

# School for Environment and Sustainability (SEAS)

Diversity, Equity, and Inclusion Strategic Plan | FY 2024

## Strategic Plan Overview

---

From 2016-2021, the School for Environment and Sustainability (SEAS) engaged in a period of deep-rooted work, striving to weave diversity, equity and inclusion (DEI) throughout the fabric of our School. Guided by the University's renewed focus on DEI, and in alignment with our School's [mission](#) centering justice, we assessed our organizational policies, programming, teaching, research, and service. This period, also referred to as DEI 1.0 laid a significant foundation that served as a catalyst for the next iteration of justice work at SEAS. This current plan has been developed in response to extensive listening to members of our community coupled with an assessment of data from 1.0.

We acknowledge the immense amount of work yet to be done which will take a sustained commitment from all members of our community to incorporate DEI as a lens in all that we do and at all levels of the organization. This Year 1 plan is a snapshot of a much longer roadmap towards achieving substantive change that will evolve and deepen over the next five years. We honor the vision and leadership of our community members who paved the way for DEI 1.0, including countless students, staff, and faculty, both former and current, whose advocacy and committed actions to advance DEI in SEAS and beyond continues to inform the work that we seek to uphold.

### University Diversity, Equity, and Inclusion Charge and Goals

In the fall of 2015, the University's DEI charge resulted in a yearlong period of planning and data collection. Units across campus devised strategic goals and objectives to fulfill the vision set forth by the University President and the Board of Regents. The process resulted in the creation of a five-year diversity, equity, and inclusion strategic plan that launched in Fall 2016, along with the appointment of the university's inaugural Chief Diversity Officer; and the development of the Office of Diversity, Equity, and Inclusion, which oversees the implementation of the unit plans. As we move into the DEI 2.0 strategic planning, it will be further enhanced by the concurrent work of both the U-M culture journey process focused

on building shared core values of integrity, respect, inclusion, equity, diversity, and innovation, and President Santa Ono's strategic visioning for the University. This process will build a shared future for the University, sharpening our impact and determining who we are, what we want to stand for, where we want to go, and what we aspire to achieve.

## **Our 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.

We recognize that diversity, equity, and inclusion are distinct, yet interwoven goals and values that require unique attention and approaches and we cannot be the type of institution that we strive for without a strong focus on each of these areas. We cannot retain a truly diverse community, without an emphasis on equity and inclusion.

## **SEAS Rationale, Mission, & Vision**

SEAS has a longstanding commitment to advancing justice within the context of environmental sustainability, leading as the first academic environmental justice program in the nation. At SEAS, we are at the forefront of building a more sustainable and just world for all by transforming the impact of higher education and reimagining the future. We are advancing action through innovation, research, education, and engagement in society, and developing leaders who are empowered to halt the climate crisis and create an environmentally sound future for generations to come. Our vision is a world without a global climate and environment crisis that is environmentally sound, sustainable, and just.

DEI is central to our mission 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 and

societal success, educational excellence, and the advancement of knowledge. By 2030, SEAS will accelerate breakthroughs to solve the global climate, biodiversity, and sustainability crisis that address inequities, are locally actionable and globally scalable, inspire hope, and catalyze collective action to change the trajectory of our future toward a healthy, sustainable and just world.

At SEAS, we commit to the following, outlined herein as People, Process, and Products:

- Coordinating and implementing practices that are aligned with our commitment to promoting broad diversity and to advancing equity and inclusion as core school priorities
- Providing 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
- Developing and refining processes that seek to increase the diversity, broadly defined, of our students, staff, faculty
- Establishing practices and policies that make visible, discourage, and restoratively respond to acts of discrimination, harassment, or personal abuse
- Acting on our commitment to contribute to a just and sustainable society and to affirm the humanity of all people

In service to our core values of Diversity, Equity, and Inclusion, during DEI 1.0 our community created two major initiatives: The Equity and Justice Initiative, which originated with insights from our Black student community about their experiences, and one on Decolonization, which also originated with students in their collaborations with indigenous partners. DEI 2.0 is an opportunity to broaden and strengthen those commitments, while also attending to emergent DEI issues that have been signaled during our data collection and discussions for this strategic plan (these include ableism in environmentally oriented professional activities and on our properties, collaborative practice with vulnerable communities that is more attentive to social power, safety from sexual harassment and gender based discrimination, and intercultural communication and inclusive language skills). Through experiments with social process for DEI learning in our school we leverage our traditions of community based and field-based projects; we have used and will continue to develop a unique blend of cohort based curricular and co-curricular learning, a mix of science and practice, and a blended purview of research, teaching, and professional training for a workforce whose professional fields of environmental and sustainability work are emergent, and not yet well bounded.

## Planning Process Used

---

### Planning Lead(s):

- Lauren Davis, Director of Diversity, Equity, and Community
- Rebecca Hardin, Justice, Equity, Diversity, and Inclusion Faculty Director
- Vanesa Hernandez-Jackson, Program Manager, Graduate and Undergraduate Student Diversity Services
- Kristen Surla, former DEI Training Specialist for Faculty & Staff Development

### Planning Process Summary:

Throughout the Fall 2022 and Winter 2023 semesters, the DEI Office led the SEAS Strategic Planning process, with input from key partners. The planning team held interactive meetings with all functional areas of SEAS, including Human Resources, Development and Alumni Relations, Communications, Research and Instructional faculty and staff, the Student Center and with field and program leaders throughout the school to help inform the direction of the strategic objectives and action items developed. Additional engagement opportunities were offered to the broader community through in person and virtual forums, student feedback sessions, during staff, faculty, and student leader meetings, surveys, and utilizing generative visioning digital tools. Previously collected survey data was also heavily utilized, including the DEI Climate reports, current student surveys, information from the 2020 open letter from the Black student body, evaluative feedback from previous DEI programming, coupled with the analysis from the DEI 1.0 Evaluation Report. Incorporated into the 2.0 plan, we intend to collect additional information on communities that were not thoroughly reflected in the DEI 1.0 evaluation and campus climate survey due to the lack of disaggregated data. This includes members of our BIPOC, LGBTQIA+, and International students, staff, and faculty, with the goal of better understanding their experiences, and continuing to adapt our plan to meet their needs.

Adopting an intentional approach to be more strategic and focused, this plan has prioritized the scope of actions to ensure that we have the necessary resources, including human and financial, to adequately measure, evaluate, and sustain each of the objectives/action items over time. This includes a deeper analysis of our existing processes and procedures, acknowledging that inviting an inclusive and transparent process may often result in longer completion times. However, a more community informed set of processes and structures is being centered, as opposed to rapid outcomes that do not incorporate the diverse perspectives of our community.

