

YALE SCHOOL OF THE ENVIRONMENT

YEAR 3 BELONGING PLAN

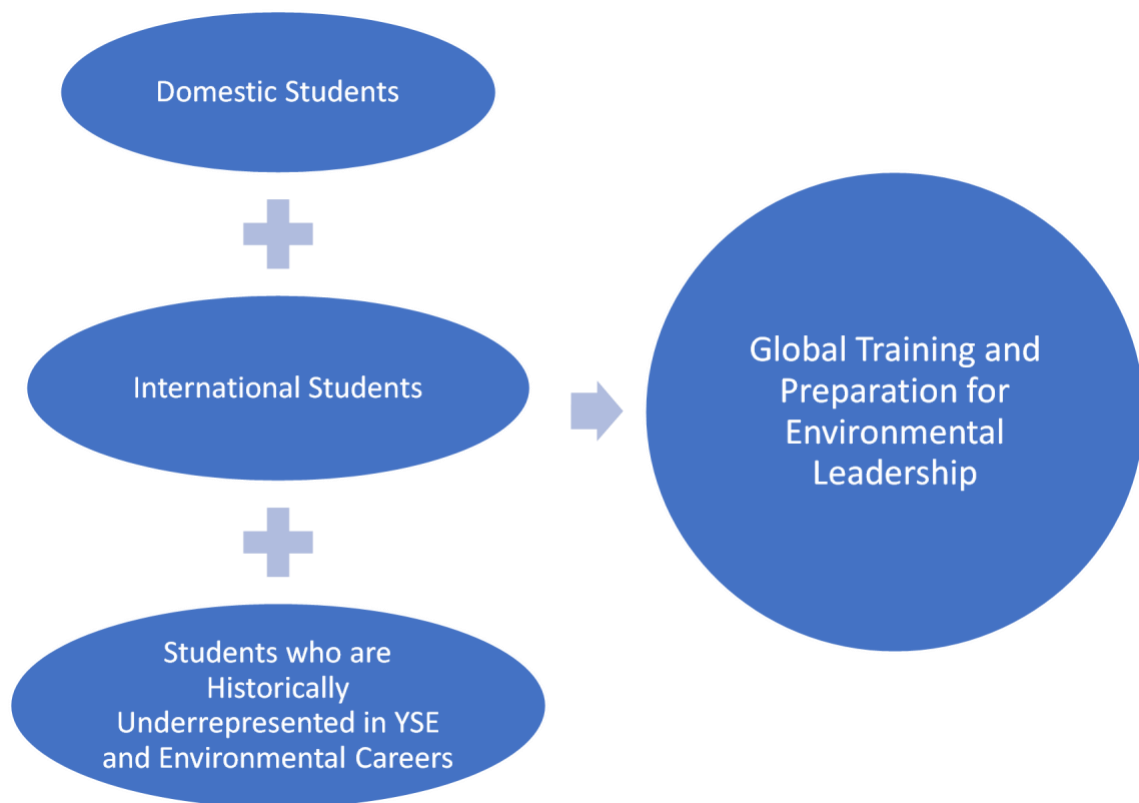
[This document contains an extract from the more comprehensive YSE Strategic Five-Year DEI Plan submitted in 2021 by Professor and Senior Associate Dean of DEI Dorceta Taylor]

YSE'S YEAR III STRATEGIC PLAN VISION OF THE FUTURE

In the next year, we will aspire to make YSE a trailblazer in educating *diverse* environmental professionals domestically and around the globe.

- We will make YSE the premier school where promising students, including those who are historically underrepresented in environmental careers, come to receive training in environmental leadership (see Figure 1).

Figure 1. A Vision of YSE's Educational Mission



We hope to diversify our faculty and staff to enhance our ability to train our students to be influential leaders.

We will increase acceptance of and support for DEIB principles and activities in YSE. We will also further our understanding of the institutional structures that stymie progress on DEIB and reduce the barriers that hinder success.

GOALS AND OBJECTIVES

1. Increase the recruitment, application, matriculation, and retention of students who are historically underrepresented in YSE and in environmental careers.
2. Increase the recruitment and retention of more faculty and staff of color.
3. Increase faculty, staff, and student participation in DEIB activities.
4. Increase efforts to enhance *belonging* at YSE.
5. Enhance satisfaction with YSE's DEIB efforts and accomplishments.
6. Secure funding to achieve our DEIB mission and to expand DEIB activities in YSE.

