

Strategic Plan for Equity, Diversity, and Inclusion Department of Environmental Science, Policy, and Management

Summary

The Department of Environmental Science, Policy, and Management (ESPM) is a large multidisciplinary program with an internationally recognized faculty engaged in biological, physical, social science, and humanities research aimed at solving the most pressing environmental problems facing California, the nation, and the world. As a department within the College of Natural Resources, a land grant college, ESPM integrates research and teaching with cooperative extension activities to engage diverse stakeholders in promoting sustainable and socially just solutions to environmental challenges. To achieve these goals, ESPM seeks to augment the compositional and intellectual diversity of its faculty, research and administrative staff, and students, as they pursue research and extramural funding for new initiatives, as well as provide opportunities for enhanced interdisciplinary instruction.

ESPM's equity and inclusion objectives cut across three components of diversity: Composition, Climate, and Curriculum. Composition is a key focus of this plan due to the University's ongoing goal of having its faculty, student body, and staff better reflect California's demographic make-up. Indeed, California is fast becoming a bellwether for the changing racial/ethnic diversity of the US. In addition, other realms of diversity are critical to advancing ESPM's mission, including socioeconomic status, sexual identity, gender identity, and abilities/disabilities. Similarly, a welcoming and safe environment is required for all members of a community to reach their full potential; building a robust and resilient community with shared Equity, Inclusion, and Diversity (EID) goals is an ESPM objective. Finally, EID issues cannot be disconnected from current biological, physical, and social problems impacting our environment. Therefore, while explorations of gender and race/ethnicity are critical to an analysis of equity and inclusion, we seek to meaningfully incorporate additional measures of human diversity into our overall approach to research and teaching to enhance diversity within ESPM.

A committee¹ was charged with the development of a Strategic Plan for Equity, Inclusion, and Diversity for ESPM. This document is the product of committee meetings with stakeholder groups in ESPM and campus staff, online surveys, literature on the topic, and consultations with colleagues.

Mission statement

ESPM aspires to be the premier environmental studies department in the world through its multidisciplinary community of scholars who conduct research, teaching, and outreach to advance scientific understanding and develop solutions for the world's pressing environmental problems. To achieve this goal, ESPM recognizes that equity, inclusion, and diversity must be integrated with strategies to understand and address the critical environmental challenges facing humanity, including climate change, food security, natural resource access, biodiversity, land use decision-making, and maintaining sustainable living conditions.

¹ This document was developed by an ad-hoc committee constituted of: Rodrigo Almeida (Chair, Professor), Stephanie Carlson (Associate Professor), Vernard Lewis (UCCE Specialist Emeritus), Rachel Morello-Frosch (Professor), Celine Pallud (Associate Professor), Patina Mendez (Continuing Lecturer), Ashton Wesner and Jimena Diaz (Graduate Students). The committee initiated its activities in October¹ 2016, and presented the plan to the ESPM faculty on December 2017. Comments provided were incorporated and the final version submitted to the ESPM Chair on April 13, 2018.

Historical perspective. The roots of Environmental Science, Policy and Management (ESPM) go back almost one-hundred fifty years to the original founding of the College of Agriculture and Experiment Station for the University of California (UC) system. Programmatically, the academic units that preceded ESPM were interdisciplinary and included entomology, plant pathology, and forestry. During the late 1800s, the college was small and dominated by a predominantly white male faculty and student body. This composition would be the mainstay of the college and university for decades.

In 1972, the College of Agriculture was reorganized into the College of Natural Resources (CNR), although the former academic departments and their operational status quo remained. The college was small compared to other campus units, consisting of less than one hundred faculty and several hundred undergraduates and graduate students, and continued to be dominated by white males among the faculty and student populations. A second reorganization of the college and academic units occurred in the early 1990s. This time the century old former academic units were merged into the unit we know today as ESPM. This new department contained the remnants of entomology, plant pathology, soils, and forestry, with the addition of fields in the social sciences and humanities (i.e. the Division Society and the Environment). Women were represented in most if not all disciplines that ultimately became part of ESPM. However the demographics of the student and faculty population still showed little diversity in gender or underrepresented minority members (URM)². However, in-depth conversations with senior colleagues also revealed that there was more ethnic diversity than first thought. The URM faculty and graduate students numbers historically passed down through to today are under-reported due to the multi-racial status of some individuals and their insecurity of how to self-identify themselves and their fear of reprisals once their mixed heritage was known. Also complicating early URM reporting was the lack of federal and state mandates for self-reporting of ethnic and gender affiliations. The requirements in self-reporting and documentation of gender and URM status only came about in the early 1980s. In summary, the academic units that historically preceded ESPM had women and URMs, albeit their numbers were low compared to faculty FTEs and student enrollment. These women and URM faculty were pioneers of their era and had successful careers as UC faculty.