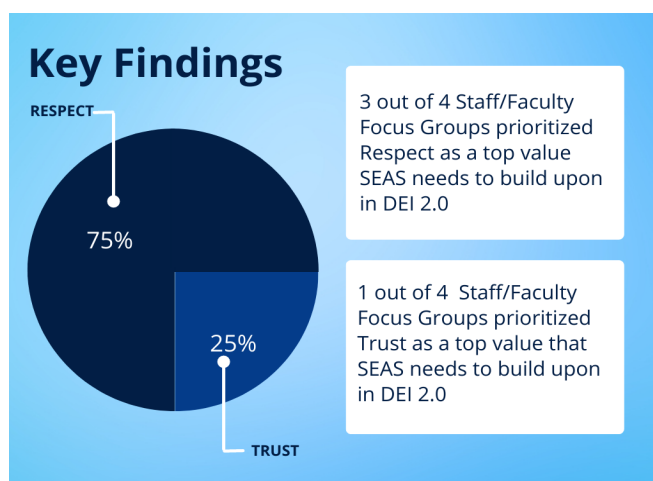
## Data and Analysis: Key Findings

---

### Summary of Data, Key Findings, Themes and Recommendations:

Our dialogical research design has yielded a range of transcripts and artifacts (including jamboards and more) that can undergird DEI 2.0 in meaningful ways that our community will recognize as touchstone conversations moving forward. This is important, as SEAS Administrative and Center leadership, in addition to central DEI leadership, have relied heavily in recent years on survey methods. To avoid research fatigue in our community, we have piloted consultative, qualitative methods for data collection in this planning process. Well suited to capturing the voices of all in our community, these have made clear several key findings. First, in pursuing DEI, embracing the stories of resilience and brilliance within the Black student community is essential. We must create a safe space with clear reporting systems and representation to address violations of our racial and gender-based harassment policies. By establishing a dedicated digital repository, we can help to ensure that students are aware of the resources available to them. We can curate events, open to all, that celebrate the interests of the Black and brown student body and must continue to focus on increasing the available student financial support to alleviate financial burdens. Our dedication can pave the way for a more inclusive, equitable, and transformative future. Second, DEI practitioners at SEAS have identified the need for actionable strategies and support to foster a more inclusive environment. Our 2.0 Action Plan notes that staff members require an outlined DEI plan to guide their efforts. We must provide tangible strategies and support to increase student, staff, and faculty comfort within the SEAS climate. Transparency, communication, respect, and relationship building are crucial elements to foster a stronger sense of community. SEAS core values should be embraced, and conflicts and gaps present opportunities for shared learning and collaboration.

The lack of representation among Black, brown, and Gen Z populations within the staff and faculty is an area of concern. While SEAS has recognized and built initiatives around expressions of advocacy from those from underrepresented communities in our school and field, we still need to focus more on resources and relationship building to expand these numbers and improve talent retention. DEI-centered leadership training and community engagement with, among others, BIPOC Environmental activists and organization leaders are essential to achieving our goals. The Promotion and Tenure process should prioritize DEI leadership and equity-focused teaching practices, address experiences in the classroom, and incorporate DEI reflection—which is not to say generic metrics, but some generative, rigorous self-reflexive summary of learning and work – into faculty evaluations. The data highlight



the critical need for DEI learning and organic connections within SEAS.

Several community members have indicated that SEAS core values should be reevaluated and accompanied by clear expectations from our leadership. We must challenge the perception that "research excellence" solely entails new knowledge creation, which may currently favor overrepresented voices, and recognize the importance of inclusive critical engagement and systemic change. By creating a supportive environment where every person has the resources and opportunities to thrive, we can pave the way for a more equitable, inclusive, and transformative future at SEAS.

DEI 2.0 Year 1 Key Recommendations (bold face for new priorities; italic for pilot progress)

- *Offer tailored services and programming for all students to better support the retention of our student body, with particular attention to issues that may disproportionately affect domestic historically underrepresented students, international students, and more emphasis on accessibility (Next Gen)*
- *Offer feedback mechanisms to better understand the unique needs/experiences across a range of backgrounds and adjust our services accordingly*
- Identify additional funding opportunities for students
- Increase the diversity of our staff by reviewing our recruitment and hiring processes, increasing the scope of our outreach and mitigating bias, with an emphasis on retention
- **Create more opportunities for staff to come together as a community and provide input on key school priorities and decision making**
- *Review our pay equity structures for our staff and faculty (HR Salary Equity Review)*
- Emphasis on better aligning our policies and procedures to embed principles of equity and inclusion
- **Develop shared community values or values statement to guide us as a school (see graphic in summary)**
- **Increase incentives for the DEI efforts of our students, staff, and faculty**
- *Reassess and modify our current DEI engagement models to increase participation of SEAS faculty on DEI events, activities, and trainings (Rackham Allies/Gala)*
- *Prioritize decolonizing course curricula and pedagogies, to center equity and inclusion best practices in the classroom*
- *Establish enhanced evaluation and assessment metrics for our DEI efforts*

## Strategic Objectives, Measures of Success, and Action Plans\*

---

### Key Strategies & Constituencies\*:

The DEI plan encompasses the students, staff, and faculty of SEAS and PitE. It is

organized by a set of strategic objectives that further the university-wide goals of diversity, equity and inclusion and has been aggregated into three distal objectives determined by the University, which include:

- People: Recruit, Retain & Develop a Diverse Community
- Process: Create an Equitable and Inclusive Campus Climate
- Product: Support Innovative and Inclusive Teaching, Research, and Service

Each of these strategic objectives is accompanied by metrics 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 details on assignments, timelines, and accountabilities, see the Action Planning Table.

While some of our action items can be accomplished relatively easily each year, many of our goals are aspirational and seek to address deeply rooted institutional issues that will require sustained effort and time to see significant progress. We do not want to avoid identifying metrics that may be hard to affect or difficult to identify and will remain transparent about these measures, even if it takes time to see a difference. The metrics may also change over time, as priority strategies change.

*\*All strategic objectives and related actions will be pursued in accordance with the law and University policy.*

## **PEOPLE (Recruit, Retain & Develop a Diverse Community)**

---

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

### **UNDERGRADUATE and GRADUATE STUDENTS**

***Strategic Objective 1: Recruit and retain a diverse student body by providing resources and support for students, including those from historically underrepresented and minoritized communities to thrive academically and socially at SEAS.***

#### **Actions:**

1. Utilize the 2023-2024 program review for the undergraduate Program in the Environment (PitE) to develop a long-term strategy for continued success, expansion, and greater synergies with SEAS' graduate programs with the goal of increasing the reach, size, diversity, and student satisfaction.

2. Expand the diversity of the PhD program, implementing the recommended changes proposed by Rackham and SEAS leadership to support a more holistic recruitment and application review process. Be proactive in identifying and nominating admitted PhD applicants who might be eligible for the Rackham Merit Fellowship.
3. Continue to grow and evaluate the impact of the NextGen Scholars Program, which provides a strengths-based support to first-year graduate students at SEAS and a cohort experience.
4. Provide greater mentorship across our student, staff, faculty, and alumni community. Build upon the work that is happening with NextGen and EJ Mentorship programs, and others to continue to emphasize the range of mentorship support available in SEAS and beyond, to mitigate placing disproportionate efforts on a limited number of individuals for mentorship.
5. In collaboration with our Black student body and other interested students, review the [Black Student Body letter](#), evaluate what has been accomplished, and what is still needed and commit to an actionable plan with schoolwide accountability and resources.
6. The DEI Committee will review the report on piloting a student DEI requirement to recommend an implementation plan that would contribute to our students' professional development and enhance their co-curricular experience around DEI.
7. Increase the diversity of our student leadership by exploring options for compensation for students involved in key leadership and DEI roles.
8. Partner with SEAS units to enhance accessibility within the Dana building and associated SEAS properties as well as classrooms, wet labs, computer labs and other workplaces, utilizing principles of Universal Design, and make information about accessibility and inclusion more visible on the SEAS website and in our communications (with a future goal: surveying our community to gather key facts to demonstrate the nature and extent of disability and accessibility - physical and other).
9. Establish connections with students early on with a specialized approach to academic and professional support involving co-curricular and skill-based programming; ongoing community-building activities establishing an inclusive and impactful learning community.
10. Partner with existing recognized student organizations and affinity-based programs that center the needs and experiences of historically underrepresented and minoritized students, staff, and faculty to build supportive networks and programming, open to all members of our community.