STRATEGIC APPROACH TO PRIORITIZING ACTIVITIES

1. Develop an effective DEI Committee structure to help facilitate the implementation of the strategic plan.
2. Identify key action items from the self-assessment.
3. Break down action items into manageable tasks and assign each to the appropriate units in the School.
4. Identify key units in YSE that will evaluate progress on achieving the DEIB vision, goals, and objectives.
5. Identify the tasks that each DEIB reporting unit oversees and what they are expected to assess annually.
6. Develop a plan that identifies reporting guidelines and structures of accountability.
7. Assemble and share an annual School-wide document that synthesizes the DEIB efforts and accomplishments



YSE UNITS CHARGED WITH CARRYING OUT DEIB ACTIVITIES AND CONDUCTING ANNUAL SELF-ASSESSMENTS

1. Human Resources
2. Finance and Administration
3. Academic Programs
4. Student Affairs
5. Career Services
6. Alumni Affairs
7. The Dean's Office
8. Communications
9. Information Technology
10. Diversity, Equity, and Inclusion Office
11. YSE Forests and Forest School
12. All centers, institutes, and initiatives in YSE or associated with the School.

For more details on the specific actions that each unit will undertake and the activities they will engage in, see Appendix 1.

PRODUCING THE YSE ANNUAL DEIB SELF-ASSESSMENT: ROLES, RESPONSIBILITIES, AND ACCOUNTABILITY

It is beyond the scope of one unit or office to produce an annual schoolwide self-assessment as comprehensive as the one called for. Consequently, each year all units in YSE, centers, and initiatives will conduct their own self-assessment and report the findings to the Dean's Office as well as the Diversity, Equity, and Inclusion Office.

Table 1. contains information about what action items each unit is responsible for tracking, collecting data on, and making reports about each year. The table also contains the staff and directors in charge of the reporting, where reports should be submitted, the units in charge of accountability, and who is responsible for synthesizing and producing a schoolwide report.

The Diversity, Equity, and Inclusion Office will assemble a comprehensive DEIB report for YSE based on the self-assessments submitted by the units, centers, and initiatives mentioned above. The comprehensive report will be shared with the YSE community as well as the Provost's Office.

1. All the units must complete and submit their DEIB assessment to the Dean's Office and the DEI Office by May 31 each year.
2. The DEI Office must complete the schoolwide DEIB annual assessment by August 15 each year.

EVALUATION AND FUTURE ADJUSTMENTS

1. Conduct an annual evaluation to measure progress on the various components of the strategic plan.
 - i. Each unit, center, and initiative – in collaboration with the DEI Office – will establish goals to evaluate.
 - ii. Each unit, center, and initiative conduct its own evaluation.
 - iii. The DEI Office will synthesize the unit evaluations.
2. Identify if units are meeting their goals.
3. Evaluate the challenges that interfere with the ability to meet goals.
4. Identify strategies for meeting future goals.
5. Provide an annual report to Yale as well as to stakeholders of the YSE community.
6. Devise mechanisms to obtain, process, and incorporate input from stakeholders.