Recent activities. Today UC and ESPM have mandatory mission statements in support of equity, inclusion, and diversity (EID) for all academic and staffing units. Chancellor Carol Christ also has publicly highlighted her strong support of EID in her welcome letter as new chancellor.³ Recognizing these EID priorities, ESPM has demonstrated interest in promoting EID values, starting with the development of this strategic plan initiated in late 2016. This committee comprised of faculty, an extension specialist, a continuing lecturer, and graduate students met fifteen times over the last two academic years to discuss inputs for ESPM's EID strategic plan. The committee also met with a representative from the Vice Chancellor's Office of Equity and Inclusion, the Office for Faculty Equity & Welfare, ESPM faculty, GPC, graduate students, and staff; followed guidelines from a toolkit for UCB's Strategic Planning for Equity, Inclusion, and Diversity; and designed and executed an online survey for faculty, staff, graduate and

² UC definition of URM groups includes: African American/Black; Asian (Filipino, Hmong, or Vietnamese only); Hispanic/Chicano/Latino; Native American/Alaskan Native; Native Hawaiian/Other Pacific Islander; Two or more races, when one or more are from the preceding racial and ethnic categories in this list.

³ See <https://alumni.berkeley.edu/california-magazine/fall-2017-bugged/what-i-hope-achieve-letter-chancellor-christ>

undergraduate students. Also, following the campus-provided EID toolkit guidelines, the committee conducted in-person interviews with ESPM staff. Not detailed in this report are email correspondence, and reviews of the academic literature and internal reports, and websites that provided examples of other successful on-campus and off-campus EID plans that were instrumental in the creation of this document. (See appendices for selected papers, reports, and websites).

Faculty, student, and staff demographic and ethnic data. Using available departmental data provided by campus (Fall 2016), the ethnic composition of faculty (n=56) is heavily skewed towards males; the ratio of male to female among faculty is 2 to 1. It is worth noting that this ratio varies among academic Divisions, but has increased rather than decreased in ESPM during the last few years. URMs account for less than ten percent of the total faculty FTEs [4 members (3 of whom are men); although 2 are US-born URM and 2 international Latino faculty members who are considered by the campus as URM. There is no URM Cooperative Extension Specialist in ESPM (n=13). The remaining FTE ethnic composition percentage consists of Asian (n=5) and international scholars who are not considered to be URMs by UC. Historically there has always been a low number of URMs among faculty FTEs, although current demographics are less inclusive than in the past. Regrettably, for some URM groups such as African Americans, ESPM has never had a tenured ladder-rank faculty member.

The gender composition between ESPM graduate and undergraduates is strikingly different compared to faculty and comprised of predominately women. Over the last five years, the percentage of women among the population of graduate students was as high as 68%, and 71% for undergraduate students. However, over the last several years, female enrollment in ESPM has declined slightly. For the college at large and over the last five years, the percentage of women enrolled among graduate and undergraduate students has remained steady at about 54% and 66%, respectively. URM composition among ESPM graduate and undergraduate students is 12% and 20%, respectively, and is 2 to 4 times greater compared to that of the faculty. Also worth noting is the increase in student enrollment in CNR, at least doubling in less than a decade. Higher URM representation was found in the composition of staff. However, the representativeness of any findings and conclusions are confounded by the drastic reduction in staff positions due to budget shortfalls over the last several years. Currently, ESPM staff has been reduced to four FTE, all of whom are women, compared to a double-digit number that existed in the recent past.