**Metrics:**

- Over the next five years, increase the percentage of domestic matriculants coming from historically underrepresented backgrounds at SEAS/PitE from year to year.
- Increase in satisfaction rates with the available SEAS resources and support provided as noted on the Current Student Survey. Assess the data to compare satisfaction rates across identity groups.



- Establish a system for tracking and assessing retention rates, academic outcomes (GPA, graduation rates), and other relevant metrics, to evaluate outcomes with the goal of achieving parity across all collected identity areas.

**Primary DEI Goal:** Diversity, Inclusion

**Strategic Objective 2:** *The SEAS Development Team will focus on fundraising efforts that support our DEI priorities, including increasing student financial assistance to help mitigate barriers to accessing an education, and highlight the SEAS DEI Funds that seek to enhance DEI programmatic activities and support for students.*

**Actions:**

1. Continue to focus on student financial support as a top priority to better assist the students who attend SEAS, and to broadly diversify our community of learners.
2. Highlight the DEI Initiative Fund, DEI Fellowship, and Dr. Carroll B. Williams Fund for Black Excellence on our online giving page.
3. The Development Team will meet annually with internal stakeholders to discuss progress on garnering financial support for DEI fundraising priorities.

**Metrics:**

- Greater diversity and numbers of students from underrepresented backgrounds matriculating in SEAS.
- Overall increase in student funding support and in the priority DEI funds.
- Reduced loan debt amounts for our students while enrolled at SEAS.

**Primary DEI Goal:** Diversity, Equity

**STAFF and FACULTY**

**Strategic Objective 3:** *Strengthen the recruitment, retention, and employee satisfaction for staff and faculty, and specifically from underrepresented groups in SEAS.*

**Actions:**

1. Commit to increasing diversity by conducting a review of our current recruitment and hiring processes to establish clear, objective criteria that mitigates unlawful biases and centers equity at all stages of the process.
2. Implement Stay Interviews for new employees to discuss with their HR partner within the first three months of employment what is going well and what can be improved. Continue to offer exit interviews to better understand trends and potential areas for improvement.
3. Conduct our annual staff Salary Equity Review program. Additionally, roll out the decoupled Equity Review and Reclassification Program processes which will ensure

that each review can be done thoughtfully and with full analysis, while using the most up-to-date comparative data for equity reviews, and provide further transparency in the review processes.

4. Utilize existing data to examine the turnover rate of staff and faculty across a range of identities and share with SEAS leadership in an annual DEI report.
5. Utilize the feedback data from staff and faculty surveys and other mechanisms to continue to make enhancements within SEAS.
6. Establish a Staff Forum Board as an opportunity to increase the channels for staff at all levels to share feedback and have their voices represented in key directions and decision making at SEAS.
7. Review and develop initiatives to improve the performance evaluation program for SEAS staff. Create a task force that includes a broadly diverse representation of SEAS staff.

**Metrics:**

- Annual DEI reporting that indicates equity metrics improved over the five-year DEI 2.0 period.
- Lower turnover rate for our underrepresented and minoritized staff and faculty over the five-year DEI 2.0 period. Aim for equitable retention rates and career advancement opportunities for employees from all backgrounds and at all levels of the organization.
- Higher satisfaction rates for all staff and faculty on the Climate Surveys (with 2021 as a baseline) and reduced satisfaction gaps between underrepresented staff/faculty groups and the staff/faculty population generally.

**Primary DEI Goal:** Diversity, Equity, and Inclusion

**Strategic Objective 4:** *Improve career advancement opportunities for SEAS staff and faculty.*

**Actions:**

1. Continue to offer the Professional Development and Tuition Support programs to provide support to staff to increase the effectiveness of their job performance, as well as to encourage employees to obtain skills, knowledge, and abilities, which may improve their opportunities for career advancement.
2. Implement modifications to the current performance management process to incorporate a greater focus on career planning and how various professional development goals support those plans.
3. Conduct a gap analysis for SEAS - reviewing what skills, capacities, and roles that we currently have, and then determining what skills, capacities, and roles that we need to support the future development of the school. Determine and gather appropriate metrics upon completion of the initial analysis.

4. Execute a workforce planning program that incorporates cross-training, mentor relationships, and professional development opportunities.
5. Assess the current faculty mentoring program for its effectiveness and any potential areas for improvement.

**Metrics:**

- Consistent or increased usage by SEAS staff of the Professional Development and Tuition funding support.
- Adherence to the new performance management process.
- Implementation of a workforce program that is data informed based on the findings from the gap analysis.

**Primary DEI Goal:** Equity, Inclusion

## **PROCESS (Create an Equitable and Inclusive Campus Climate)**

---

Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

### **ALL CONSTITUENCIES**

**Strategic Objective 1:** *Uphold a school culture and climate that is collaborative, dismantles silos and cultivates a stronger sense of belonging and inclusion for students, staff, and faculty.*

**Actions:**

1. Create a committee to design a series of interactive sessions to establish community values that serve as a guide for all that we do at SEAS, where DEI is infused, with an iterative process and an eventual focus on accountability systems to uphold these values.
2. Use multiple methods, including listening sessions and focus groups to engage SEAS students, staff, and faculty, including affinity groups and those within the community who are members of historically marginalized populations, to ensure their recommendations are considered in future programming and priority setting.
3. Conduct a bi-annual Climate Survey for students, staff, and faculty.
4. Establish a budget for the Community Engagement Committee to support in creating intentional engagement opportunities that help to build connections across students, staff, and faculty in a hybrid environment.

5. Partner with the Program on Intergroup Relations (IGR) to explore opportunities to practice dialogue techniques to learn how to navigate differences and difficult conversations, allyship and having dialogues around environmental and social justice topics, especially with those who may come from different educational, cultural, or ideological backgrounds.
6. Host an annual DEI event that allows students, staff, and faculty to celebrate our accomplishments, while still acknowledging future areas of growth.

**Metrics:**

- An increase in climate survey scores across categories as established by the baseline 2021 Climate data. Eventual parity in climate study data among identity areas by 2028.

**Primary DEI Goal:** Equity, Inclusion

**Strategic Objective 2:** *Institutionalize mechanisms for incentivizing and honoring contributions to advancing DEI efforts at SEAS and beyond.*

**Actions:**

1. Continue the DEI professional development requirement for faculty and assessing for JEDI contributions on the Faculty Annual Review. Refine and clarify what activities align with the P.D. requirement.
2. Review our current processes for annual reporting around DEI efforts for faculty for refinement and enhanced support in meeting those goals.
3. Review the DEI Champion Award to assess the criteria, rubric, and overall awarding process, with student involvement.
4. Reassess the DEI Committee structure and roles.