Table 1. YSE Units: Annual DEIB Self-Assessment Checklist

Reporting Units	Activity Number	Overarching Responsibilities	Specific Assessments to be Conducted	Constituents or Activities Being Assessed	Year 3				Party Responsible for Assessment of Activity	Party Responsible for Annual Assessment	
					Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments			
YSE Units Responsible for Annual Assessments	Human Resources (HR)	1	Track Past and Current Faculty Demographic Characteristics	Analyze and Report on:	Ladder and Non-Ladder Faculty, Research Faculty, and Postdocs	✓				Designated HR Staff	Head of Human Resources
					Resident and Non-Resident Faculty, Research Faculty, and Postdocs	✓				Designated HR Staff	Head of Human Resources
		2	Faculty Recruitment and Retention	Analyze and Report on Demographics and Other Factors Related to Recruitment and Retention	Resident and Non-Resident Faculty, Research Faculty, and Postdoc Recruitment	✓				Chair of Each Search Committee (Report to HR and Faculty)	Head of Human Resources (Synthesize Reports)
					Resident and Non-Resident Faculty, Research Faculty, and Postdoc Retention	✓				Chair of Each Search Committee (Report to HR and Faculty)	Head of Human Resources (Synthesize Reports)
		3	Track Past and Current Staff Demographic Characteristics	Analyze and Report on:	Management & Professional Staff	✓				Designated HR Staff	Head of Human Resources
					Clerical & Technical Staff	✓				Designated HR Staff	Head of Human Resources
	4	Staff Recruitment and Retention	Analyze and Report on Factors Related to Recruitment and Retention	Management & Professional Staff	✓				Hiring Manager Report to HR	Head of Human Resources	
				Clerical & Technical Staff	✓				Hiring Manager Report to HR	Head of Human Resources	
	Finance and Administration	1	Student Support	Analyze and Report on Funding for:	Student Fellowships	✓				Designated Finance Staff	Head of Finance and Administration
		2	Support for Faculty Recruitment and Retention	Report on Funding to Recruit and Retain:	Faculty	✓				Designated Finance Staff	Head of Finance and Administration
		3	Fundraising for DEIB	Report on Progress Obtaining:	DEIB Gifts and Grants	✓				Designated Finance Staff	Head of Finance and Administration

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YSE Units Responsible for Annual Assessments	Admissions and Enrollment	Track Past and Current Ph.D. Students' Demographic Characteristics	Analyze and Report on:	Recruitment	✓				Doctoral Program Coordinator	Director of Doctoral Studies
				Applications	✓				Doctoral Program Coordinator	Director of Doctoral Studies
				Matriculation	✓				Doctoral Program Coordinator	Director of Doctoral Studies
				Retention	✓				Doctoral Program Coordinator	Director of Doctoral Studies
	Admissions and Enrollment	Track Past and Current Masters Students' Demographic Characteristics for the Whole School	Analyze and Report on:	Recruitment	✓				Designated Admissions Staff	Director of Enrollment Management
				Applications	✓				Designated Admissions Staff	Director of Enrollment Management
				Matriculation	✓				Designated Admissions Staff	Director of Enrollment Management
				Retention	✓				Designated Admissions Staff	Director of Enrollment Management
	Masters and Undergraduate Academic Programs	Track Past and Current Demographic Characteristics of Masters Degree and Undergraduate Programs	Analyze and Report on:	Master of Environmental Management	✓				Designated Program Staff	Program Director
				Master of Forestry	✓				Designated Program Staff	Program Director
				Master of Forest Science	✓				Designated Program Staff	Program Director
				Master of Environmental Sciences	✓				Designated Program Staff	Program Director
Undergraduate Programs				✓				Program Manager	Chair, Yale College Environmental Studies	

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Learning Communities	1	Track Affiliated Students' Demographic Characteristics	Analyze and Report on:	Business and the Environment	✓				Designated Staff	Director of Learning Community
	2			Climate Change Science and Solutions	✓				Designated Staff	Director of Learning Community
	3			Ecosystem Management and Conservation	✓				Designated Staff	Director of Learning Community
	4			Energy and the Environment	✓				Designated Staff	Director of Learning Community
	5			Environmental Policy Analysis	✓				Designated Staff	Director of Learning Community
	6			Forestry	✓				Designated Staff	Director of Learning Community
	7			Industrial Ecology and Green Chemistry	✓				Designated Staff	Director of Learning Community
	8			People, Equity, and the Environment	✓				Designated Staff	Director of Learning Community
	9			Urban	✓				Designated Staff	Director of Learning Community
	10			Water Resource Science and Management	✓				Designated Staff	Director of Learning Community
Curriculum	1	Track Content of Courses	Analyze and Report on:	Inclusive Teaching	✓				Designated Staff	Senior Associate Dean of Academic Affairs
	2	Track student evaluation of Inclusive Teaching Content		Course Evaluations	✓				Designated Staff	Senior Associate Dean of Academic Affairs
	3	Track Extent to Which DEI is Incorporated		Orientation & Modules	✓				Designated Staff	Senior Associate Dean of Academic Affairs
	4	Track Number of Courses with Content		DEI and/or Equity Courses	✓				Designated Staff	Senior Associate Dean of Academic Affairs

