IX. Goal-Related Metrics

University-Wide Diversity, Equity, and Inclusion Goals

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

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

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

University-Wide Metrics

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

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

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

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

SNRE Metrics

The School of Natural Resources and Environment will be responsible for tracking the following metrics over the course of the five-year strategic plan. SNRE’s DEI committee will be responsible for tracking these indicators, conducting the biannual climate survey, and for analyzing and
disseminating the results. The following metrics are organized under three domains – diversity, equity, and inclusion. Each domain contain metrics related to students, faculty, and staff.

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

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

**Diversity**

- Recruitment efforts can be evaluated by tracking the demographic characteristics of students from the recruitment phase through graduation. This includes tracking recipients of Pell grants, DDCSP, POSSE, McNair, students from minority serving institutions, non-traditional students, students from single-parent households, first-generation university students, students whose parents have low educational attainment, and veterans.

- Outreach efforts for recruitment purposes should be recorded, recruitment venues visited, tracking the demographics of students contacted, those who visit SNRE, and attend Visit Day.
  - The recruitment plan should include a follow-up schedule for contacting students.
  - Outreach efforts should also be evaluated by region and internationally.

- Once students have applied, SNRE should record and store demographic information about the applicants, those accepted, and those who matriculate. SNRE should also record the programs of interest of these students, what schools and programs they are attending or have attended, and their current location and field to the extent that this information is available. Analysis of these data will facilitate our recruitment and inclusivity efforts by assessing compositional and other forms of diversity in each field of study.

- Monitor the impact of SNRE’s pipeline programs. This includes tracking the number of students who apply to and matriculate at SNRE after participating in pipeline programs such as the Doris Duke Conservation Scholars Program and other initiatives that the school supports.

- Increase opportunities for students to receive DEI training and certification through orientation, coursework, workshops, etc.

- Increase student input into diversity matters and participation in diversity activities in SNRE.

- SNRE should track its graduates to assess their workforce participation, wages, etc.
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- Link this tracking to demographic information.
- Assess the extent to which SNRE graduates are helping to diversify sectors of the environmental workforce.
- Use this information to connect alumni and current students (for networking and mentoring purposes).

- In order to evaluate the trends in staff demographics, track the composition of this sector of SNRE’s workforce. SNRE also will track the composition of the supervisory staff to see if and how the demographic characteristics of this group varies from that of the rest of the staff.

- In order to evaluate diversity in staff hires, SNRE will track the composition of applicants for staff positions, the demographics of those interviewed, and the demographics of those hired.

- In order to evaluate diversity in faculty hires, SNRE will track the composition of applicants for faculty positions, the demographics of those interviewed, and the demographics of those hired. This should include dry appointments, supplemental faculty, research scientists, and postdoctoral fellows.

- To keep our diversity goals relevant, SNRE will record annually the diversity of each respective field of study.

- Where possible SNRE should generally compare its student diversity with national data (available from sources such as the National Science Foundation) regarding the available pool(s).

- SNRE will track the diversity of speakers and experts coming to SNRE. This should include their demographic characteristics, to the extent known, and areas of specialization.

Equity

- In order to increase retention in the SNRE, the school will track which students get scholarships, and what percentage of funding opportunities are awarded to low-income students, students raised in single-parent households, and first-generation college students.

  - SNRE will work to increase the amount of funding awarded to these students.

- Each semester SNRE will track which students apply for and receive GSIs and GSRAships. This includes tracking by field of study, faculty advisor, and international or domestic student status.

  - SNRE will evaluate the distribution of these and strive towards fair distribution, taking into consideration student grades, skills, and other qualifications.

- SNRE will request graduating students disclose their debt burden from graduate school, and undergraduate school, if applicable, in order to determine which students may be facing
a disparate financial burden in attending the SNRE. This record should include what scholarships or funding opportunities the students applied for and received.

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

**Inclusion**

- SNRE will update the school’s website regularly to include information on student affinity groups and DEI-related information.
- Institute a peer-mentoring program that will include, but is not limited to, matches between domestic and international students, and matches among international and domestic student groups. To evaluate the effectiveness of the program, the school will track the number of students participating in it, the number of international and domestic matches, participation rates of low-income students, students of color, and non-traditional students, etc.
- Track staff and faculty participation in DEI planning and programming, particularly their participation in new and existing committees that address some aspects of DEI. This record
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will be kept in order to assess the effectiveness of implementing the DEI plan and also to determine the ways in which participation can be increased.

- The DEI climate survey will be conducted biannually starting in fall 2015. It will involve separate surveys administered to students, faculty, staff, and alumni. The survey will evaluate the following: extent of inclusion, cross-cultural social interactions, prevalence of insensitive language and discriminatory behavior, extent of stereotyping and targeting, feelings about compositional diversity; and participation in DEI activities.

- Increase the participation of master’s and doctoral students on DEI-related committees. This will increase student input and foster broader participation among students in DEI issues.

- Using the biannual climate survey, SNRE will evaluate the rate of reported stereotyping and discrimination.

- In order to evaluate the DEI programming and participation, SNRE should record the number of diversity training opportunities offered to each of the school’s constituencies, the number of participants. The programming will include courses, workshops, conferences, forums, discussions, speakers, and cross-cultural events. This record will be kept in order to determine the extent of implementation of the DEI plan and also to determine the ways in which participation can be increased for each constituency.

- SNRE will increase the number of international holiday celebrations, record participation, and use evaluation and other feedback tools to determine student engagement in these events and opportunities for more cross-cultural engagement.

- In order to improve the faculty mentorship process, SNRE will evaluate effectiveness of the faculty-peer-mentoring program. This record will be kept in order to assess how well this aspect of the DEI plan is being implemented.

- Track the visibility of DEI activities SNRE and media exposure.

- Keep a list of campus resources; review and update the list regularly.

- Clarify the role of existing ombuds to include handling DEI procedures, complaints, and compliance.