

# YSE'S FIVE-YEAR STRATEGIC PLAN

## VISION OF THE FUTURE

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

- In addition to training domestic Whites and international students, *we will make YSE the premier School of its kind where domestic Students of Color come to receive training to become environmental leaders* (see Figure 7.1).

Figure 7.1. 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, admission, matriculation, and retention of domestic students of color, low-income students, and first-generation students.
2. Increase the hiring 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 conduct annual self-assessments to 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 for all reporting units.

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

1. Human Resources
2. Admissions
3. Finance and Administration
4. Academic Programs
5. Student Affairs
6. Career Services
7. Alumni Affairs
8. The Dean's Office
9. Communications
10. Information Technology
11. Diversity, Equity, and Inclusion Office
12. YSE Forests and Forest School
13. 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 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 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 7.1. 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, initiative – in collaboration with the DEI Office – will set its own annual targets and metrics to evaluate.
  - ii. Each unit, center, 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 7.1. YSE Units: Annual DEIB Self-Assessment Checklist

Reporting Units	Activity Number	Overarching Responsibilities	Specific Assessments to be Conducted	Constituents or Activities Being Assessed	Year 1			Year 2			Year 3			Year 4			Year 5			Party Responsible for Assessment of Activity	Party Responsible for Annual Assessment	Submit Report To:	Synthesize Unit Assessments and Prepare All-School Report	Submit School-Wide Report to the Provost's Office					
					Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion						Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments
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	• Dean's Office •DEI Office	DEI Office	DEI Office					
				Resident and Non-Resident Faculty, Research Faculty, and Postdocs	✓				✓				✓			✓				Designated HR Staff	Head of Human Resources	• Dean's Office •DEI Office	DEI Office	DEI Office					
	2	Faculty Hires and Departures	Analyze and Report on Demographics and Other Factors Related to Hiring and Departures	Ladder and Non-Ladder Faculty, Research Faculty, and Postdocs	✓				✓				✓				✓			Chair of Each Search Committee (Report to HR and Faculty)	Head of Human Resources (Synthesize Reports)	• Dean's Office •DEI Office	DEI Office	DEI Office					
				Resident and Non-Resident Faculty, Research Faculty, and Postdocs	✓				✓				✓			✓			✓			Chair of Each Search Committee (Report to HR and Faculty)	Head of Human Resources (Synthesize Reports)	• Dean's Office •DEI Office	DEI Office	DEI Office			
	3	Track Past and Current Staff Demographic Characteristics	Analyze and Report on:	Management & Professional Staff	✓				✓				✓				✓			Designated HR Staff	Head of Human Resources	• Dean's Office •DEI Office	DEI Office	DEI Office					
				Clerical & Technical Staff	✓				✓				✓			✓			✓			Designated HR Staff	Head of Human Resources	• Dean's Office •DEI Office	DEI Office	DEI Office			
	4	Staff Hires and Departures	Analyze and Report on Demographics and Other Factors Related to Hiring and Departures	Management & Professional Staff	✓				✓				✓				✓			Hiring Manager Report to HR	Head of Human Resources	• Dean's Office •DEI Office	DEI Office	DEI Office					
				Clerical & Technical Staff	✓				✓				✓			✓			✓			Hiring Manager Report to HR	Head of Human Resources	• Dean's Office •DEI Office	DEI Office	DEI Office			
	Finance and Administration	1	Student Support	Analyze and Report on Funding for:	Student Fellowships	✓				✓				✓				✓			Designated Finance Staff	Head of Finance and Administration	• Dean's Office •DEI Office	DEI Office	DEI Office				
		2	Support for Faculty Hiring	Report on the Availability of Funding to make:	Diverse & Target-of-Opportunity Hires	✓				✓				✓				✓			Designated Finance Staff	Head of Finance and Administration	• Dean's Office •DEI Office	DEI Office	DEI Office				
		3	Fundraising for DEIB	Report on Progress Obtaining:	DEIB Gifts and Grants	✓				✓				✓				✓			Designated Finance Staff	Head of Finance and Administration	• Dean's Office •DEI Office	DEI Office	DEI Office				