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Student Affairs	1	Track and Enhance Student Wellbeing	Analyze and Report on:	Title IX Activities	✓				Designated Staff	Assistant Dean of Student Affairs
	2			DEIB Activities	✓				Designated Staff	Assistant Dean of Student Affairs
Career Services	1	Track and Enhance Student Workforce Preparation and Engagement	Analyze and Report on:	Student Internship Outcomes	✓				Designated Staff	Executive Director of Career and Professional Development
	2			Student Job Market Outcomes	✓				Designated Staff	Executive Director of Career and Professional Development
	3			Workshops and Training	✓				Designated Staff	Executive Director of Career and Professional Development
Alumni Affairs	1	Enhance Alumni Support for YSE's DEIB Activities	Analyze and Report on:	Alumni	✓				Designated Staff	Associate Dean, Development and Alumni Services
	2	Identify and amplify the lives and accomplishments of early female and People of Color Graduates of the School		Females and People of Color Graduates	✓				Designated Staff	Associate Dean, Development and Alumni Services
	3	Alumni and DEI Engagement and Feedback		Survey of Alumni - One, Five, and Ten Years in the Workforce	✓				Assistant Dean of Diversity, Equity, and Inclusion	Associate Dean of Diversity, Equity, and Inclusion
The Dean's Office	1	Monitor and Facilitate Compliance with DEIB Reporting Requirements	Analyze and Report on:	Parties Responsible for Annual Unit Assessments	✓				Designated Staff	Chief of Staff, Associate Dean of Faculty Affairs
	2	Sponsor, Amplify, and Elevate DEIB Issues and Activities		YSE Community	✓				Designated Staff	Chief of Staff, Associate Dean of Faculty Affairs
	3	Enhance DEIB Fundraising Efforts		Alumni, Funders, and Other Partners	✓				Designated Staff	Dean of YSE
	4	Include Questions and Reporting about DEIB Engagement in Annual Faculty and Staff Reviews		Faculty and Staff	✓				Designated Staff	Chief of Staff, Associate Dean of Faculty Affairs
Communications	1	Monitor and Elevate Communication about DEIB	Analyze and Report on:	Publications, Websites, and Publicity	✓				Designated Staff	Executive Director of Strategic Communications
	2	Elevate the Use of Multicultural Images to Represent YSE Stakeholders		Students, Faculty, Staff, Alumni, and Partners	✓				Designated Staff	Executive Director of Strategic Communications

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					Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments		
Information Technology	1	Enhance DEIB in Web Content and Provide Technical Support	Analyze and Report on:	YSE Stakeholders and Website Visitors	✓				Designated Staff	Information Technology Director
	2			DEIB Activities and Events Collaborated On	✓				Designated Staff	Information Technology Director
Diversity, Equity, and Inclusion Office	1	Organize and host DEIB Activities and Events	Analyze and Report on:	Faculty, Staff, Students, and Alumni	✓				Assistant Dean of Diversity, Equity, and Inclusion	Senior Associate Dean of Diversity, Equity, and Inclusion
	2	Help Expand YSE DEIB Engagement Beyond the School through New Horizons Conference		YSE Stakeholders, Others in the Environmental Profession	✓				Assistant Dean of Diversity, Equity, and Inclusion	Senior Associate Dean of Diversity, Equity, and Inclusion
	3	Help Develop DEI Pathway Programs and Recruitment Portals		Environmental Fellows and Yale Conservation Scholars Program Participants	✓				Assistant Dean of Diversity, Equity, and Inclusion	Senior Associate Dean of Diversity, Equity, and Inclusion
	4	Synthesize Unit DEI Assessments and Assemble Comprehensive Annual Assessment		YSE and Yale Stakeholders	✓				Assistant Dean of Diversity, Equity, and Inclusion	Senior Associate Dean of Diversity, Equity, and Inclusion
	5	Facilitate Recruitment Efforts for Students and Faculty		Potential Students and Faculty	✓				Assistant Dean of Diversity, Equity, and Inclusion	Senior Associate Dean of Diversity, Equity, and Inclusion
	6	Seek Input and Collaboration on DEIB through Community Conversations, Surveys, and Focus Groups		Faculty, Staff, Students, and Alumni	✓				Assistant Dean of Diversity, Equity, and Inclusion	Senior Associate Dean of Diversity, Equity, and Inclusion
	7	Conduct DEIB Research to Facilitate more Effective Engagement		YSE Stakeholders, Others in the Environmental Profession	✓				Assistant Dean of Diversity, Equity, and Inclusion	Senior Associate Dean of Diversity, Equity, and Inclusion
	8	Promote Equity, Inclusion, and Belonging in YSE		Students, Faculty, Staff, and Alumni	✓				Assistant Dean of Diversity, Equity, and Inclusion	Senior Associate Dean of Diversity, Equity, and Inclusion
	9	Mentoring and Leadership Development		Students, Faculty, Staff, and Alumni	✓				Assistant Dean of Diversity, Equity, and Inclusion	Senior Associate Dean of Diversity, Equity, and Inclusion
YSE Forests and the Forest School	1	Demographic Characteristics of Users of the Facilities	Analyze and Report on:	Students, Faculty, Staff, and Alumni	✓				Designated Staff	Senior Associate Dean of the Forest School and Director of School Forests
	2	Recruitment Efforts to Enhance Diversity		Potential Students, Researchers, and Faculty	✓				Designated Staff	Senior Associate Dean of the Forest School and Director of School Forests
	3	Engagement in DEIB Activities		Program Participants	✓				Designated Staff	Senior Associate Dean of the Forest School and Director of School Forests
Institutes, Centers, Initiatives, and Programs	1	Demographic Characteristics of Participants	Analyze and Report on:	Students, Faculty, Staff, and Alumni	✓				Designated Staff	Director
	2	Engagement in DEIB Activities		YSE Community	✓				Designated Staff	Director

