

Diversity, Equity and Inclusion Strategic Plan 2016-2021 Strategic Objectives, Measures and FY21 Actions Year Five

I. Diversity Equity and Inclusion Strategic Plan

The University of Michigan's Background and Diversity Charge

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

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

University-wide Diversity, Equity, and Inclusion Goals

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

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

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

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

SEAS's Background and Rationale

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

The School for Environment and Sustainability's overarching objective is to contribute to the protection of the Earth's resources and the achievement of a sustainable 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,

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.

perspective, learning style, and academic discipline should be protected and actively cultivated in our research, curricular, pedagogical, and work activities;

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

Goals and Actions to Support Diversity, Equity, and Inclusion

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

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

II. Implementation Highlights and Planning Process Used

The SEAS Strategic Plan was largely implemented by the DEI Manager within the Dana Building, with support from key partners. The SEAS DEI programs and hosted events in year 4 were organized based on strategic objectives and action items within the Strategic Plan as well as topics voiced as priorities during the year from within the SEAS community. The DEI committee, which is comprised of students, staff and faculty, were critical in assisting in the implementation of various action items to meet strategic objectives. The DEI committee has members from key partners, SEAS Human Resources and Office of Academic Programs, which focuses on all aspects of Student Services. In addition, to ensure consistency with Inclusive Teaching priorities, progress and implementation, one of the SEAS Liasons for Inclusive Teaching is also part of the DEI Committee.

One critical way to ensure consistent implementation was to have DEI integrated into critical processes and meetings, rather than separate or as stand-alone items. DEI is regularly part of staff meetings and staff newsletters and communications. Within faculty meetings, 'Inclusive Teaching Snapshots' were initiated to give Liasons for Inclusive Teaching (LIT) the opportunity to introduce and discuss inclusive teaching techniques and ideas with faculty. In addition, several faculty were heavily involved in new hires so each faculty hiring committee was required to spend time during the faculty meetings discussing their processes to ensure their selection and interview process was diverse, equitable, and inclusive. Faculty were able to ask the faculty hiring committees questions about their process and how they decided on their final candidates for the positions. DEI is also part of all SEAS New Employee Orientations. We continued to track involvement in DEI activities within the school due to the inclusion of DEI participation, service and commitment questions in annual performance evaluations for staff and faculty this year.

As part of SEAS Admitted Students 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 virtual welcome to highlight the functions of the DEI office as well as providing students the opportunity to understand the value of diversity in team work. Students are exposed to DEI values and programming on their first day at SEAS and again through small group DEI sessions for deeper conversations and learning during Orientation and then throughout their time through Student Government led programs, multicultural events, and various speakers and workshops.

We used several methods to collect data to update the Plan and evaluate our Strategic Objectives and Action Items. Consistent with previous years, we received input and feedback from surveys. We also hosted a series of Student DEI Listening Sessions that followed a school-wide Town Hall. There were some voices of dissatisfaction during the Town Hall, which prompted the need for Listening Sessions to assess. We also evaluate our Action Items through frequent meetings and conversations with faculty, staff and students. The community within SEAS is a fairly vocal community and we have been able to receive input, ideas and requests quite easily. We have been proactive about responding to community needs and ideas and will continue to be. The SEAS DEI Office and the DEI Committee are critical partners in developing and implementing the planning process as well as creating new programs to respond to community needs.

III. Data and Analysis: Key Findings

Consistent with previous years, the SEAS community continues to value diversity, equity and inclusion (DEI) and feel that it is an important part of the School. Our survey results and qualitative information from community conversations and meetings indicate consistent priority importance from students, staff and faculty for DEI. The biggest takeaway from Year Four is that SEAS faculty, staff and students is that while we prioritize DEI that we still have a long way to go. The structures of racism in American society and within the environmental field over 400 years have led to many processes that perpetuate inequity and we are committed to moving forward with dismantling these processes. The School encountered some challenging and contentious conversations as a result of SEAS's research partnership with some corporations that some within the community felt were exploiting and harming communities of color. Hearing directly from SEAS members of color (from the faculty, staff and student side) has opened the door to greater assessment and action for SEAS to create guiding principles for us use when engaging in partnership with external entities. DEI is integrated within those guiding principles to show that our values must align with all our efforts and initiatives. We also learned that we are a resilient community and that despite needing to go remote due to COVID-19 that we are all committed to our community.