Table 7.1. YSE Units: Annual DEIB Self-Assessment Checklist

Reporting Units	Activity Number	Overarching Responsibilities	Specific Assessments to be Conducted	Constituents or Activities Being Assessed	Year 1			Year 2			Year 3			Year 4			Year 5			Party Responsible for Assessment of Activity	Party Responsible for Annual Assessment	Submit Report To:	Synthesize Unit Assessments and Prepare All-School Report	Submit School-Wide Report to the Provost's Office					
					Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion						Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments
Admissions and Enrollment	1	Track Past and Current Ph.D. Students' Demographic Characteristics	Analyze and Report on:	Recruitment	✓				✓					✓					✓				Doctoral Program Coordinator	Director of Doctoral Studies	• Dean's Office • DEI Office	DEI Office	DEI Office		
	2			Applications	✓					✓						✓					✓				Doctoral Program Coordinator	Director of Doctoral Studies	• Dean's Office • DEI Office	DEI Office	DEI Office
	3			Matriculation	✓					✓						✓					✓				Doctoral Program Coordinator	Director of Doctoral Studies	• Dean's Office • DEI Office	DEI Office	DEI Office
	4			Retention	✓					✓						✓					✓				Doctoral Program Coordinator	Director of Doctoral Studies	• Dean's Office • DEI Office	DEI Office	DEI Office
	1	Track Past and Current Masters Students' Demographic Characteristics for the Whole School	Analyze and Report on:	Recruitment	✓					✓					✓					✓				Designated Admissions Staff	Director of Enrollment Management	• Dean's Office • DEI Office	DEI Office	DEI Office	
	2			Applications	✓					✓						✓					✓				Designated Admissions Staff	Director of Enrollment Management	• Dean's Office • DEI Office	DEI Office	DEI Office
	3			Matriculation	✓					✓						✓					✓				Designated Admissions Staff	Director of Enrollment Management	• Dean's Office • DEI Office	DEI Office	DEI Office
	4			Retention	✓					✓						✓					✓				Designated Admissions Staff	Director of Enrollment Management	• Dean's Office • DEI Office	DEI Office	DEI Office
Masters and Undergraduate Academic Programs	1	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	2			Master of Forestry	✓					✓						✓					✓				Designated Program Staff	Program Director	• Dean's Office • DEI Office	DEI Office	DEI Office
	3			Master of Forest Science	✓					✓						✓					✓				Designated Program Staff	Program Director	• Dean's Office • DEI Office	DEI Office	DEI Office
	4			Master of Environmental Sciences	✓					✓						✓					✓				Designated Program Staff	Program Director	• Dean's Office • DEI Office	DEI Office	DEI Office
	5			Undergraduate Programs	✓					✓						✓					✓				Program Manager	Chair, Yale College Environmental Studies	• Dean's Office • DEI Office	DEI Office	DEI Office

Table 7.1. YSE Units: Annual DEIB Self-Assessment Checklist

Reporting Units	Activity Number	Overarching Responsibilities	Specific Assessments to be Conducted	Constituents or Activities Being Assessed	Year 1			Year 2			Year 3			Year 4			Year 5			Party Responsible for Assessment of Activity	Party Responsible for Annual Assessment	Submit Report To:	Synthesize Unit Assessments and Prepare All-School Report	Submit School-Wide Report to the Provost's Office			
					Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion						Evaluate Accomplishments	Unit Report Required	Goal (s)
Learning Communities	1	Track Affiliated Students' Demographic Characteristics	Analyze and Report on:	Business and the Environment	✓				✓					✓					✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office	
	2			Climate Change Science and Solutions	✓					✓						✓				✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office
	3			Ecosystem Management and Conservation	✓						✓					✓				✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office
	4			Energy and the Environment	✓						✓					✓				✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office
	5			Environmental Policy Analysis	✓						✓					✓				✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office
	6			Forestry	✓						✓					✓				✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office
	7			Industrial Ecology and Green Chemistry	✓						✓					✓				✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office
	8			People, Equity, and the Environment	✓						✓					✓				✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office
	9			Urban	✓						✓					✓				✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office
	10			Water Resource Science and Management	✓						✓					✓				✓			Designated Staff	Director of Learning Community	• Dean's Office • DEI Office	DEI Office	DEI Office
Curriculum	1	Track Content of Courses	Analyze and Report on:	Inclusive Teaching	✓				✓					✓				✓			Designated Staff	Senior Associate Dean of Academic Affairs	• Dean's Office • DEI Office	DEI Office	DEI Office		
	2	Track student evaluation of Inclusive Teaching Content		Course Evaluations	✓					✓					✓				✓			Designated Staff	Senior Associate Dean of Academic Affairs	• Dean's Office • DEI Office	DEI Office	DEI Office	
	3	Track Extent to Which DEI is Incorporated		Orientation & Modules	✓					✓					✓				✓			Designated Staff	Senior Associate Dean of Academic Affairs	• Dean's Office • DEI Office	DEI Office	DEI Office	
	4	Track Number of Courses with Content		DEI and/or Equity Courses	✓					✓					✓				✓			Designated Staff	Senior Associate Dean of Academic Affairs	• Dean's Office • DEI Office	DEI Office	DEI Office	