YSE Units Responsible for Annual Assessments

Appendix 1. YSE DEIB Action Items

1. Each of the following units in YSE will conduct its annual assessment and report the findings to the faculty, staff, the Dean's Office, and the Diversity, Equity, and Inclusion Office. The units are:
 - a. Finance and Administration
 - b. Academic Programs
 - i. Modules and orientation
 - ii. Inclusive teaching content in the curriculum
 - iii. Inclusive teaching in course evaluations
 - iv. Reducing barriers to recruitment and matriculation
 1. Fee waivers
 2. Eliminating admissions fees
 3. Eliminating the Graduate Record Examination (GRE).
 - c. Student Affairs
 - i. DEIB activities.
 - d. Career services
 - i. Student internships outcomes – demographic analysis
 - ii. Student job market outcomes – demographic analysis
 - iii. Workshops and training to support leadership development.
 - e. Alumni Affairs
 - f. The Dean's Office
 - g. Communications
 - h. Information Technology
 - i. Diversity, Equity, and Inclusion Office
 - j. YSE forests and Forest School
 - k. All centers, institutes, and initiatives in YSE or associated with the School.
2. Collect and analyze historical diversity data on the following to identify trends for the period 2000-2020:
 - a. All staff hires in YSE – the applicant pool and the staff hired.
 - b. All faculty hires in YSE – the applicant pool and the faculty hired.
 - c. All applicants, admitted, matriculated students in YSE's doctoral program.
 - d. All applicants, admitted, matriculated students in all YSE's master's programs.
 - e. All applicants, admitted, matriculated students in the undergraduate environment program.
 - f. Student outcomes (retention and completion of degrees):
 - i. Rates of retention and years to completion of doctoral students by demographic variables.
 - ii. Rates of retention and years to completion of master's students by demographic variables.
 - iii. Rates of retention and years to completion of undergraduate environment majors by demographic variables.
 - iv. Rates of pursuing the 5-year masters for undergraduate environment majors by demographic variables.