Climate surveys. Using a toolkit developed by the UCB Vice Chancellor's Division of Equity & Inclusion, the ESPM EID committee created a climate survey for faculty, students, and staff. The survey contained approximately twenty-eight questions with multiple-choice answer options for respondents. The surveys were subdivided into three categories that included: Vision, Leadership and Messaging; ESPM Climate; and Curriculum, Teaching and Research. The surveys were further specified according to the target audience, of faculty, graduate students, undergraduates, and staff. Most of the survey questions dealt with individual perceptions of the climate within ESPM and will not be discussed in this document. Many of the questions asked used Likert scales⁴ and all surveys were made accessible online. Technical difficulties soon were apparent

⁴ Likert scales include options for closed ended answers such as: Strongly Agree, Agree, Disagree, Strongly Disagree, etc.—See Appendix for surveys

during the dissemination of the surveys that included incomplete/unavailable e-mail addresses for postdocs, few e-mail addresses for undergraduate students, and the small ESPM staff size. To assure the anonymity of staff, an in-person meeting was held and their comments and concerns incorporated into the document without a specific section addressing that particular group. Below we discuss the responses to three survey questions that were specific to EID issues in ESPM (response rate for faculty and extension specialists was slightly over 50%, while for graduate students it was approximately 30%). Undergraduate students were not considered due to a very low response rate.

Question 4 asked if ESPM provides opportunities for students, faculty, and staff from underrepresented groups to connect with others who share their backgrounds and affiliations. The majority of faculty and graduate students, 54% and 64% respectively, did not agree with this statement. Question 5 asked survey respondents whether issues of insensitivity, exclusion, disrespect, or harassment arise and, if so, whether they are addressed directly and in a timely fashion. A high percentage of faculty and the majority of graduate students disagreed with the statement, 40% and 55%, respectively. For Question 8, respondents were asked if students, faculty, and staff feel comfortable and welcomed to be their full selves within ESPM; 46% of the faculty and 61% of graduate students disagreed with this statement. These examples illustrate that a large proportion of faculty and graduate students are aware of and uncomfortable about the departmental climate, including the lack of URM, and that ESPM needs to show more progress in advancing its EID strategies to promote a more inclusive space for all students and especially URM.

ESPM Goals and Recommendations

Department

Goal for departmental efforts: create an environment where inclusion and equity are core values

ESPM was first established 25 years ago during a campus restructuring effort that led to the merging of several departments in CNR with more traditional agricultural disciplines. The Department has evolved dramatically since its inception, becoming a more inter- and multidisciplinary body tackling challenging environmental questions. However, a recalcitrant element of its past in the form of discipline-specific cultural norms and expectations remains, and together with other factors, it has limited the full integration of ESPM faculty, students, and staff, into a vibrant, diverse, and inclusive community. To establish a long-term effort in ESPM aimed at creating a diverse community with inclusion and equity as core values, two strategies are proposed.

Strategy 1 - Create a permanent EID committee

The committee views EID issues as a significant limiting factor in the future success of ESPM. Lack of a robust, successful, and visible EID-promoting program will affect faculty and student recruitment, fundraising/development and grant-seeking efforts, and ultimately lead to an inability to generate knowledge and address many of our future environmental challenges. Given the complexity and importance of promoting EID values as a core element of ESPM's mission, there is general agreement that a standing EID Committee should be established. In addition to

one ladder-rank faculty member from each of the three current ESPM divisions, one CE specialist members, the committee should also have graduate and undergraduate student representation, and as possible research, teaching, and support staff representation. The ESPM Equity Advisor should be a committee member (but not Chair). Furthermore, the ESPM Council should consider the benefits of having a ‘junior’ Equity Advisor, who would learn the roles, responsibilities, and institutional memory of the position, allowing familiarization with issues and permitting continuity of ongoing efforts. The ‘junior’ Advisor may also have a leading role in searches and graduate student admissions, for example.

One of the initial charges of the EID committee would be to implement and track progress on ESPM’s EID plan. In addition, the committee would seek financial resources to sustain EID efforts, such as developing proposals, including training grants, fellowship programs to recruit and financially support URM students at the graduate and undergraduate levels, and faculty recruitment initiatives, in order to build and sustain a more diverse pipeline into the environmental field. The committee would also work with ESPM and CNR to attract private donor funds to support academic programs and initiatives. Additionally, the committee will also work with ESPM leadership to promote shared community values in the department.