**Metrics:**

- Refined annual reporting processes that demonstrate deeper engagement and reflection in relation to DEI, with clear guidelines for how the reporting is assessed.
- Conduct merit-based annual reviews for staff and faculty.
- Establishment of new avenues for rewarding demonstrated DEI contributions in the areas of programming, scholarship, teaching, or service.

**Primary DEI Goal:** Equity

**Strategic Objective 3:** *Improve our internal support processes for grievances, unlawful biases, and misconduct, with an emphasis on prevention, restorative approaches, and conflict resolution, while keeping in alignment with existing central University reporting mechanisms and policies.*

**Actions:**

1. Review the feedback report from the Grievance Committee which is making recommended revisions to the current SEAS student grievance processes and exploring preventative measures that focus on enhancing school culture/climate and restorative approaches. Consider the recommendations for implementation.
2. Clarify both internal and external pathways for reporting, conflict resolution, and key contacts through creating a clear resource that provides examples, and both confidential/ non-confidential resource options.
3. Collaborate with University partners to explore the relevant training options to support students, staff, and faculty development in these areas (SAPAC, ECRT, PEAR, Organizational Learning, etc.).

**Metrics:**

- Ensure that 100% of all bias incidents that are reported through internal SEAS processes are appropriately followed up upon and directed to the appropriate contact/resource(s) as applicable
- Increased offerings and participation in activities and trainings that promote a safe and healthy school culture and climate.

**Primary DEI Goal:** Equity, Inclusion

**Strategic Objective 4:** *Provide increased transparency and communication on the progress and barriers related to our DEI goals.*

**Actions:**

1. Utilize the SEAS DEI website and newsletters to share progress updates and information sharing.
2. Post the composition/demographic data of our SEAS students, staff, and faculty on our website to increase transparency about the makeup of our community including changes in such composition over time. Integrate findings into annual equity reports, once established.
3. Consult with the Center for Education Design, Evaluation, and Research (CEDER) to develop a plan to evaluate our SEAS DEI strategic efforts and report our findings with the SEAS community.
4. Work with CEDER to develop an annual equity report and determine how that aligns with the metrics we are tracking for central campus reporting.

**Metrics:**

- Strengthened metrics and outcomes to assess impact of our DEI efforts over time.
- Implementation of a monthly DEI Newsletter.

**Primary DEI Goal:** Diversity, Equity, Inclusion

**Strategic Objective 5:** *Highlight student, staff, faculty, and alumni stories throughout the year and stories related to inclusion, equity, and justice in an authentic way.*

**Actions:**

1. Build collaborations with students, influencers, and the SEAS community to increase DEI messaging that is authentic and genuine.
2. Spotlight the work of, among others, our BIPOC students, their research, and efforts within their respective fields and community initiatives.

**Metrics:**

- More stories highlighted throughout the year.
- Establishment of a fund that allows for students to share their stories, while mitigating the barrier of financial concerns through compensation for social media takeovers and other storytelling.

**Primary DEI Goal:** Equity, Inclusion

**UNDERGRADUATE and GRADUATE STUDENTS**

**Strategic Objective 6:** *Create opportunities for more meaningful engagement for students to learn about issues of equity and justice and connect that knowledge to environmental and sustainability education, beyond performative DEI.*

**Actions:**

1. Host an interactive series addressing social/environmental issues, with a focus on issues of justice/injustice and collective action, featuring community activists, organization leaders, and SEAS community members, with funding to support speaker involvement.
2. Offer the Careers DEI Workshop Series.
3. Pilot a small fund to support SEAS community-led DEI programming and activities.
4. Highlight University DEI opportunities and external organizations with ways to get involved, resources, and trainings.
5. Continue to build on our cross-campus relationships with DEI units that can expand our interprofessional connections, knowledge sharing, and DEI programming amongst our community.

**Metrics:**

- Development of DEI content and programming that will be delivered during the school year.
- More co-created DEI learning opportunities with partners both in SEAS and externally.

- Survey and evaluation measures are deployed for DEI professional development offerings, to evolve based on participant feedback.

**Primary DEI Goal:** Diversity, Equity, Inclusion

## **STAFF and Faculty**

**Strategic Objective 7:** *Provide DEI professional development opportunities for SEAS staff and faculty that is co-created and promotes shared knowledge and learning, with more asynchronous opportunities to engage in DEI learning.*

### **Actions:**

1. Expand the SEAS website to include a menu and calendar of available DEI trainings.
2. Centralize a repository of DEI resources
3. Work with SEAS leadership to explore the option of having a DEI requirement for staff that is reflected in a more elevated way in the annual review process.
4. Provide DEI aligned and dynamic multimedia Case Studies.
5. Develop a process to consult with SEAS units to outline their DEI goals and how they aspire to infuse it into their work (for individuals and teams).

### **Metrics:**

- Revamped and expanded DEI webpages.
- Creation of a DEI resource repository that sees increased utilization over time.
- More holistic support opportunities for DEI goal setting for staff and faculty.
- Increased number of staff and faculty participating in U-M or SEAS DEI courses or training activities.

**Primary DEI Goal:** Equity, Inclusion

## **PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)**

---

Strategies and action items for **Products** integrate DEI solutions into our educational program offerings and teaching methodology, and ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

### **ALL CONSTITUENCIES**

**Strategic Objective 1:** *Develop curricular enhancements that will make SEAS courses more inclusive, and equity focused.*

**Actions:**

1. Work with the DEI Committee to review the evaluative feedback from the Decolonizing SEAS Initiative to assess potential changes and support needed to build a sustainable infrastructure.
2. Provide support to Uproot and their curricular/co-curricular efforts to transform environmental education.
3. Utilize responses from the newly implemented question on student course evaluations about fostering an equitable learning environment to adjust courses as needed, and to better support faculty development in this area.
4. The DEI Team will work in collaboration with the SEAS Faculty Liaison for Inclusive Teaching and CRLT to create a mechanism(s) to share and discuss relevant content and best practices on inclusive teaching back to the faculty.
5. Continue recording course lectures to help with learning retention and making course content accessible remotely.

**Metrics:**

- Creation of a memo report outlining recommended next steps for the Decolonizing Initiative.
- Increased number of faculty utilizing CRLT and/or internal and external facilitators for Midterm Student Feedback, Course Observations, and other consultative services.
- An increase or consistently strong scores about faculty fostering an equitable learning environment, as indicated on course evaluations, with Winter 2023 as the baseline.

**Primary DEI Goal:** Equity, Inclusion

**Strategic Objective 2:** *Leverage online and digital learning opportunities to reach learners that will strengthen, grow, and further diversify our academic programs.*

**Actions:**

1. Work with the Director of Online Learning and Academic Innovations to explore a variety of blended learning opportunities: (1) making available the recordings of lectures by faculty and guest lecturers (including alumni) for greater external and student recruiting impact using the [SEAS Digital Learning Hub](#); (2) drawing on virtual tools such as Gala and extended reality that can enhance residential learning; and (3) creating Bootcamps, MOOCs, (stackable) online certificates/degrees, Mastertrack certificates, combining online and residential experiences focused on specific themes and developing skills, to support professional lifelong learning. Work in partnership with the DEI Office and JEDI Director to ensure that principles of DEI are integrated throughout.
2. With support from the Rackham Faculty Allies grant, use the Gala platform to



co-create, review, and expand on case studies (i.e., Acknowledging the History of Anti-Black Racism in Environmental Sciences, Environmentalism for All: Ableism in our Field; Decolonizing University Land Management etc.) in both synchronous and asynchronous ways to connect students, faculty, staff, and community partners in addressing key justice issues within SEAS and the profession.