Being able to rapidly transform a lecture based course or laboratory class into a comparable remote, virtual experience in the best of times is challenging. Trying to do so with a few days of planning compounds the challenge. However, Winter 2020 and the unprecedented COVID-19 health crisis forced SEAS to move all classes to a virtual format. Faculty began intentionally sharing resources and practices they were using in the classroom to 1) create an inclusive remote environment and a safe space for students to be able to openly share how they are processing and handling the move to remote coursework and 2) tips for effectively and successfully creating interactive discussions while being out of the classroom. Time during faculty meetings was deliberately set aside for faculty to share openly and ask questions of their colleagues, leadership and various student facing offices within SEAS began compiling resource guides and lists for faculty to assist in creating inclusive classroom spaces. Faculty were open and flexible with students when it came to understanding and navigating the challenges of having to move remote mid-way in the semester. This led to students feeling overwhelming support from their faculty and classes, which in a time of a major health crisis increased the sense of community and understanding that we are all committed to each other within SEAS.

We learned that students recognize that DEI skills are critical for their professional growth and seek opportunities to see DEI in practice in their courses and within Master's projects. Also, while we have successfully been able to increase diversity of the student population every year, that there are still issues of exclusion and tokenization occurring. In particular, some of our students of color find it problematic that theories and history of environmental topics are shared from only a white male Eurocentric vantage point. The lack of acknowledgement or incorporation of BIPOC and in particular traditional ecological knowledge in our courses is a gap. We are actively seeking to decolonize curriculum in Year 5. We cannot have diversity without equity and inclusion. We also successfully removed the GRE score requirement as part of our admissions process, which is felt was a biased test and not indicative of student success. In the past two years, addressing intersectional issues of bias, classism and socioeconomic barriers has allowed us to increase the diversity of applicants and matriculants to the school.

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 in 4 different DEI surveys for staff over the past three years). Staff are very interested in learning more about diversity, equity and inclusion professional skills and want more opportunities, in general, to come together as staff. Staff are still participating in DEI opportunities but sadly, due to COVID-19, we were unable to host the Staff Focus Groups as planned. We need to prioritize staff in Year 5 as there are still issues and feelings of inequity and exclusion from staff.

Microaggressions are still occurring within SEAS. While faculty still may not necessarily understand topics such as microaggressions and are still uncertain about marginalizing behaviors in the classroom, they are more vested in learning in Year 4 and prioritizing this in Year 5. Faculty who participated in the CRLT Players training in year 3 were able to witness the cumulative effects of bias and microaggressions through the various skits to better understand microaggressions but do not fully understand how to address, discuss and diffuse within the classroom. The COVID-19 pandemic wound up accelerating the conversations about creating inclusive class spaces and how faculty have a role in this in the classroom and thus, faculty are more committed to learning how to address microaggressive behaviors in the classroom.

Overall, the students, staff and faculty within SEAS believe that diversity, equity and inclusion is important and that DEI principles should be reflected in faculty and staff hiring, admissions and overall culture and philosophies within the building. Consistent with previous years while we've made significant progress on implementing our DEI plan in year 4, particularly with student priorities, 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. Increasing diversity of domestic underrepresented students continues to be communicated as the biggest priority for SEAS as well as providing increased funding opportunities for students. Prioritization of the need to enhance support, in legally permissible ways, for racial and ethnic minority students, international students, lower income students, first generation students and students who are parents are ranked priorities within the SEAS Community. We need to be more conscious as a community of when events are hosted (to reflect inclusion of all religious backgrounds). Further, the move to be anti-racist has further ignited SEAS's commitment in prioritizing equity and inclusion. These are all items that have been listed within our Strategic Plan and we will prioritize these in Year 5.

Year 5 Key Recommendations

- Training for faculty 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.
- Prioritize decolonizing course curricula
- Recruit students from more diverse backgrounds
- Identify additional funding opportunities for students
- Increased participation and engagement of SEAS faculty on DEI events, activities, training modules.

- 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 accessibility and abilities 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 aforementioned 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.

Increasing the Diversity within our Community

Master's and Doctoral Students

Objective: 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

FY21 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
 - Ask applicants' geographic location

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.