Strategy 2 – ESPM Equity Advisor should be a permanent and voting member of the ESPM Council

ESPM is currently structured in a way in which many decisions are made by the ESPM Council after faculty consultation and input. We recognize the challenges of managing a department with a range of disciplines and academic cultures, and although the current composition of the Council may be the best available when various limitations are considered, it limits the potential to implement the goals described in this plan. The ESPM Equity Advisor is a campus-required position for all departments. Because of that status, the committee recommends that the Equity Advisor be a voting member of the ESPM Council.

Strategy 3 – Make building a strong and vibrant ESPM community a responsibility of all

Engagement in a community can occur at multiple levels, through both academic and social events, and benefit all by providing a valuable opportunity to engage with colleagues. A well-functioning community requires not only participation but also contributions that provide the opportunity to shape it. Efforts in community-building should be encouraged and recognized.

Faculty

Goal for faculty and CE specialists efforts: Increase diversity and balance gender ratio in faculty and CE specialists

Increasing the diversity of ESPM faculty will require a sustained, long-term effort due to the extreme paucity of URM representation in its ranks. In addition, and potentially as difficult, reaching this goal will require a substantial culture change in the department, so that FTEs are not allocated to narrow fields of science, but broadly described. This challenge is addressed below, but the history of recent hires (e.g. 15 hires in the last 5 years, no URM were hired/recruited) illustrates the fact that ‘business as usual’ will not lead to a more diverse faculty,

despite the best intentions of search committees, departmental leadership, and the faculty, all of whom support the goal of increasing diversity among professors and CE Specialists.

Strategy 1 – Request more disciplinarily broad faculty and CE Specialist FTEs to attract more diverse applicant pools

ESPM is a multidisciplinary department, including divisions focusing on biological, physical, social and human dimensions of environmental sciences. Furthermore, each division is subdivided into several distinct subdisciplines. Although this structure has led to much of the department's success in terms of our national/international rankings, it also can generate conflicts due to the limited number of FTEs that are allocated to ESPM each year. The likelihood of a single discipline being allocated an FTE is small, yet traditionally ESPM has tended to view new searches as an opportunity to add to existing academic expertise in narrowly described fields of science or social science. As a result, in this highly competitive environment, other departmental priorities, such as the potential of new hires to contribute to research and teaching that advance ESPM's EID goals, become secondary. To reduce this conflict, the committee recommends future ESPM position requests be written as broadly as possible (in the sciences, social sciences and humanities) in order to emphasize the multidisciplinary strengths of the Department. The committee also recommends that recruitments with specific thematic emphases that have a large potential to contribute to EID goals, (such as the recent open rank FTE recruitment on 'race, culture and environment') can be framed in broad disciplinary terms that integrate ESPM's multidisciplinary research and teaching emphasis with its EID mission statement.

Strategy 2 – Modify search committee membership

All faculty search committees include one member who is a champion for equity and inclusion. In many smaller departments on campus, this role is filled by the department's Equity Advisor. Because of the size of ESPM, we currently have a two-tiered structure, wherein an "Equity Liaison" is identified for each search, and this person is responsible for liaising between the committee and the Equity Advisor. However, unlike the Equity Advisor, the equity liaison is not formally involved in campus discussions surrounding equity and inclusion. To ensure that the Equity Liaison is an active champion of equity and inclusion, the committee recommends that the Equity Liaison continue to be a voting member of search committees and be selected from the EID Committee.

Search committees should also be academically, gender, and ethnically diverse (to the extent possible, given ESPM's current paucity of URM) and include representation by at least one graduate student. Committee members with conflicts of interest (guidelines should be developed) should be identified prior to deliberations and replaced for the duration of the search. Diverse search committees may better reflect future ESPM multidisciplinary aspirations, and various mechanisms exist that allow all faculty as well as other members of the department to contribute to hiring decisions. We note that this may lead to service overburden of URM faculty members, particularly for assistant and associate professors.