**Metrics:**

- Greater utilization of the SEAS Digital Learning Hub and its resources.
- Creation of learning opportunities, such as lunch and learns to showcase how our digital tools have been utilized to address key justice issues and build community across students, staff, and faculty.

**Primary DEI Goal:** Diversity, Equity, Inclusion

**Strategic Objective 3:** *Provide resources and support for faculty and other SEAS members to contribute to a more inclusive and equitable environment in the classroom and in SEAS through participation in professional development opportunities, shared learning, peer observations and feedback, and personal reflection. Generate research that has real-world impact by centering justice, diversity, equity, and inclusion.*

**Actions:**

1. Utilize the centralized DEI repository to highlight resources that focus on amplifying broadly diverse voices in the classroom/field work sites, equity focused teaching, leadership and research, and other emerging topics and best practices.
2. Include time at the faculty meetings for spotlights or flash talks to facilitate the sharing of teaching, decolonizing, mentoring, and research best practices that infuse DEI, including lessons learned.
3. Pilot the development of faculty, student, and staff cohorts to focus on topics that align with relevant SEAS equity and justice issues and conduct research that would become asynchronous learning opportunities for our community.
4. Host a community wide engagement event at the end of the Winter term for cohorts to share their findings and engage with the broader SEAS community.

**Metrics:**

- Based on analytic data, see an increase in users on the centralized DEI resource page.
- Funding established for faculty-led cohorts that supports co-created justice work.
- Integration of “flash talks” into the faculty meetings.

**Primary DEI Goal:** Equity, Inclusion

## Goal-related Metrics – University and SEAS Measures Tracked Over Time

---

Below are a few measures which, as they are tracked across time, will demonstrate the impact of our strategies and actions on the three goals (people, process, products). Some of this data is provided by central administration in our annual DEI metrics report, including demographic composition data, graduation and enrollment data for students, as well as tenure status for faculty, with additional data being supplemented by SEAS.

### Undergraduate Students

#### *Demographic Composition:*

- Headcount
- Race/ethnicity
- Sex

#### *Graduation Rates:*

- 4-Year
- 6-Year

#### *Enrollment:*

- Entry status (new, continuing)
- Student class level (freshman, sophomore, junior, senior)

#### *Climate Survey Indicators (sample indicators listed below):*

- Satisfaction with overall U-M climate/environment
- Semantic aspects of the general climate of U-M campus overall
- Semantic aspects of the DEI climate at U-M campus overall
- Feeling valued at U-M campus overall
- Feeling of belongingness at U-M campus overall
- Assessment of U-M institutional commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at U-M campus overall
- Feeling able to perform up to full potential at U-M campus overall
- Feelings of academic growth at U-M campus overall
- Feelings of discrimination at U-M campus overall

### Graduate Students

#### *Demographic Composition:*

- Headcount

- Race/ethnicity
- Sex

*Enrollment:*

- Student class level (Graduate-Masters/Doctoral/Professional)

*Climate Survey Indicators (sample indicators listed below):*

- 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**

*Demographic Composition:*

- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

*Climate Survey Indicators (sample indicators listed below):*

- 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

### *Demographic Composition:*

- Headcount
- Race/ethnicity
- Sex
- Tenure status

### *Climate Survey Indicators (sample indicators listed below):*

- 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

### Additional Metrics

- # of student applicants from underrepresented backgrounds matriculating per year (gender, race, ethnicity)
- # of staff applicants from underrepresented backgrounds (gender, race, ethnicity)
- # of grievance reports by students, staff and faculty
- Staff turnover
- # 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 activities and events

## Action Planning Tables with Details and Accountabilities

### PEOPLE (*Recruitment, Retention & Development*)

| Strategic Objective  | Year 1 Action Items   | Associated Metrics/ Measures for Success  | Key Constituency | Group/Person Accountable  | DEI Goal             |
|--|---|---|------------------|---|----------------------|
| Recruit and retain a diverse student body by providing resources and support for students, including those from historically underrepresented and minoritized communities to thrive academically and socially at SEAS. | <ul style="list-style-type: none"> <li>- Utilize 2023-2024 program review for the undergraduate PiE program to develop a long-term strategy for continued success, expansion, and greater synergies with SEAS' graduate programs with the goal of increasing the reach, size, diversity, and student satisfaction.</li> <li>- Expand and increase the diversity of the PhD program, implementing changes proposed by Rackham and SEAS leadership to support a more holistic recruitment and application review process. Be proactive in identifying and nominating admitted PhD applicants who might be eligible for the Rackham Merit Fellowship.</li> </ul> | <ul style="list-style-type: none"> <li>- Over the next five years, increase the percentage of domestic matriculants coming from historically underrepresented backgrounds at SEAS/PiE from year to year.</li> <li>- Increase in satisfaction rates with the available SEAS resources and support provided as noted on the Current Student Survey. Assess the data to compare satisfaction rates across identity groups.</li> <li>- Establish a system for tracking and assessing retention rates, academic outcomes (GPA, graduation rates), and other relevant metrics, to evaluate outcomes with the goal of achieving parity across all collected identity areas.</li> </ul> | Students         | Student Center, DEI Office, DEI Committee, Facilities, PiE & PhD Program leadership | Diversity, Inclusion |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <ul style="list-style-type: none"><li>- Continue to grow and evaluate the impact of the NextGen Scholars Program, which provides strengths-based support to first-year graduate students at SEAS and a cohort experience.</li><li>- Provide greater mentorship across our student, staff, faculty, and alumni community. Build upon the work that is happening with NextGen and EJ Mentorship programs, and others to continue to emphasize the range of mentorship support available in SEAS and beyond, to mitigate placing disproportionate efforts on a limited number of individuals for mentorship.</li><li>- In collaboration with our Black student body and other interested students, review the Black Student Body letter, evaluate what has been accomplished, and what is still needed and commit to an actionable plan with schoolwide accountability and</li></ul> |  |  |  |  |
|--|---|--|--|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>resources.</p> <ul style="list-style-type: none"> <li>- The DEI Committee will review the report on piloting a student DEI requirement to recommend an implementation plan that would contribute to our students' professional development and enhance their co-curricular experience around DEI.</li> <li>- Increase the diversity of our student leadership by exploring options for compensation for students involved in key leadership and DEI roles.</li> <li>- Partner with SEAS units to enhance accessibility within the Dana building and associated SEAS properties as well as classrooms, wet labs, computer labs and other workplaces, utilizing principles of Universal Design, and make information about accessibility and inclusion more visible on the SEAS website and in our communications (with a future goal of surveying our community to gather key</li> </ul> |  |  |  |  |
|--|--|--|--|--|--|