- Ask whether applicants served in the military
- Continue, 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.

Objective: 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.

FY21 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
- Continue DEI Session as part of Visit Day
- Continue to use and 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

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

Measures of Success:

- Greater diversity and numbers of students from underrepresented backgrounds matriculating in SEAS.

FY21 Actions:

- Provide increased funding, in legally permissible ways, to assist students to attend SEAS
- Continue application fee waiver from 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

Staff

Primary DEI Goal: Diversity

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

Measures of Success:

- Greater pool of candidates for positions at SEAS from traditionally underrepresented groups
- Greater diversity in the staff being hired in SEAS.

FY21 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
- Continue to use mission statement to highlight DEI commitment 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.

Faculty

Objective: Increase diversity in the SEAS

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

FY21 Actions:

- Encourage faculty to use SEAS Faculty Hiring Handbook that will include policies and practices for faculty searches and campus visits to support diversity, inclusion, and equity goals.
 - 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.

Objective: 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.

FY21 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.

All Constituencies

Objective: Conduct regular climate assessment.

FY21 Actions:

- Implement biannual climate assessments.

Building an Inclusive Community

Master's and Doctoral Students

Objective: 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.

FY21 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
- Continue to provide support for incoming students by providing them with SEAS and campus-wide information on DEI resources
- Continue to host international student welcome dinner
- Continue 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 on DEI committees.

Objective: 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
- Greater participation in cross-cultural activities

- Institutionalization of peer mentoring programs
- Greater student retention

FY21 Actions:

- More effective Visit Day, continue topic oriented discussions at 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
- Develop peer mentoring program.

Objective: 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.

FY21 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.

Objective: Provide students with a process to report and share experiences of discrimination and differential treatment within SEAS.

Measures of Success:

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

FY21 Actions:

- Clarify and communicate SEAS student grievance process for students to have conversations

related to increasing inclusion

- Provide information to students about existing campus resources that enable students to take action against discrimination, including University of Michigan Student Life Ombudsperson.

Staff

Objective: Provide opportunities for staff contribute to a more inclusive environment in SEAS.

Measures of Success:

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

FY21 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
- Staff will be encouraged to participate in Staff Appreciation Lunch and staff get togethers (e.g. Halloween, December)

Objective: 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

FY21 Actions:

- Conduct staff climate assessment focus groups to prioritize staff inclusion needs
- Compare results to 2015 baseline climate assessment, 2016 and 2017 climate assessments.

Objective: 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

FY21 Actions:

- Clarify and communicate the role of the University of Michigan Staff Ombuds improving the climate of inclusion.
- Provide information to staff about existing campus resources that enable staff to take action against discrimination.

Faculty

Objective: Provide resources to help faculty contribute to a more inclusive environment in classroom and 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

FY21 Actions:

- Faculty will receive additional Inclusive Teaching training through CRLT and Liasons for Inclusive Teaching
- Develop DEI sensitivity training for faculty to develop the skills to facilitate potentially difficult conversations.
- 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

Objective: 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

FY21 Actions:

- Continue Inclusive Teaching Snapshots during faculty meetings, for faculty to learn additional tools and techniques to create inclusive classroom spaces
- 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.

Objective: 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.

FY21 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.

Objective: 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

FY21 Actions:

- Clarify and communicate the role of the University of Michigan Faculty ombuds as well as the SEAS Faculty Ombuds in conversations related to supporting inclusion
- Provide information to faculty about existing campus resources that enable students to take action against discrimination.

Professional Development and Retention

Master's and Doctoral Students

Objective: 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

FY21 Actions:

- Continue to provide students 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.

Objective: 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

FY21 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.
- Encourage students to apply to the Environmental Fellows program for additional professional development

Staff

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

Measures of Success:

- Increased number of staff participating in U-M DEI courses
- Staff participation in SEAS DEI training activities

FY21 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
- Continue to provide information about DEI campus resources
- Create a list of campus-wide DEI training opportunities to be distributed to current staff and new hires

Objective: Improve retention on staff

Measures of Success:

- Decreased numbers of staff turnover
- Increased levels of satisfaction report on survey on promotion opportunities and job satisfaction

FY21 Action Items:

- Provide opportunities for professional skills development and training

Faculty

Objective: 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.