In addition, it is recommended that committee members are formally briefed on issues surrounding URM recruitment prior to deliberations. This will be accomplished via a meeting

with the Equity Liaison prior to deliberations and by sharing examples of diversity statements that illustrate particularly strong and weak statements, as well as a more general document summarizing the EID committee's thoughts on how to evaluate the diversity statement.

Strategy 3 – Modify FTE search plans

ESPM search plans have only been incrementally modified in the recent past. A new search plan template should be developed, in which ESPM's future EID goals and aspirations are more prominently reflected. The EID committee proposes to work with department leadership on a new search template. The revised plan should have specific application elements (e.g. research and teaching statements) that also include a requirement for applicants to submit an EID statement (implemented for the 2017-18 positions); similar EID documents are now routine for federal and foundation grant applications, for example. In addition, specific evaluation criteria for each search plan should be clearly specified, and include EID criteria among them. All search plan criteria should then be scored to guide the development of candidate long- and short-lists for interviews (rather than be used as absolute scores). Scores should be presented at division and departmental meetings when evaluating candidates.

Strategy 4 – Modify campus interviews

The committee recommends that all candidates for faculty and CE Specialist positions meet the EID committee during their interview. The EID committee will then provide a summary of impressions about the commitment of each candidate to ESPM values of equity, inclusion, and diversity to the search committee.

Strategy 5 – Pursue targeted FTEs

Based on our survey data and interviews with students and faculty, the negative impacts from ESPM's current lack of racial and ethnic diversity among its faculty ranks have anecdotally ranged from an external perception among some potential job applicants that their prospects for success at Berkeley may be diminished, to low morale and feelings of disenfranchisement among graduate and undergraduate students who do not see people who represent them in careers they aspire to. Strategies for targeted URM recruitments vary based on campus priorities and finances, and the ESPM leadership should adapt accordingly. Strategies should include systematic recruitment of faculty from the President's Post-doctoral Program, which now includes nearly two decades of post-doctoral fellows not only from UC, but also from the University of Michigan, Carnegie Mellon, the University of Maryland and other academic excellent institutions. The caliber of these post-docs across all disciplines is now undisputed—the tenure rate among President's Post-docs is higher than the average at UC, and nearly all of them go on to outstanding careers in academia. In order for ESPM to make significant progress in achieving EID goals, future FTE recruitments in the sciences, social sciences or humanities can specifically target the President's Post-doc as its applicant pool. Moreover, ESPM should work with the campus and CNR development teams in an endeavor to fund the creation of endowed chairs as a mechanism to support novel FTEs that enhance the disciplinary and demographic diversity of the department. Such a strategy could entail partnerships with other units on campus that work on environmental themes, and that seek to promote equity and inclusion in the environmental field. Finally, the committee encourages ESPM to innovatively strategize about how to integrate faculty senate and CE Specialist searches in the form of cluster hires that can also promote EID goals.

Strategy 6 – Mentoring of URM faculty

The committee recognizes that all assistant- and associate-level professors should be provided some form of formal mentoring, calibrated around expectations for tenure and promotion. However, the needs of URM faculty may be somewhat different; for example, URM professors are often in high demand to serve on departmental and campus committees and tend to be disproportionately sought after by students for academic and non-academic consultations. For many junior URM faculty, effectively managing these extensive service requests may be quite difficult, and can impede progress in terms of research productivity, as well as promotion to associate and full professor. In addition, these activities are often not considered as meritorious in promotion and merit cases, further negatively impacting URM faculty. Therefore, the committee recommends that a mentoring program be developed that addresses the unique concerns and needs of URM faculty. Such a program could also be done in partnership with other units on campus, as often it can be advantageous for a junior faculty member to have at least one faculty mentor who is based outside of his/her home academic unit; any such mentoring program should be available to assistant and associate professors. Untenured URM faculty should be made aware of the National Center for Faculty Development and Diversity (NCFED), and ESPM leadership should financially support individuals who wish to participate of workshops provided by that program.