|   |   |   |                 |   |                          |
|---|---|---|-----------------|---|--------------------------|
|   | <p>facts and figures that illustrate the nature, magnitude and extent of disability and accessibility - physical and other).</p> <ul style="list-style-type: none"> <li>- Establish connections with students early on with a specialized approach to academic and professional support involving co-curricular and skill-based programming; ongoing community-building activities establishing an inclusive and impactful learning community.</li> <li>- Partner with existing recognized student organizations and affinity-based programs that center the needs and experiences of historically underrepresented and minoritized students, staff, and faculty to build supportive networks and programming, open to all members of our community.</li> </ul> |   |                 |   |                          |
| <p>The SEAS Development Team will focus on fundraising efforts that support our DEI priorities,</p> | <ul style="list-style-type: none"> <li>- Continue to focus on student financial support as a top priority to better assist the students who attend</li> </ul>   | <ul style="list-style-type: none"> <li>- Greater diversity and numbers of students from underrepresented backgrounds matriculating</li> </ul> | <p>Students</p> | <p>Dean's Office, Development, Student Center, DEI Office</p> | <p>Diversity, Equity</p> |



|   |   |  |                       |  |   |
|---|---|--|-----------------------|--|---|
| <p>including increasing student financial assistance to help mitigate barriers to accessing an education, and highlight the SEAS DEI Funds that seek to enhance DEI programmatic activities and support for students.</p> | <p>SEAS, and to broadly diversify our community of learners.</p> <ul style="list-style-type: none"> <li>- Highlight the DEI Initiative Fund, DEI Fellowship, and Dr. Carroll B. Williams Fund for Black Excellence on our online giving page.</li> <li>- The Development Team will meet annually with internal stakeholders to discuss progress on garnering financial support for DEI fundraising priorities.</li> </ul>   | <p>in SEAS.</p> <ul style="list-style-type: none"> <li>- Overall increase in student funding support and in the priority DEI funds.</li> <li>- Reduced loan debt amounts for our students while enrolled at SEAS.</li> </ul>   |                       |  |   |
| <p>Strengthen the recruitment, retention, and employee satisfaction for staff and faculty, and specifically from underrepresented groups in SEAS.</p>   | <ul style="list-style-type: none"> <li>- Commit to increasing diversity by conducting a review of our current recruitment and hiring processes to establish clear, objective criteria that mitigates unlawful biases and centers equity at all stages of the process.</li> <li>- Implement Stay Interviews for new employees to discuss with their HR partner within the first three months of employment what is going well and what can be improved. Continue to offer exit interviews to better</li> </ul> | <ul style="list-style-type: none"> <li>- Annual DEI reporting that indicates equity metrics improved over the five-year DEI 2.0 period.</li> <li>- Lower turnover rate for our underrepresented and minoritized staff and faculty over the five-year DEI 2.0 period. Aim for equitable retention rates and career advancement opportunities for employees from all backgrounds and at all levels of the organization.</li> <li>- Higher satisfaction rates for all staff and faculty on</li> </ul> | <p>Staff, Faculty</p> | <p>Human Resources, DEI Office, Chief Administrative Officer, Hiring Managers/ Supervisors</p> | <p>Diversity, Equity, and Inclusion</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>understand trends and potential areas for improvement.</p> <ul style="list-style-type: none"> <li>- Conduct our annual staff Salary Equity Review program. Additionally, roll out the decoupled Equity Review and Reclassification Program processes which will ensure that each review can be done thoughtfully and with full analysis, while using the most up-to-date comparative data for equity reviews, and provide further transparency in the review processes.</li> <li>- Utilize existing data to examine the turnover rate of staff and faculty across a range of identities and share with SEAS leadership in an annual DEI report.</li> <li>- Utilize the feedback data from staff and faculty surveys and other mechanisms to continue to make enhancements within SEAS.</li> <li>- Establish a Staff Forum Board as an opportunity to increase the channels for</li> </ul> | <p>the Climate Surveys (with 2021 as a baseline) and reduced satisfaction gaps between underrepresented staff/faculty groups and the staff/faculty population generally.</p> |  |  |  |
|--|--|--|--|--|--|

|   |   |   |                       |  |                          |
|---|---|---|-----------------------|--|--------------------------|
|   | <p>staff at all levels to share feedback and have their voices represented in key directions and decision making at SEAS.</p> <p>- Review and develop initiatives to improve the performance evaluation program for SEAS staff. Create a task force that includes a broadly diverse representation of SEAS staff.</p>   |   |                       |  |                          |
| <p>Improve career advancement opportunities for SEAS staff and faculty.</p> | <p>- Continue to offer the Professional Development and Tuition Support programs to provide support to staff to increase the effectiveness of their job performance, as well as to encourage employees to obtain skills, knowledge, and abilities, which may improve their opportunities for career advancement.</p> <p>- Implement modifications to the current performance management process to incorporate a greater focus on career planning and how various professional development goals support those plans.</p> | <p>- Consistent or increased usage by SEAS staff of the Professional Development and Tuition funding support.</p> <p>- Adherence to the new performance management process.</p> <p>- Implementation of a workforce program that is data informed based on the findings from the gap analysis.</p> | <p>Staff, Faculty</p> | <p>Human Resources,<br/>Chief Administrative Officer, Hiring Managers/<br/>Supervisors</p> | <p>Equity, Inclusion</p> |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>- Conduct a gap analysis for SEAS - reviewing what skills, capacities, and roles that we currently have, and then determining what skills, capacities, and roles that we need to support the future development of the school. Determine and gather appropriate metrics upon completion of the initial analysis.</li> <li>- Execute a workforce planning program that incorporates cross-training, mentor relationships, and professional development opportunities.</li> <li>- Assess the current faculty mentoring program for its effectiveness and any potential areas for improvement.</li> </ul> |  |  |  |  |
|--|---|--|--|--|--|

## PROCESS *(Promoting an Equitable & Inclusive Community)*

| Strategic Objective   | Year 1 Action Items  | Associated Metrics/<br>Measures for Success   | Key<br>Constituency             | Group/Person<br>Accountable  | DEI Goal                 |
|---|--|---|---------------------------------|--|--------------------------|
| <p>Uphold a school culture and climate that is collaborative, dismantles silos and cultivates a stronger sense of belonging and inclusion for students, staff, and faculty.</p> | <ul style="list-style-type: none"> <li>- Create a committee to design a series of interactive sessions to establish community values that serve as a guide for all that we do at SEAS, where DEI is infused, with an iterative process and an eventual focus on accountability systems to uphold these values.</li> <li>- Use multiple methods, including listening sessions and focus groups to engage SEAS students, staff, and faculty, including affinity groups and those within the community who are members of historically marginalized populations, to ensure their recommendations are considered in future programming and priority setting.</li> <li>- Conduct a bi-annual</li> </ul> | <p>- An increase in climate survey scores across categories as established by the baseline 2021 Climate data. Eventual parity in climate study data among identity areas by 2028.</p> | <p>Students, Staff, Faculty</p> | <p>Dean's Office, DEI Office, Human Resources, Student Center, SEAS Leadership</p> | <p>Equity, Inclusion</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>Climate Survey for students, staff, and faculty.</p> <ul style="list-style-type: none"> <li>- Establish a budget for the Community Engagement Committee to support in creating intentional engagement opportunities that help to build connections across students, staff, and faculty in a hybrid environment.</li> <li>- Partner with the Program on Intergroup Relations (IGR) to explore opportunities to practice dialogue techniques to learn how to navigate differences and difficult conversations, allyship and having dialogues around environmental and social justice topics, especially with those who may come from different educational, cultural, or ideological backgrounds.</li> <li>- Host an annual DEI event that allows students, staff, and faculty to celebrate our accomplishments, while still acknowledging future areas of growth.</li> </ul> |  |  |  |  |
|--|--|--|--|--|--|

