equity and Inclusion

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

Measures of Success:

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

FY19 Actions:

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

Staff

Primary DEI Goal: Equity and Inclusion

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

Measures of Success:

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

FY19 Actions:

- Staff will include DEI activities in their work responsibilities, where appropriate, in the school.
- **Staff will be encouraged to participate in “My Journey to SEAS” presentations**

Primary DEI Goal: Equity and Inclusion

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

Measures of Success:

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

FY19 Actions:

- **Conduct staff climate assessment focus groups to further understand All Staff DEI Climate Survey findings to prioritize programming**
- **Compare results to 2015 baseline climate assessment and 2017 year 1 climate assessment.**

Primary DEI Goal: Equity and Inclusion

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

Measures of Success:

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

FY19 Actions:

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

V. Goal-related Metrics – School/College/Unit Measures Tracked Over Time

- # of student *applicants* from underrepresented backgrounds matriculating per year
- # of staff *applicants* from underrepresented backgrounds (gender, race, ethnicity)
- # of grievance reports by students, staff and faculty
- Student graduation rates
- Staff turnover
- Junior and tenure track faculty rates
- # of students participating in DEI training(s)
- # of staff participating in DEI training(s)
- # of faculty participating in DEI training(s)
- # of faculty trained in inclusive teaching techniques

- # of SEAS community members (faculty, staff and students) participating in School-wide DEI events and activities
- Current student, staff and faculty demographic compositions:
 - o Headcount
 - o Race
 - o Ethnicity
 - o Gender
 - o Veteran status
 - o Age (by age range or generation cohort)
 - o Tenure status (for faculty)
 - o Supervisory position (for staff and faculty)

Student Climate Survey Indicators:

- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College

Staff Climate Survey Indicators:

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

Faculty Climate Survey Indicators:

- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College