

E-IPER STRATEGIC PLAN 2017

In 2016 and 2017, members of the E-IPER community (students, faculty, staff, alumni) contributed their views on the E-IPER program and our plans for the future. As a first step, 56 E-IPER community members were interviewed about the program and its future. Their opinions were compiled into an online survey, to which the entire community was invited to respond. Nearly 150 people completed that survey, agreeing or disagreeing with those opinions. In a confidential follow-up, people were given the opportunity to talk about their views in more detail. Personalized results of the survey were sent to each participant, with information about how each individual's response compared with the overall responses. A committee of students, alumni, faculty and staff used these surveys and interviews as the basis for their development of five-year goals and strategies for the program. Listed below are the goals and first-level strategies of the plan; specific tactics, or sub-strategies were developed at that time, and are continuing to be developed, and applied, as the E-IPER landscape changes.

E-IPER STRATEGIC PLAN 2017

Goals

GOAL 1: PhD Student Outcomes

E-IPER PhD students develop the capacity to frame complex interdisciplinary environmental research questions and the skills to address them

GOAL 2: MS Student Outcomes

E-IPER MS students develop competencies to bring scientific and technical environmental expertise to their professional domains

GOAL 3: E-IPER's Place in Scholarly Community

E-IPER builds strong relationships across the Stanford community and beyond, fostering an active community of scholars of environment and resources.

GOAL 4: Faculty Engagement

E-IPER broadens its faculty outreach in order to develop a larger, more intellectually diverse group of engaged faculty members who serve as thesis supervisors and mentors for EIPER students.

GOAL 5: Understanding Our Impact

E-IPER develops and implements metrics for tracking its success in producing graduates who have a positive impact on environmental and resource systems.

GOAL 6: Students/Alumni Career Pathways

E-IPER students' academic and career pathways are enhanced and supported by a variety of internal and external programs and events

GOAL 7: Financial Stability

E-IPER is able to support its own programming by the end of the five-year plan, while continuing to build strong collaborative relationships with other schools at Stanford.

E-IPER STRATEGIC PLAN 2017 **Goals and Strategies**

GOAL 1:

E-IPER PhD students develop the capacity to frame complex interdisciplinary environmental research questions and the skills to address them.

Strategies:

- 1.1 E-IPER reviews PhD curriculum to ensure that it is aligned with the E-IPER mission and fosters creative, interdisciplinary approaches to environmental issues
- 1.2: E-IPER fosters among internal and external practitioners an ongoing discussion about and development of best practices for impactful interdisciplinary research and education
- 1.3: E-IPER seeks input from alumni about continued use of interdisciplinary approaches after graduating from the program

GOAL 2:

E-IPER MS students develop competencies to bring scientific and technical environmental expertise to their professional domains.

Strategies:

- 2.1: E-IPER revisits the design of the MS program to determine if it meets current needs of professionals
- 2.2: E-IPER fosters among internal and external stakeholders a discussion of best practices for interdisciplinary environment and resource education in context of professional education
- 2.3: E-IPER solicits alumni input about continued use of interdisciplinary approaches and their application to a variety of professional fields after graduating from the Program

GOAL 3:

E-IPER builds strong relationships across the Stanford community and beyond, fostering an active community of scholars of environment and resources.

Strategies:

- 3.1: E-IPER students and alumni regularly discuss and collaborate on environmental issues, engaging with one another and with other scholars of environment and resources at Stanford and elsewhere
- 3.2: PhD and MS students are encouraged to collaborate on research addressing environmental issues

3.3: E-IPER expands on existing efforts to engage alumni with one another and with current students

3.4: Program encourages and supports a diversity of research interests through selection of incoming cohorts, PhD and MS curriculum offerings, awarding of research funds, and other means.

3.5: E-IPER expands its relationships with relevant centers/institutes and their affiliated faculty (Woods, Precourt, FSE, FSI, etc.), consistent with changing student interests

3.6: E-IPER staff expands relationships with Dean's office to keep abreast of policy changes, committee assignments, meetings, other events etc.

3.7: E-IPER organization is structured to support activity and engagement (staff, student committees, faculty committees, etc.)

3.8: E-IPER expands its professional networks connecting students with government, industry, academic and NGO leaders

GOAL 4:

E-IPER broadens its faculty outreach in order to develop a larger, more intellectually diverse group of engaged faculty members who serve as thesis supervisors and mentors for EIPER students.

Strategies:

4.1: E-IPER regularly recruits faculty members with diverse research interests from all of Stanford's schools.

OWNERS: E-IPER STAFF and EXCOM

4.2: E-IPER affiliated faculty members have a shared understanding of that affiliation, including its benefits and costs

4.3: E-IPER works to ensure that the program attracts a diversity of high-quality applicants that can attract faculty.

4.4: An increasing number of faculty members are actively engaged in the Joint MS program

4.5: A large number of affiliated faculty members volunteer for E-IPER standing and *ad hoc* committees

4.6: E-IPER expands its pool of faculty who serve as thesis and capstone supervisor, reflecting a broader range of research interests

GOAL 5:

E-IPER develops and implements metrics for tracking its success in producing graduates who have a positive impact on environmental and resource systems.

Strategies:

5.1: E-IPER collects data on alumni careers and their influence on environment and resources.

OWNERS: E-IPER STAFF and EXCOM

5.2: E-IPER documents the work and words of E-IPER alumni and students who have an impact on policy at local/community, state, regional, national, global levels, and via both formal and informal routes

5.3: E-IPER documents the contributions of its alumni and students to environmental research and teaching in the Academy.

5.4: E-IPER measures alumni impact on business practices, and their influence on implementation of sustainable business practices

5.5: Experts and employers in a variety of fields recognize contributions of E-IPER students and alumni.

GOAL 6:

E-IPER students' academic and career pathways are enhanced and supported by a variety of internal and external programs and events.

Strategies:

6.1: E-IPER Staff coordinate with professional development and career service providers at Stanford to help students identify and prepare for careers

OWNERS: E-IPER STAFF, EXCOM, STUCOM

6.2: E-IPER PhD and MS students are able to successfully engage faculty mentors, advisors and committee members.

6.3: E-IPER students and faculty advisors have a shared understanding of expectations of the E-IPER advising relationship

GOAL 7:

E-IPER is able to support its own programming by the end of the five-year plan, while continuing to build strong collaborative relationships with other schools at Stanford.

Strategies:

7.1: E-IPER works in coordination with the School of Earth, Energy and Environmental Sciences to decrease financial reliance on SE3 over the five-year period of the strategic plan.

OWNERS: E-IPER STAFF, EXCOM and SE3 DEAN

7.2: E-IPER core programming is designed so that it can be supported by E-IPER endowments

7.3: E-IPER's endowments support most of the program's PhD student financial aid, supplemented by SGF, SIGF, Goldman, and outside fellowships such as NSF

7.4: E-IPER plans incoming PhD student cohorts so that all PhD students can continue to be funded

7.5: E-IPER staff, working with SE3 staff, develop and implement an equitable plan to support student research in varying financial climates.

7.6: E-IPER secures additional funding for the Joint MS program, including from professional schools and other stakeholders.