FY21 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 and Inclusion

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

Measures of Success:

- Faculty participation in SEAS and campus-wide training activities
- Faculty applying DEI literacy in meetings, courses and scholarship

FY21 Actions:

- Recruit and encourage faculty participation in SEAS and campus-wide training
- Faculty report on DEI training in annual review form.
- Devote at least one of the Dean's Speaker Series events to examining issues of diversity in academia
- Encourage speaker series of various tracks and program events to consider DEI principles when inviting speakers

Sexual Harassment and Misconduct Prevention

Strategic Objective: Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.

Action Item: Support central efforts to educate faculty, staff, and students on the **forthcoming** University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").

Action Item: Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.

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

VI. Action Planning Table with Details and Accountabilities

Increasing the Diversity within our Community

Key Constituencies	Objectives	Time Frame	FY 21 Strategic Actions	Lead Body/Unit	Measures for Success
Master's and Doctoral Students	Solicit more applications from persons who have been historically underrepresented in SEAS's student population	2017-2021	<p>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:</p> <ul style="list-style-type: none"> ○ 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 ○ Ask applicants' geographic location <p>Ask whether applicants served in the military</p> <ul style="list-style-type: none"> ● Continue, maintain and expand recruitment partnerships with minority-serving institutions <ul style="list-style-type: none"> ● 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 	Office of Academic Programs, Associate Dean for Academic Affairs, Field of Study Faculty Coordinators	Over the next five years, increase the percentage of domestic applications coming from historically underrepresented students (it was 9% in 2015).

		permissible, to assist in attendance at SEAS.		
Develop an admissions procedure that is more inclusive of and attractive to historically underrepresented students		<ul style="list-style-type: none"> • Continue to develop strategies to identify and reach venues and outlets to facilitate broader and more effective recruiting <ul style="list-style-type: none"> ○ Track number and types of venues/outlets used in recruiting ○ When possible, track number and types of potential applicants reached ○ When possible, track which venues produce applicants ○ If possible, track which contacts turn into applicants • Develop admissions procedures that overtly guard against unconscious bias on part of decision makers • Marketing: <ul style="list-style-type: none"> ○ 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 • Continue DEI Session as part of Visit Day • Continue to use and develop mechanisms for interacting with students who are unable to attend Visit Day. This can include: <ul style="list-style-type: none"> ○ Skype, webinars, videos – especially for international students ○ Conference calls ○ Chat time with current students 	Office of Academic Programs, Associate Dean for Academic Affairs, Field of Study Faculty Coordinators	<ul style="list-style-type: none"> • Continued recruitment at broader range of venues and through more diverse outlets <ul style="list-style-type: none"> • 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.
Increase the matriculation of underrepresented students in SEAS by making it more affordable to attend the school.		<ul style="list-style-type: none"> • Provide increased funding, in legally permissible ways, to assist students to attend SEAS • Continue application fee waiver from SEAS • All faculty should continue to be encouraged to participate in Visit Day to engage with admitted students and facilitate recruiting 	Dean's Office, Office of Academic Programs, Development Office	<ul style="list-style-type: none"> • Greater diversity and numbers of students from underrepresented backgrounds matriculating in SEAS.

			<ul style="list-style-type: none"> • Continue to track and evaluate the diversity of the pool of students who: <ul style="list-style-type: none"> ○ Are potential SEAS applicants ○ Apply to SEAS ○ Are admitted to SEAS ○ Matriculate in SEAS 		
Staff	Increase the level of diversity of the staff through a more comprehensive hiring process.		<ul style="list-style-type: none"> • 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 • Continue to use mission statement to highlight DEI commitment in each job announcement. • Create guidelines for incorporating commitment to DEI principles into the hiring process. <ul style="list-style-type: none"> ○ 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. 	Human Resources, Staff Hiring Managers/ Supervisors	<ul style="list-style-type: none"> • Greater pool of candidates for positions at SEAS from traditionally underrepresented groups • Greater diversity in the staff being hired in SEAS.
Faculty	Increase diversity in the faculty population SEAS		<ul style="list-style-type: none"> • Encourage faculty to use SEAS Faculty Hiring Handbook that will include policies and practices for faculty searches and campus visits to support diversity, inclusion, and equity goals. <ul style="list-style-type: none"> ○ 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 	Dean's Office, Faculty Search Committees	<ul style="list-style-type: none"> • Broadened applicant pools. • Increased number of diverse applicants asked to give job talks. • Applicants from new institutions • Increased hiring of diverse candidates.