|   |  |   |                                 |   |                          |
|---|--|---|---------------------------------|---|--------------------------|
| <p>Institutionalize mechanisms for incentivizing and honoring contributions to advancing DEI efforts at SEAS and beyond.</p>  | <ul style="list-style-type: none"> <li>- Continue the DEI professional development requirement for faculty and assessing for JEDI contributions on the Faculty Annual Review. Refine and clarify what activities align with the P.D. requirement.</li> <li>- Review our current processes for annual reporting around DEI efforts for faculty for refinement and enhanced support in meeting those goals.</li> <li>- Review the DEI Champion Award to assess the criteria, rubric, and overall awarding process, with student involvement.</li> <li>- Reassess the DEI Committee structure and roles.</li> </ul> | <ul style="list-style-type: none"> <li>- Refined annual reporting processes that demonstrate deeper engagement and reflection in relation to DEI, with clear guidelines for how the reporting is assessed.</li> <li>- Conduct merit-based annual reviews for staff and faculty.</li> <li>- Establishment of new avenues for rewarding demonstrated DEI contributions in the areas of programming, scholarship, teaching, or service.</li> </ul> | <p>Students, Staff, Faculty</p> | <p>Dean's Office, Associate Dean for Academic Affairs, DEI Office</p>                 | <p>Equity</p>            |
| <p>Improve our internal support processes for grievances, unlawful biases, and misconduct, with an emphasis on prevention, restorative approaches, and conflict resolution - while keeping in alignment with existing central University reporting mechanisms and</p> | <ul style="list-style-type: none"> <li>- Review the feedback report from the Grievance Committee which is making recommended revisions to the current SEAS student grievance processes and exploring preventative measures that focus on enhancing school culture/climate and</li> </ul>   | <ul style="list-style-type: none"> <li>- Ensure that 100% of all bias incidents that are reported through internal SEAS processes are appropriately followed up upon and directed to the appropriate contact/resource(s) as applicable.</li> </ul>  | <p>Students, Staff, Faculty</p> | <p>Dean's Office, Associate Dean for Academic Affairs, Student Center, DEI Office</p> | <p>Equity, Inclusion</p> |

|  |   |   |                                 |   |                                     |
|--|---|---|---------------------------------|---|-------------------------------------|
| <p>policies.</p>   | <p>restorative approaches. Consider the recommendations for implementation.</p> <ul style="list-style-type: none"> <li>- Clarify internal and external pathways for reporting, conflict resolution, and key contacts, creating a clear resource providing examples, and options for confidential/ non-confidential resources.</li> <li>- Collaborate with University partners to explore relevant training options to support students, staff, and faculty development in these areas (SAPAC, ECRT, PEAR, Organizational Learning, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>- Increased offerings and participation in activities and trainings that promote a safe and healthy school culture and climate.</li> </ul>           |                                 |   |                                     |
| <p>Provide increased transparency and communication on the progress and barriers related to our DEI goals.</p> | <ul style="list-style-type: none"> <li>- Utilize the SEAS DEI website and newsletters to share progress updates and information sharing.</li> <li>- Post the composition/demographic data of our SEAS students, staff, and faculty on our website to increase transparency about the makeup of our community</li> </ul>   | <ul style="list-style-type: none"> <li>- Strengthened metrics and outcomes to assess impact of our DEI efforts over time.</li> <li>- Implementation of a monthly DEI Newsletter.</li> </ul> | <p>Students, Staff, Faculty</p> | <p>DEI Office, Human Resources, Communications, Dean's Office</p> | <p>Diversity, Equity, Inclusion</p> |



|   |  |  |   |   |                          |
|---|--|--|---|---|--------------------------|
|   | <p>including changes in such composition over time. Integrate findings into annual equity reports, once established.</p> <ul style="list-style-type: none"> <li>- Consult with the Center for Education Design, Evaluation, and Research (CEDER) to develop a plan to evaluate our SEAS DEI strategic efforts and report our findings with the SEAS community.</li> <li>- Work with CEDER to develop an annual equity report and determine how that aligns with the metrics we are tracking for central campus reporting.</li> </ul> |  |   |   |                          |
| <p>Highlight student, staff, faculty, and alumni stories throughout the year and stories related to inclusion, equity, and justice in an authentic way.</p> | <ul style="list-style-type: none"> <li>- Build collaborations with students, influencers, and the SEAS community to increase DEI messaging that is authentic and genuine.</li> <li>- Spotlight the work of, among others, our BIPOC students, their research, and efforts within their respective fields and community initiatives.</li> </ul>   | <ul style="list-style-type: none"> <li>- More stories highlighted throughout the year.</li> <li>- Establishment of a fund that allows for students to share their stories, while mitigating the barrier of financial concerns through compensation for social media takeovers and other storytelling.</li> </ul> | <p>Students, Staff, Faculty, Alumni</p> | <p>Communications, DEI Office, SEAS Community Members</p> | <p>Equity, Inclusion</p> |

|  |   |  |                 |   |                                     |
|--|---|--|-----------------|---|-------------------------------------|
| <p>Create opportunities for more meaningful engagement for students to learn about issues of equity and justice and connect that knowledge to environmental and sustainability education, beyond performative DEI.</p> | <ul style="list-style-type: none"> <li>- Host an interactive series addressing social/ environmental issues, with a focus on issues of justice/injustice and collective action, featuring community activists, organization leaders, and SEAS community members, with funding to support speaker involvement.</li> <li>- Offer the Careers DEI Workshop Series.</li> <li>- Pilot a small fund to support SEAS community-led DEI programming and activities.</li> <li>- Highlight University DEI opportunities and external organizations with ways to get involved, resources, and trainings.</li> <li>- Continue to build on our cross-campus relationships with DEI units that can expand our interprofessional connections, knowledge sharing, and DEI programming amongst our community.</li> </ul> | <ul style="list-style-type: none"> <li>- Development of DEI content and programming that will be delivered during the school year.</li> <li>- More co-created DEI learning opportunities with partners both in SEAS and externally.</li> <li>- Survey and evaluation measures are deployed for DEI professional development offerings, to evolve based on participant feedback.</li> </ul> | <p>Students</p> | <p>DEI Office, Student Center/Career Services, Tishman Center, Uproot</p> | <p>Diversity, Equity, Inclusion</p> |
|--|---|--|-----------------|---|-------------------------------------|

|   |   |  |                       |  |                          |
|---|---|--|-----------------------|--|--------------------------|
| <p>Provide DEI professional development opportunities for SEAS staff and faculty that is co-created and promotes shared knowledge and learning, with more asynchronous opportunities to engage in DEI learning.</p> | <ul style="list-style-type: none"> <li>- Expand the SEAS website to include a calendar of available DEI trainings.</li> <li>- Centralize a repository of DEI resources.</li> <li>- Provide DEI aligned and dynamic multimedia Case Studies.</li> <li>- Work with SEAS leadership to explore the option of having a DEI requirement for staff that is reflected in a more elevated way in the annual review process.</li> <li>- Develop a process to consult with SEAS units outlining their DEI goals and infuse it into their work (for individuals and teams).</li> </ul> | <ul style="list-style-type: none"> <li>- Revamped and expanded DEI webpages.</li> <li>- Creation of a DEI resource repository that sees increased utilization over time.</li> <li>- More holistic support opportunities for DEI goal setting for staff and faculty.</li> <li>- Increased number of staff and faculty participating in U-M or SEAS DEI courses or training activities.</li> </ul> | <p>Staff, Faculty</p> | <p>DEI Office,<br/>External Facilitators,<br/>Functional Area Leadership</p> | <p>Equity, Inclusion</p> |
|---|---|--|-----------------------|--|--------------------------|

