MES Equity Action Plan (January 10, 2024)

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**Equity Action Plan Template (2021-2024) Please fill out this template using the guidelines provided.**

***Section One: What are the Values of your division, Path, or CAT?* Please list three to five Values that inform the work of your areas and describe how you put them into practice.**

**Value 1:** Improveaccess to graduate education and promote recruitment and retention of individuals from historically underrepresented races, ethnicities, gender identities, sexual orientations, and economic classes.

**Value 2**: Foster each student’s creative vision, critical thinking, technical proficiency, communication skills, collaborative teamwork abilities, and cultural humility to prepare them for a technologically intensive, multicultural, and evolving workplace.

**Value 3**: Embrace STEM education that emphasizesbroadly interdisciplinarity approaches to environmental problems, dismantles traditional hierarchies across academic disciplines, elevates voices of individuals from historically underrepresented populations, promotes recognition and integration of indigenous knowledge and western knowledge, and supports transformational justice processes and outcomes.

**Value 4:** Foster a learning community that encourages intellectual diversity and sincere, rigorous, collaborative and transformational inquiry: create an educational space in which faculty and students embrace mutual respect for every individual and critical evaluation of ideas; foster awareness of historical and existing colonization, discrimination, and implicit bias that can marginalize the voices and influence of certain groups; provide tools for identifying and addressing barriers to open communication and inquiry.

**Value 5:** Set priorities and make decisions through inclusive consultation: create relationships and working environments that develop trust, openness, and sincere communication across systemic power differentials; employ a model of collaboration that celebrates team successes while recognizing the unique power and strengths of individual contributions.

***Section Two: What are the Equity Objectives and Activities for your division, Path, or CAT for 2023-2024?***

Please identify three or more Equity Objectives for the year, articulate which Strategic Equity Goals they are related to, and list Activities you will engage in to reach and measure these objectives. Please also name who will oversee evaluation of your Objectives.

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| 2023-2024 Equity Goals | Related TESC Equity Goal(s) | Target Measure | Selected Key Activities to Meet Objective | Who will oversee evaluation? |
| 1) Create an inclusive learning community | 1 | Spring Quarter climate survey (late spring quarter to measure impact of DEI workshops)  Note: One goal is to establish baseline for target measures | 23-24: DEI Workshop at Orientation on expectations for all MES community members (conceptual foundations, implicit bias, micro-aggressions)  Winter/Spring Quarter DEI workshops focused on professional development in Thesis Workshop | Grad Dean, Director and Assistant Director |
| 2) Create curriculum that prepares students to tackle complex issues in diverse communities and workforces (Values 2 and 3) | 1,2 | Each core course extensively or moderately examines DEI issues    Each elective contains relevant DEI issues | Coordinated curriculum planning of core courses in faculty summer institute to ensure coverage of disciplinary content, skill development, DEI issues of oppression/privilege/difference (1 of 2 summer institute days). Within this activity, we identify that it is important to relate non-social science related research directly to DEI work. This is important to avoid compartmentalizing social and natural sciences and implement an overarching framework that emphasizes environmental justice and social justice as a part of the lens all fields should examine their work through.    MES course planning to include relevant DEI issues and skills in electives.  (Note: Issues of oppression/privilege/difference tracks the language of TESC end-of-quarter reviews)  Review (and consider modifications) to thesis handbook to provide guidance and examples of thesis projects that are not scientific research.  Collaborate with MPA to cross-list elective courses that offer a greater range of professional and academic development and offer more opportunities for diverse, generative discussions. | Director and Assistant Director |
| 3) Support faculty development for inclusive pedagogy | 1 | Mid-quarter check-in survey and Spring Quarter climate survey | Inclusive pedagogy workshop in core/elective faculty summer workshop with required reading prior to institute (1 of 2 summer institute days). | Director and Assistant Director |
| 4) Recruit, retain and support BIPOC students in meaningful and intentional ways | 1,2 | Percent of BIPOC student enrollment across categories  Retention of BIPOC students across categories | Engagement/partnership with equity-minded professional organizations (e.g. SACNAS)    Review of web and printed materials through equity lens (e.g. identify barriers, jargon, etc.)    Implement Bookings to facilitate connection with MES faculty/staff    More extensive alumni profiles, including alumni engaged in DEI-connected work to effectively connect learning objectives and outcomes in MES with career opportunities and professional development.    Implement more accessible and streamlined scholarship process with AwardSpring  Implement the Mentor Collective for intentional mentorship support through our professional network in MES with current students.  Recruit and retain BIPOC faculty in MES  Implement a Faculty Advising model that supports new students in their first year with two check-ins with faculty advisors 1:1 with students in Fall quarter, and then mid-quarter check-ins with faculty and students in Winter and Spring to support first year students through their graduate experience in MES. | Director and Assistant Director |
| 5) Support all students in their effort to access graduate education | 1,2 | Existence/expansion of services    Identified point person available to students    Spring Quarter Climate Survey (Spring 2021 grad school survey as baseline) | Collaborate with Advancement and the Scholarships office on scholarships    Improve student support services with point person in Financial Aid, Registration and Records, Student Accounts, and Academic/Career Advising    Improve student experience with extended student support service hours, campus facilities (e.g. evening food venues, eating spaces)  Increase the number of eating spaces on campus available for evening graduate courses such as extending the open hours of the Grad Lounge in Lab 1 and collaborate with the Climate Center to extend hours of the Climate Cafe in SEM II. | Director and Assistant Director |
| 6) Support all students in their professional development | 1,2 | Number of established mentor relationships | Maintain and expand existing internship support with emphasis on paid opportunities    Create Mentor Collective account with outreach to all alumni and community partners through mentor tracking software for alumni/peer/professional mentoring  Foster potential mentors by improving quality and regularity of alumni communications and networking events (e.g. Thesis Idea Fair) | Director and Assistant Director |
| 7) Promote DEI focus in consultation and decision-making processes | 1 | Number of regular participants at regular faculty and staff meetings | Weekly MES Faculty/Staff and Office Meeting to promote collaborative, proactive approach to developing and implementing equitable MES policies and practices | Director and Assistant Director |
| 8) Improve degree-completion rates for all students | 1,2 | Increase degree-completion rates and decrease thesis extension rates for MES students | Collect information about degree-completion patterns and potential causes (e.g. alumni survey, conversation with faculty, BIPOC student completion rates)  Study alternatives to research thesis for degree attainment at Master level in environmental field (e.g. capstone/project, critical essay, professional classes, mandatory internship) | Director and Assistant Director |

***Section Three: What are the Equity Objectives and Activities for your division, Path, or CAT for 2022-24?***

We expect to continue working on the above goals and activities in 2022-24 and to revise the specific details based on our progress this year.

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| 9) Recruit faculty with greater race/ethnic diversity | 1 | % of BIPOC faculty | Director reach out to potential BIPOC core/elective faculty for teaching in 22-24. If MES is in position to hire, we should make this a priority in recruitment efforts. | Director, Grad Dean |