			<p>workshop on diversity. This is a practice that SEAS has already instituted that should continue.</p> <ul style="list-style-type: none"> ○ 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. <p>•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:</p> <ul style="list-style-type: none"> ○ 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. 		<p>There is a recognition that some searches will have greater constraints than others.</p> <ul style="list-style-type: none"> • Hiring of underrepresented postdocs into tenure track faculty positions
	<p>Improve retention rates of all faculty and specifically faculty from</p>		<ul style="list-style-type: none"> • 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 	<p>Dean’s Office, Faculty Search Committees</p>	<ul style="list-style-type: none"> • Promotion of faculty from historically underrepresented groups. • Increased

	underrepresented groups in SEAS.		likely to contribute to a more inclusive community, which in turn will promote retention.		promotion rates of faculty from historically underrepresented groups. <ul style="list-style-type: none"> • 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.
ALL	Conduct regular climate assessments	2017-2021	Implement biannual climate assessments, 2015 – 2017 – 2019 – 2021	DEI Office	Implement survey

Building an Inclusive Community

Key Constituencies	Objectives	Time Frame	FY 21 Strategic Actions	Lead Body/ Unit	Measures for Success
Master's and Doctoral Students	Develop practices that facilitate meaningful engagement of all students in SEAS in the life of its community.	2017-2021	<ul style="list-style-type: none"> • Develop procedures for training SEAS students in inclusion techniques and practices • Continue exposure to and training in DEI at the New Student orientation <ul style="list-style-type: none"> ○ Have training for returning students early in the school year • Continue to provide support for incoming students by providing them with SEAS and campus-wide information on DEI resources • Continue to host international student welcome dinner • Continue 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 on DEI committees. 	DEI Office, Office of Academic Programs, Associate Dean for Academic Affairs, Career Services	<ul style="list-style-type: none"> • Increased inclusion of students in the SEAS community. <ul style="list-style-type: none"> ○ This will be monitored through feedback at community events and information reported on the bi-annual climate surveys.

	<p>Assess and improve the climate of diversity, equity, and inclusion in SEAS.</p>		<ul style="list-style-type: none"> • More effective Visit Day, continue topic oriented discussions at 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. <ul style="list-style-type: none"> ○ 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 • Develop peer mentoring program. 	<p>DEI Office, Office of Academic Programs, Student Government</p>	<ul style="list-style-type: none"> • 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 • Greater participation in cross-cultural activities • Institutionalization of peer mentoring programs • Greater student retention
	<p>Improve the engagement of students in the mentoring process.</p>		<ul style="list-style-type: none"> • All students should establish contact with their advisor (by email, Skype, telephone, 	<p>Dean's Office, Office of Academic Programs</p>	<ul style="list-style-type: none"> •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.

			<p>campus visit, etc.) before they begin classes at SEAS</p> <ul style="list-style-type: none"> • 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. 		
	Provide students with a process to report and share experiences of discrimination and differential treatment within SEAS.		<ul style="list-style-type: none"> • Clarify and communicate SEAS student grievance process for students to have conversations related to increasing inclusion • Provide information to students about existing campus resources that enable students to take action against discrimination, including University of Michigan Student Life Ombudsperson. 	Office of Academic Programs, Associate Dean for Academic Affairs, DEI Office	<ul style="list-style-type: none"> • Put process in place to deal with reported cases of discrimination
Staff	Provide opportunities for staff contribute to a more inclusive environment in SEAS		<ul style="list-style-type: none"> • 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 • Staff will be encouraged to participate in Staff Appreciation Lunch and staff get together (e.g. Halloween, December) 	Administration Office, DEI Office, Human Resources	<ul style="list-style-type: none"> • Increased number of staff applying DEI techniques in their activities in SEAS.
	Assess the climate of diversity, equity, and inclusion in SEAS.		<ul style="list-style-type: none"> • Conduct staff climate assessment focus groups to prioritize staff inclusion needs • Compare results to 2015 baseline climate assessment, 2016 and 2017 climate assessments. 	DEI Office, Human Resources	<ul style="list-style-type: none"> • Implement biannual staff climate assessment • Increased staff satisfaction with SEAS’s DEI climate
	Provide staff with a process to report and share experiences of discrimination.		<ul style="list-style-type: none"> • Clarify and communicate the role of the University of Michigan Staff Ombuds improving the climate of inclusion. • Provide information to staff about existing campus resources that enable staff to take action against discrimination. 	DEI Office, Human Resources, Administration Office	<ul style="list-style-type: none"> • Put process in place to deal with reported cases of discrimination
Faculty	Provide resources to help faculty contribute		<ul style="list-style-type: none"> • Faculty will receive additional Inclusive Teaching training through CRLT and Liasons for Inclusive Teaching 	Dean’s office, Associate Dean for Academic	<ul style="list-style-type: none"> • Increased number of faculty applying DEI techniques in their