- g. Demographic characteristics of research scientists, postdoctoral fellows, and visiting faculty.
3. Work to ensure faculty search committees provide clear processes and procedures for faculty searches.
- a. Have clearly defined search criteria.
 - i. Do not change search criteria once the search has advanced to the point of being advertised and applications received.
 - ii. Open searches should not be changed to assistant professor or associate professor searches by the committee without first.
 - 1. Bringing it to the BPO for a vote.
 - 2. Re-advertising the search.
 - 3. Extending the search deadline to allow those bound by the earlier search parameters an opportunity to apply if they fit the new search criteria.
 - b. Advertise job openings broadly.
 - i. Assess and analyze where each job is posted and for how long.
 - ii. Post jobs in places that will help provide a diverse applicant pool.
 - iii. Enlist faculty and staff in helping to advertise jobs.
 - c. Make regular reports to the faculty on the status of the search. Report on the
 - i. Size of the applicant pool
 - ii. The demographic characteristics of the applicant pool
 - iii. The demographic characteristics of the short-listed applicants, applicants invited for job talks/full interviews, and applicants getting job offers.
 - d. Develop a clear process for faculty, staff, and student input and evaluation of job candidates.
 - i. Faculty, staff, and students must be asked to attend job talks and/or meet with job candidates and provide ratings and evaluations of each.
 - ii. Analyze each group of evaluations and include the evaluations of faculty, staff, and students in the ranking of candidates and the decision about which candidate gets a job offer.
 - e. Create search committees that represent a diversity of experiences, backgrounds, and perspectives.
 - i. Have faculty with the relevant subject area expertise.
 - ii. Have faculty from other subject areas too.
 - iii. Demographic diversity when possible.
 - f. All search committee members must go through DEIB training related to unconscious bias, other biases, group processes, etc. (Those receiving training in the five years prior to serving on the search committee do not have to undergo new training).
 - g. Share the position description and search criteria with the whole faculty to get feedback before posting the job.
 - h. Create a mechanism that all faculty, staff, and students can provide feedback about each candidate giving job talks.
 - i. Provide the ranking of each candidate as given by the
 - 1. Faculty
 - 2. Staff

3. Students
 - ii. Overall ranking of each candidate must factor in scores from the three constituent groups of the School.
 - i. Have clear criteria on what the candidates will be evaluated on.
 - j. Show the DEI metrics that all candidates will be evaluated on to the faculty.
 - k. During the search, provide the faculty with regular updates on:
 - i. The size of the applicant pool
 - ii. The demographic characteristics of the pool
 - iii. The breakdown of assistant, associate, and full professors
 - iv. Domestic or international
 - v. Any other diversity metrics that are available for the applicant pool.
 - l. Analyze the demographics of the
 - i. Applicant pool
 - ii. The shortlist
 - iii. The job-talk candidates
 - iv. Applicant who gets an offer.
 - m. Have a plan for when and how to stop a search.
4. Work to ensure staff search committees have been provided clear processes and procedures
 - a. Have clearly defined search criteria
 - i. Do not change search criteria once the search has advanced to the point of being advertised and applications received.
 - b. Advertise job openings broadly
 - i. Assess and analyze where each job is posted and for how long
 - ii. Post jobs in places that will help provide diverse applicant pools
 - iii. Enlist faculty and staff in helping to advertise jobs.
 - c. Make regular reports – at least monthly – to the dean, chief of staff, associate dean of faculty affairs, and the DEI Office about the status of the searches for key, senior staff positions (such as assistant deans). Report on the
 - i. Size of the applicant pool
 - ii. The demographic characteristics of the applicant pool
 - iii. The demographic characteristics of the short-listed applicants, applicants invited for job talks/full interviews, and applicants getting job offers.
 - d. Involve faculty, staff, and students in campus visits for assistant deans and other relevant key senior staff hires.
5. Designate a staff data specialist to assist with identifying, collecting, and analyzing data to be used for DEIB reporting and other functions in the School.
 - a. Collect, organize, and analyze historical materials and information
 - b. Collect, organize, and analyze contemporary data
 - c. Provide faculty and staff with raw or analyzed data upon request
 - d. Provide summary reports for faculty and staff about patterns, trends, etc.
 - e. Use data tracking and analysis to support recruitment, matriculation, and retention efforts.
6. Examine staff and faculty promotion processes in YSE