Graduate students

Goal for graduate student body diversity

Current UC Berkeley graduate students are subject to a number of challenges in addition to those associated with academics, including the substantial cost of living, differences in extra-academic financial resources available to graduate students, and the potential burden of student loans and other debt. Simultaneously, for many students, the lack of racial, ethnic, and socio-economic diversity in their graduate community is a detriment to their well-being and sense of belonging, and these feelings can manifest in disengagement from academia and the academic community. This section of the plan addresses strategies aimed at increasing the representation of URMs among ESPM graduate students, other objectives are broader and are addressed in the Climate section. Efforts to increase graduate student diversity need to target two stages of the graduate program: recruitment and retention (see ‘recruitment source’ section of this plan). The strategies proposed here should be implemented and coordinated in conjunction with the Graduate Program Committee (GPC).

Strategy 1 – recruitment of URM students

There are multiple layers associated with student recruitment; here the plan focuses on specific recommendations that do not overlap with broader goals described in the Recruitment sources of ESPM URM faculty and student section of the plan. There is evidence that the GPC can implement an assortment of policies to attract URM students, such as eliminating the GRE (which does not correlate with academic or career success, and can be intimidating for students as a requirement), and providing additional financial support. These mechanisms should be discussed, policies developed, and pursued on an ad hoc basis as deemed feasible by the GPC.

Strategy 2 – retention of URM students

The success of graduate students should not only include retention, but also consider graduation rates, as well as professional placement after a PhD or Master's degree are awarded. This strategy includes two recommendations. First, a mentorship and support network must be developed to assist students through graduate school, which would ideally also provide guidance as to opportunities available after a PhD or Masters is awarded. Second, there is growing interest in outreach and non-traditional intellectual work by graduate students. These activities are often the beginning of successful professional careers outside of academia, and should be supported by advisors as well as the department. However, they also fall outside of standard requirements and expectations of a graduate degree. The newly developed GSE (Graduate Student Extensionist) position is an example of a mechanism that has had some success, partly because it provides a stipend to students. Lastly, it is imperative to provide a safe space for students from groups that may not feel fully embraced by ESPM and/or the campus community, including but not restricted to URM, LGBT, students with disabilities, first generation College students, and lower income families, so that students feel supported, bond, and develop a sense of community.

Strategy 3 – to diversify the ESPM faculty

The presence of URM in the ESPM faculty serves as evidence that URM students i) are welcomed in the department, ii) have peers that will recognize and understand an array of challenges and potentially serve as support, and iii) can succeed professionally as academics in environmental sciences. This specific strategy is pervasive throughout this strategic plan, as it is viewed as key to ESPM's future success as a department.

Recruitment sources for ESPM URM faculty and students

Goal for recruitment efforts: design and implement a recruitment program.

What recruitment sources are reflected in the student and faculty demographics data we see today in ESPM? For students, central campus oversees and controls the undergraduate and graduate student admissions. Traditionally, this process has involved coursework, grade point average, and scores achieved in standardized tests (GRE). However, over the decades some additional on-campus recruitment sources have been used to support undergraduate and graduate students, and post-doctoral researchers, such as the Berkeley Chancellor's Postdoctoral Fellowship Program; Biology Scholars Program, Equal Opportunity Program; McNair Scholars Program; MESA; and Upward Bound. Other URM funding programs support students during their graduate programs (e.g., Cota-Robles Foundation, Ford Foundation). The USDA and USFS also provide graduate student support funding programs including USDA and USFS, support graduate students and also provide career research scientist positions after graduation.

More recent recruitment sources for URM graduate students include the UC Historical Black Colleges and Universities Initiative and UC Berkeley Division of Equity and Inclusion. Given that several PhDs from ESPM are now faculty in the Cal-State University system, ESPM can do more to leverage these connections to identify and recruit promising diversity students into our graduate programs. Finally, it is unclear how many of ESPM's undergraduate URM students continue on to PhD-granting graduate programs in environmental fields. Career pathways for diversity students may change many times during their undergraduate career. ESPM should build more incentives for its faculty to provide opportunities for URM

undergraduate students to participate in research to enable them to gain valuable experience and build a portfolio that they can effectively leverage when applying to graduate school.