	<p>to a more inclusive environment in classroom and SEAS Community.</p>		<ul style="list-style-type: none"> • Develop DEI sensitivity training for faculty to develop the skills to facilitate potentially difficult conversations. • Faculty will include DEI activities in courses or in other activities in the school. <ul style="list-style-type: none"> ○ Track the number of such activities ○ Track number of participants • Faculty will facilitate cross-cultural exchanges <ul style="list-style-type: none"> ○ Group students of different backgrounds together for activities and discussions of issues ○ Sponsor or host small-group gatherings – academic and social 	<p>Affairs, DEI Office, Liasons for Inclusive Teaching, Trained External Facilitators</p>	<p>classes and other activities in SEAS</p> <ul style="list-style-type: none"> • Increased activities facilitating cross-cultural interactions among faculty, staff and students. • Increased number of courses with explicit DEI, international and environmental inequality content
	<p>Enhance the inclusiveness of SEAS courses by being more supportive of all students and viewpoints.</p>		<ul style="list-style-type: none"> • Continue Inclusive Teaching Snapshots during faculty meetings, for faculty to learn additional tools and techniques to create inclusive classroom spaces • Provide increased opportunities for faculty to share their experiences in classroom <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Invitations for the Dean’s Speaker Series should consider DEI topics ○ Encourage tracks to consider DEI topics when inviting speakers or organizing events. 	<p>Associate Dean for Academic Affairs, Liasons for Inclusive Teaching</p>	<ul style="list-style-type: none"> • 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

	Improve the mentoring experience by increasing faculty's skills in working with students from underrepresented groups		<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	Dean's office, Office of Academic Programs	<ul style="list-style-type: none"> 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.
	Provide faculty with a process to report and share experiences of discrimination.	2017-2021	<ul style="list-style-type: none"> Clarify and communicate the role of the University of Michigan Faculty ombuds as well as the SEAS Faculty Ombuds in conversations related to supporting inclusion Provide information to faculty about existing campus resources that enable students to take action against discrimination. 	Dean's office, DEI Office	<ul style="list-style-type: none"> Put process in place to deal with reported cases of discrimination

Professional Development and Retention

Key Constituencies	Objectives	Time Frame	FY 21 Strategic Actions	Lead Body/ Unit	Measures for Success
Master's and Doctoral Students	Create opportunities for students to learn about diversity, equity, and inclusion.	2017-2021	<ul style="list-style-type: none"> Continue to provide students 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 <ul style="list-style-type: none"> 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 	DEI Office, Office of Academic Programs, Field of Study Faculty Coordinators	<ul style="list-style-type: none"> Establishment of diversity, equity, and inclusion module at orientation Development of diversity, equity, and inclusion content that will be delivered during the school

		<p>content</p> <p>Continue to track number of students exposed to DEI content through courses and training modules.</p>		<p>year</p> <ul style="list-style-type: none"> • The existence of courses with diversity, equity, and inclusion content. • Increased number of courses with international and environmental justice content
	<p>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.</p>	<ul style="list-style-type: none"> • Continue to 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. • Encourage students to apply to the Environmental Fellows program for additional professional development 	<p>Career Services Office, Office of Academic Programs, DEI Office</p>	<ul style="list-style-type: none"> • Establishment of a system to track graduates
<p>Staff</p>	<p>Increase the participation of staff in DEI curricular activities.</p>	<ul style="list-style-type: none"> • 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 • Continue to provide information about DEI campus resources • Create a list of campus-wide DEI training opportunities to be distributed to current staff and new hires 	<p>DEI Office, Human Resources</p>	<ul style="list-style-type: none"> • Increased number of staff participating in U-M DEI courses • Staff participation in SEAS DEI training activities