- a. Assess staff promotions to identify disparities
 - b. Assess faculty tenure and promotion processes to identify disparities
 - c. Increase the diversity of the BPO
 - d. Faculty engagement in DEIB efforts and activities is considered a part of the assessment in promotion and tenure cases.
7. Student Recruitment, Admissions, Matriculation, and Retention
- a. Expand recruitment efforts through virtual, digital, and in-person recruitment efforts
 - b. Expand faculty involvement in recruitment efforts
 - c. Recruit more diverse applicants and broaden the applicant pool
 - d. Identify and actively recruit potential students (do not assume the students will find us)
 - e. Develop equitable admissions criteria
 - f. Involve more faculty in reviewing applications
 - g. Secure funding and expand funding opportunities for students
 - h. Raise the matriculation rates of admitted students
 - i. Assign advisors to incoming students by May 1st of each year.
 - j. Collect and assess the following data each year
 - i. All applicants, admitted, and matriculated students in YSE's doctoral program.
 - ii. All applicants, admitted, and matriculated students in all of YSE's master's programs.
 - iii. All applicants, admitted, matriculated students in the undergraduate environment program.
 - iv. Student outcomes (retention and completion of degrees):
 - 1. Rates of retention and years to completion of doctoral students by demographic factors.
 - 2. Rates of retention and years to completion of master's students by demographic factors.
 - 3. Rates of retention and years to completion of undergraduate environment majors by demographic factors.
 - 4. Rates of pursuing the 5-year master's degree for undergraduate environment majors by race, sex, and other demographic variables.
8. Develop robust diversity programming to increase engagement and enhance inclusion and belonging in YSE.
- a. Provide opportunities for faculty, research scientists, and postdocs to enhance their abilities to:
 - i. Use inclusive teaching techniques in their classrooms.
 - ii. Incorporate anti-racism techniques and materials into their curriculum.
 - iii. Teach about diversity, equity, and inclusion
 - iv. Include DEIB content in their research grants, publications, public lectures, and media.
 - b. Develop DEI training for staff.
 - c. Develop introductory, intermediate, and advanced DEIB training for students.
 - i. Before and during MODs
 - ii. During the school year

- iii. Encourage students to incorporate DEIB content into their fellowships and grants, internships, coursework, research, papers, and publications.
 - d. Develop DEIB speaker and workshop series.
 - e. Provide support for students, faculty, staff, and the DEI Office to organize schoolwide and specialized DEIB activities.
- 9. Assess YSE stakeholder involvement in DEIB activities. Conduct the assessment for:
 - a. Faculty
 - i. Annual reporting of engagement with DEIB activities
 - ii. Satisfaction with YSE's DEIB initiatives and progress.
 - b. Staff
 - i. Annual reporting of engagement with DEIB activities
 - ii. Satisfaction with YSE's DEIB initiatives and progress.
 - c. Students
 - i. Annual assessment of exposure to and engagement with DEIB activities
 - ii. Satisfaction with DEIB exposure and training while at YSE
 - iii. Satisfaction with YSE's DEIB initiatives and progress.
 - d. Alumni
 - i. Assess the extent of exposure to DEIB while a student at YSE
 - ii. Assess satisfaction with DEIB training and exposure received at YSE
 - iii. Assess the extent of engagement with DEIB since graduation and/or in the workforce
 - iv. Assess the significance of DEIB in their career.
- 10. Incorporate DEIB in the onboarding of all new ladder and non-ladder faculty, research scientists, postdocs, and staff.
 - a. Create an onboarding DEIB module
 - b. Human Resources and the DEI Office will collaborate in the development and delivery of the DEIB onboarding module
 - c. Track attendance and participation in the module.
- 11. Incorporate the histories and experiences of a broader range of people into the School's historical and contemporary narratives. This includes, but is not limited to,
 - a. People who are historically underrepresented in YSE.
 - b. Recent graduates.
- 12. Secure funding to support and expand DEIB initiatives
 - a. Make DEIB a part of fundraising campaigns
 - b. Raise funds to increase student fellowships
 - c. Raise funds to increase general support for DEIB in YSE.
- 13. Assess equity in promotions (for faculty and staff) and tenure (faculty).
- 14. Conduct assessments of alumni perceptions of the significance of DEIB in their careers and workplaces.
- 15. Increase the DEIB content in new student orientation.

16. Creation of specific instruments to facilitate stakeholder data collection
 - a. Faculty reporting of their DEIB engagement and satisfaction
 - i. Report on the annual review
 - ii. Survey from the DEI Office
 - b. Staff reporting of their DEIB engagement and satisfaction
 - i. Report on annual performance review
 - ii. Survey from the DEI Office
 - c. Student DEIB exposure, engagement, satisfaction
 - i. Survey from the DEI Office
 - d. Alumni DEIB exposure, satisfaction, and significance in career
 - i. Survey from the DEI Office.