## PRODUCTS *(Education, Scholarship & Service)*

| Strategic Objective  | Year 1 Action Items   | Associated Metrics/<br>Measures for Success   | Key<br>Constituency             | Group/Person<br>Accountable  | DEI Goal                 |
|--|---|---|---------------------------------|--|--------------------------|
| <p>Develop curricular enhancements that will make SEAS courses more inclusive, and equity focused.</p> | <ul style="list-style-type: none"> <li>- Work with the DEI Committee to review the evaluative feedback from the Decolonizing SEAS Initiative to assess potential changes and support needed to build a sustainable infrastructure.</li> <li>- Provide support to Uproot and their curricular/ co-curricular efforts to transform environmental education.</li> <li>- Utilize responses from the newly implemented question on student course evaluations about fostering an equitable learning environment to adjust courses as needed, and to better support faculty development in this area.</li> <li>- The DEI Team will work in collaboration with the SEAS Faculty Liaison for Inclusive Teaching and CRLT to create a mechanism(s) to</li> </ul> | <ul style="list-style-type: none"> <li>- Creation of a memo report outlining recommended next steps for the Decolonizing Initiative.</li> <li>- Increased number of faculty utilizing CRLT and/or internal and external facilitators for Midterm Student Feedback, Course Observations, and other consultative services.</li> <li>- An increase or consistently strong scores about faculty fostering an equitable learning environment, as indicated on course evaluations, with Winter 2023 as the baseline.</li> </ul> | <p>Faculty, Students, Staff</p> | <p>Associate Dean for Academic Affairs, DEI Office, Specialization Council, SEAS Faculty Liaison for Inclusive Teaching, External Facilitators</p> | <p>Equity, Inclusion</p> |

|  |  |  |                                 |   |                                     |
|--|--|--|---------------------------------|---|-------------------------------------|
|  | <p>share and discuss relevant content and best practices on inclusive teaching back to the faculty.</p> <p>- Continue recording course lectures to help with learning retention and making course content accessible remotely.</p>   |  |                                 |   |                                     |
| <p>Leverage online and digital learning opportunities to reach learners that will strengthen, grow, and further diversify our academic programs.</p> | <p>- Work with the Director of Online Learning and Academic Innovations to explore a variety of blended learning opportunities: (1) making available the recordings of lectures by faculty and guest lecturers (including alumni) for greater external and student recruiting impact; (2) drawing on tools such as Gala and extended reality to support residential learning; and (3) creating Bootcamps, MOOCs, (stackable) online certificates/degrees, Master Track certificates, combining online and residential experiences focused on specific themes and developing skills, to support professional lifelong learning. Work in</p> | <p>- Greater utilization of the SEAS Digital Learning Hub and its resources.</p> <p>- Creation of learning opportunities, such as lunch and learns to showcase how our digital tools have been utilized to address key justice issues and build community across students, staff, and faculty.</p> | <p>Faculty, Students, Staff</p> | <p>Director of Online Learning and Academic Innovations, DEI Office/JEDI Director</p> | <p>Diversity, Equity, Inclusion</p> |

|  |  |   |                          |   |                          |
|--|--|---|--------------------------|---|--------------------------|
|  | <p>partnership with the DEI Office and JEDI Director to ensure that principles of DEI are integrated throughout.</p> <p>- With support from the Rackham Faculty Allies grant, use the Gala platform to co-create, review, and expand on case studies (i.e., Acknowledging the History of Anti-Black Racism in Environmental Sciences, Environmentalism for All: Ableism in our Field; Decolonizing University Land Management etc.) in both synchronous and asynchronous ways to connect students, faculty, staff, and community partners in addressing key justice issues within SEAS and the profession.</p> |   |                          |   |                          |
| <p>Provide resources and support for faculty and other SEAS members to contribute to a more inclusive and equitable environment in the classroom and in SEAS through participation in professional development</p> | <p>- Utilize the centralized DEI repository to highlight resources that focus on amplifying broadly diverse voices in the classroom/field work sites, equity focused teaching, leadership and research, and other emerging topics and best</p>   | <p>- Based on analytic data, see an increase in users on the centralized DEI resource page.</p> <p>- Funding established for faculty-led cohorts that supports co-created justice work.</p> | <p>Faculty, Students</p> | <p>Dean's Office, Associate Dean for Academic Affairs, DEI Office, Liaison for Inclusive Teaching</p> | <p>Equity, Inclusion</p> |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
| <p>opportunities, shared learning, peer observations/ feedback, and personal reflection.</p> | <p>practices.</p> <ul style="list-style-type: none"> <li>- Include time at the faculty meetings for spotlights or flash talks to facilitate the sharing of teaching, decolonizing, mentoring, and research best practices that infuse DEI, including lessons learned.</li> <li>- Pilot the development of faculty cohorts (in partnership with students and staff) to focus on topics that align with relevant SEAS equity and justice issues and conduct research that would become asynchronous learning opportunities for our community.</li> <li>- Host a community wide engagement event at the end of the Winter term for cohorts to share their findings and engage with the broader SEAS community.</li> </ul> | <ul style="list-style-type: none"> <li>- Integration of “flash talks” into the faculty meetings.</li> </ul> |  |  |  |
|--|--|---|--|--|--|

## Plans for Supporting, Tracking and Updating the Strategic Plan

---

### **Progress Review Process and Accountability**

The SEAS DEI Leads (Lauren Davis, Director of Diversity, Equity, and Community; Vanesa Hernandez-Jackson, DEI Program Manager, and Rebecca Hardin, Justice, Equity, Diversity, and Inclusion Faculty Director) will serve as the key contacts for stewardship of the strategic plan. The DEI Leads work in collaboration with SEAS leadership and the DEI Committee in tracking and supporting the plan implementation.

There will be a biannual review of the plan conducted with all relevant constituencies to gather feedback and seek additional ideas to be implemented throughout the year. A midyear status report and an end of year report will be presented to the Dean's Council. Updates will also be shared with the broader SEAS community for increased transparency and status of our progress through existing channels of communication, including our newsletters, emails, during relevant meetings, and posting to our website. We will seek guidance from our students, staff, and faculty about the best avenues and frequency for this communication.

The success of our plan is directly connected to the shared commitment and collective efforts of our entire SEAS community, so it is important that we socialize our DEI plan in the fall to orient students, staff, and faculty to our renewed priorities. As the DEI plan is intended to be iterative, we will continue to be nimble in adjusting as needed when urgent or evolving priorities arise that may cause us to pivot to better support the needs of our community members.