	Improve retention on staff		<ul style="list-style-type: none"> • Provide opportunities for professional skills development and training 	Human Resources	<ul style="list-style-type: none"> • Decreased numbers of staff turnover • Increased levels of satisfaction report on survey on promotion opportunities and job satisfaction
Faculty	Improve development of SEAS faculty.		<ul style="list-style-type: none"> • Develop a strong mentoring program that includes training on how to mentor diverse faculty <ul style="list-style-type: none"> ○ Improve the training of mentors ○ Restructure the existing mentoring program to better meet the needs of assistant and associate professors 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 <ul style="list-style-type: none"> ○ 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. 	Dean's office	<ul style="list-style-type: none"> • 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.
	Build a more aware and competent DEI community for faculty		<ul style="list-style-type: none"> • Recruit and encourage faculty participation in SEAS and campus-wide training • Faculty report on DEI training in annual review form. • Devote at least one of the Dean's Speaker Series events to examining issues of diversity in academia. • Encourage speaker series of various tracks and program events to consider DEI principles when inviting speakers 	Dean's office, DEI Office	<ul style="list-style-type: none"> • Faculty participation in SEAS and campus-wide training activities • Faculty applying DEI literacy in meetings, courses and scholarship

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Sexual Harassment and Misconduct Prevention

Key Constituencies	Objectives	Time Frame	FY 21 Strategic Actions	Lead Body/ Unit	Measures for Success
ALL	Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	2021	<p>Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").</p> <p>Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.</p>	Dean's Office, DEI Office, Administration Office, Office of Academic Programs, Human Resources	<ul style="list-style-type: none"> • Full participation by faculty, staff and students in mandatory training

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

The SEAS DEI Strategic Plan will largely be tracked and supported by the full-time DEI Program Manager and the DEI Director. The DEI Director is now part of the Dean's Council so there will also be greater oversight and tracking from School Leadership. The Program Manager will continue to work with and engage the SEAS DEI Committee, which is comprised of faculty, staff and students, to work on implementing action items and track laid out in the Strategic Plan. The capacity and prioritization of DEI from various offices within SEAS also was key in year four implementation and this will be continued in the final year of this plan. For example, staff members within Office of Academic Programs and the Business/ Administrative Office added the strategic objectives and action items from the SEAS DEI Plan into their own Performance Evaluations to help prioritize and ensure that sufficient time was being allocated toward working to reach goals. This type of structure is something we are planning to replicate and expand to ensure that plan implementation does not fall to one or two people but rather is embedded within the SEAS hiring, traditions, philosophies and operating procedures. In addition, the re-structuring of Leadership and adding the DEI Director to the Dean's council regular weekly meetings will allow us to continue to move DEI and integrate action items throughout all School processes.

As we move into year five, we recognize the challenges with a remote and disparate community. We are proactively working to ensure that despite being largely remote and not able to have community/ school wide gatherings, that we are committed to creating an inclusive and welcoming space for our entire School. We are planning to have focus groups for staff as well as open transparency meetings for faculty, staff and students to raise questions or ideas and ensure that all SEAS constituents are involved and engaged in framing DEI priorities. This will allow us to assess if the listed action items are relevant and sufficient to meet the School's DEI goals. In addition, in order to be proactive and respond to emerging needs, having a process for our community to share is critical. We will also have iterative evaluations and progress surveys that will be sent out school wide to gain further input and measure progress.

The commitment from the Dean and Associate Deans, as well as staff directors/ supervisors, has provided leadership in navigating mechanisms and methods to engage with our community and articulate the value, impact and prioritization of DEI activities in the school. Plan progress will be tracked through metrics and participation data collected by the Program Manager. We will also track progress through pre- and post- workshop evaluations and through listening sessions that will be facilitated by the DEI Program Manager. We will track student matriculation through the Office of Academic Programs and recruitment and hiring of faculty and staff through our Human Resources office.