Strategy 1 – Analyze existing programs at other universities to inform the development of a successful recruitment program

The EID committee should pursue a detailed analysis of how successful environmental graduate programs at other universities have been built, particularly in their efforts to diversify their student and faculty ranks. Committee members could be charged with interviewing leaders within these programs to learn from their accomplishments and challenges and assess the extent to which their models may be applicable to the UC Berkeley context. Two programs built at large public institutions come to mind — the University of Michigan’s School of Natural Resources and Environment and University of Washington’s College of the Environment. The committee acknowledges that this fact-finding strategy will require time and some resources, and that the effort should be coordinated with departmental leadership and the GPC.

Strategy 2 – Support URM students to improve retention and professional placement success

A critical issue for URM students is that they may not have access to, or know how to build networks for continuing a career in the environmental field, either in the social sciences or sciences. For example, undergraduate student researchers should have opportunities to present research. CNR hosts opportunities for some students to present work on-campus, most notably the CNR Honors Symposium, the CNR Poster session (Fall & Spring), and the Environmental Sciences Senior Thesis Symposium (limited to Environmental Sciences majors only). However, no venue exists for non-Honors or non-ES students to present undergraduate research in an oral format. CNR also provides small travel grants for students to present at off-campus conferences. These opportunities, especially off-campus conferences, allow students, including URMs, to gain confidence in their research and expand their networks by meeting faculty and graduate students. These networking opportunities are critical during early to academic careers, as well as, when building confidence in accomplishments and contributions.

Climate

Goal: to create a welcoming and inclusive environment for all.

The self-assessment survey performed as one of the components in the development of this plan identified areas of improvement that should be addressed as ESPM continues to evolve as a multidisciplinary department. Although not all stakeholder groups within ESPM were adequately covered by the survey, a significant number of graduate students reported that they do not feel that they belong to a supportive and inclusive community. In particular, concerns raised by graduate students went beyond racial issues, and included socioeconomic status, gender and sexual identity, and abilities/disabilities. The strategies proposed to improve climate can be implemented and evaluated on a regular basis to assess their effectiveness and whether iterative improvements should be made.

Strategy 1 - Training on issues such as micro-aggressions and internal biases

The structure of academic institutions such as UCB and ESPM is highly hierarchical, with faculty having a significant impact on the professional and personal lives of students and

mentees. Although conscious and unconscious biases impact the daily interactions of all, adequate training should be provided to all in ESPM, as a means to improve effectiveness in classroom, leadership of diverse research teams, and to promote inclusion. There are many factors that influence the retention of diverse and disadvantaged students within ESPM, and often these factors are compounded by an unwelcoming climate that exposes URM students to micro-aggressions and other negative interactions that may lead to reduced performance. Training is viewed as being important for the faculty given its leadership role in ESPM.

Strategy 2 – Incorporation of EID issues and more diverse voices into course material and syllabi

Environmental sciences and environmental studies, including research being done in ESPM, provide excellent sources from which to extract real-world cases where issues of equity and inclusion are critical to understanding the origins and persistence of key environmental challenges. Many students across diverse disciplines are clamoring for more exposure to this perspective on the environmental topics covered in their courses. Recently, some faculty have worked with graduate and undergraduate students to evaluate their course syllabi to find opportunities to incorporate more diverse voices into readings, lectures and other class materials.

Strategy 3 - Statement of EID on ESPM's webpage, social presence

Prospective students, faculty, and donors use current social media tools to find out what we do. ESPM should have a statement on its main webpage about EID values and their efforts to promote them. ESPM should also promote its EID values, and research (e.g. social justice scholarship), outreach and teaching activities, using available social media tools.

Strategy 4 – Facilitate annual or semi-annual meetings between ESPM leadership and students

ESPM students feel disconnected from departmental leadership. The committee recommends that the leadership collectively reach out to students and establish a direct line of communication to exchange ideas and concerns. The CNR Advising Office should also be involved in this effort in the case of undergraduate students.

Strategy 5 - Increase the proportion of URM and other minority speakers at ESPM seminar series and other events

The ESPM council should work to better represent more diverse voices in the environmental field in its seminar series, lectures/colloquia and other events, including fundraising events. This effort can also be used to develop a potential recruitment avenue, if invited guests are potential candidates for positions within the Department.

Strategy 6 – Addressing Bullying and Demeaning Behavior

Bullying or demeaning behavior by anybody toward faculty, students, or staff is an issue in departments across campus as well as within ESPM. ESPM leadership should follow up on reported incidents of bullying or demeaning behavior, and deal with those following available campus guidelines and standards (e.g. APM Faculty Code of Conduct for the faculty).

Strategy 7 – Periodic Climate Survey

To continually evaluate the progress in meeting the overarching goal of fostering a more welcoming and inclusive environment for all in ESPM, the self-assessment survey should be sent to all ESPM groups on a yearly basis.

Other groups in ESPM

This plan focused on specific groups of the ESPM community; research and administrative staff are not explicitly included here, although the committee has considered these particular groups of individuals. Research staff include; staff research assistants and associates, as well as post-doctoral researchers, visiting scholar appointments, etc. These groups are key in supporting our academic endeavors. However, ESPM does not have an email list to reach out to these groups. As such, many of these individuals feel disenfranchised. After the most recent college-level staff reorganization, there are currently only four administrative staff in ESPM. Because of this, administrative staff are overwhelmed with responsibilities, do not feel appreciated for their efforts, and often are subject to unwarranted behaviors by faculty and students.

Strategy 1 – Build a community for research staff

ESPM should include post-doctoral researchers, visiting scholars, staff research assistants/associates, and other members of the research staff in departmental activities. The committee recognizes there are logistical challenges to, for example, even generating email lists for these groups, but this is something that should be pursued.

Strategy 2 – Support for administrative staff

ESPM is a large department, but has only 4 full-time staff members. Leadership is diligently working together with the staff to minimize a variety of issues given the current budgetary constraints. The committee recommends, however, that the leadership improve the communication of staff efforts to the rest of the ESPM community, including faculty/CE and students, to make it clear that the staff have an array of responsibilities, and that they should be respected and appreciated for their efforts. The staff are not available to serve any particular stakeholder.

Implementation plan

The committee recommends two steps for the implementation of this strategic plan, after approval by the ESPM faculty. First, the committee provides an initial list of specific strategies to be implemented immediately, i.e. July 2018. We view these as strategies that should be easy to implement. Second, the committee provides an additional list of strategies that have no particular deadline, as those are viewed as more complex and requiring extensive discussion within the committee but also with other committees in ESPM or groups on campus. For this second set of strategies, the committee recommends an initial report to be provided to the ESPM faculty at the end of Spring 2019.

Strategies to be implemented by July 2018

Department

Strategy 1 - Create a permanent EID committee

Strategy 2 – ESPM EID Advisor should be a member of the ESPM Council

Faculty

Strategy 1 – Request broadly described FTEs

Strategy 2 – Modify search committee membership

- Strategy 3 – Modify FTE search plans
- Strategy 4 – Modify campus interviews
- Strategy 5 – Pursuit of targeted FTEs

Graduate students

- Strategy 1 – Recruitment of URM students

Climate

- Strategy 1 - Faculty training on issues such as micro-aggression and internal biases
- Strategy 4 – Facilitate meetings between ESPM leadership and students
- Strategy 5 - Increase the proportion of URM speakers at ESPM seminar series
- Strategy 6 – Addressing bullying and demeaning behavior

Other groups

- Strategy 1 – Build a community for research staff
- Strategy 2 – Support for administrative staff

Strategies that need further development and longer timeframe for implementation

Faculty

- Strategy 6 – Mentoring of URM faculty. A proposal should be presented to the faculty in Spring 2019.

Graduate students

- Strategy 2 – Retention of URM students. Requires GPC input, discussions to be initiated by December 2018.
- Strategy 3 – To diversify the ESPM faculty. Long term goal, no deadline proposed.

Recruitment sources for ESPM

The committee views both of these strategies as complex, long term, dynamic and continuous over time. There are no deadlines recommended, other than work on this goal should be initiated immediately.

- Strategy 1 – Analyse opportunities and build a recruitment program
- Strategy 2 – Support URM students to improve retention and professional placement success

Climate

- Strategy 2 – incorporation of EID issues into course syllabi. How can it be done, best practices, are there examples? No deadline suggested.
- Strategy 3 - Statement of EID on ESPM's webpage, social presence. Requires leadership input, implementation by December 2018.
- Strategy 7 – Periodic graduate student climate survey