Table 7.1. YSE Units: Annual DEIB Self-Assessment Checklist

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					Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion						Evaluate Accomplishments				
Student Affairs	1	Track and Enhance Student Wellbeing	Analyze and Report on:	Title IX Activities	✓				✓					✓					✓				Designated Staff	Assistant Dean of Student Affairs	• Dean's Office • DEI Office	DEI Office	DEI Office		
	2			DEIB Activities	✓					✓						✓					✓				Designated Staff	Assistant Dean of Student Affairs	• Dean's Office • DEI Office	DEI Office	DEI Office
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	• Dean's Office • DEI Office	DEI Office	DEI Office		
	2			Student Job Market Outcomes	✓					✓						✓					✓				Designated Staff	Executive Director of Career and Professional Development	• Dean's Office • DEI Office	DEI Office	DEI Office
	3			Workshops and Training	✓					✓						✓					✓				Designated Staff	Executive Director of Career and Professional Development	• Dean's Office • DEI Office	DEI Office	DEI Office
Alumni Affairs	1	Enhance Alumni Support for YSE's DEIB Activities	Analyze and Report on:	Alumni	✓				✓					✓					✓				Designated Staff	Associate Dean, Development and Alumni Services	• Dean's Office • DEI Office	DEI Office	DEI Office		
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
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	• Dean's Office • DEI Office	DEI Office	DEI Office		
	2	Sponsor, Amplify, and Elevate DEIB Issues and Activities		YSE Community	✓					✓					✓					✓				Designated Staff	Chief of Staff, Associate Dean of Faculty Affairs	• Dean's Office • DEI Office	DEI Office	DEI Office	
	3	Enhance DEIB Fundraising Efforts		Alumni, Funders, and Other Partners	✓					✓					✓					✓				Designated Staff	Dean of YSE	• Dean's Office • DEI Office	DEI Office	DEI Office	
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
Communications	1	Monitor and Elevate Communication about DEIB	Analyze and Report on:	Publications, Websites, and Publicity	✓				✓					✓					✓				Designated Staff	Executive Director of Strategic Communications	• Dean's Office • DEI Office	DEI Office	DEI Office		
	2	Elevate the Use of Multicultural Images to Represent YSE Stakeholders		Students, Faculty, Staff, Alumni, and Partners	✓					✓					✓					✓				Designated Staff	Executive Director of Strategic Communications	• Dean's Office • DEI Office	DEI Office	DEI Office	

Table 7.1. YSE Units: Annual DEIB Self-Assessment Checklist

Reporting Units	Activity Number	Overarching Responsibilities	Specific Assessments to be Conducted	Constituents or Activities Being Assessed	Year 1				Year 2				Year 3				Year 4				Year 5				Party Responsible for Assessment of Activity	Party Responsible for Annual Assessment	Submit Report To:	Synthesize Unit Assessments and Prepare All-School Report	Submit School-Wide Report to the Provost's Office
					Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	Unit Report Required	Goal (s)	Year-End State of Completion	Evaluate Accomplishments	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	• Dean's Office • DEI Office	DEI Office	DEI Office
	2			DEIB Activities and Events Collaborated On	✓				✓				✓				✓				✓				Designated Staff	Information Technology Director	• Dean's Office • DEI Office	DEI Office	DEI Office
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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	2	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	3	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	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	• Dean's Office • DEI Office	DEI Office	DEI Office	
	3	Engagement in DEIB Activities		Program Participants	✓				✓				✓				✓				✓			Designated Staff	Senior Associate Dean of the Forest School and Director of School Forests	• Dean's Office • DEI Office	DEI Office	DEI Office	
Institutes, Centers, Initiatives, and Programs	1	Demographic Characteristics of Participants	Analyze and Report on:	Students, Faculty, Staff, and Alumni	✓				✓				✓				✓				✓			Designated Staff	Director	• Dean's Office • DEI Office	DEI Office	DEI Office	
	2	Engagement in DEIB Activities		YSE Community	✓				✓				✓				✓				✓			Designated Staff	Director	• Dean's Office • DEI Office	DEI Office	DEI Office	

## 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. Human Resources
    - i. For faculty hires
    - ii. For staff hires
  - b. Admissions
    - i. Ph.D. admissions
    - ii. Master's admissions
  - c. Finance and Administration
    - i. Student fellowships and support
    - ii. Funding for target-of-opportunity faculty hires
    - iii. DEIB gifts and grants
  - d. Academic Programs
    - i. Demographic characteristics of students in each degree program (Master of Forestry, Master of Forest Science, Master of Environmental Science, Master of Environmental Management, joint degree programs)
    - ii. Demographic characteristics of students in each Learning Community
    - iii. Modules and orientation
    - iv. Inclusive teaching content in the curriculum
    - v. Inclusive teaching in course evaluations
    - vi. Reducing barriers to admission
      1. Fee waivers
      2. Eliminating admissions fees
      3. Eliminating the Graduate Record Examination (GRE)
  - e. Student Affairs
    - i. Title IX
    - ii. Other DEIB activities
  - f. Career services
    - i. Student internships outcomes – demographic analysis
    - ii. Student job market outcomes – demographic analysis
    - iii. Workshops and training engaged in – leadership development and skills building
  - g. Alumni Affairs
  - h. The Dean's Office
  - i. Communications
  - j. Information Technology
  - k. Diversity, Equity, and Inclusion Office
  - l. YSE forests and Forest School
  - m. 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 and set benchmarks and goals. Collect race/ethnic, gender, and other diversity data on all the following 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 race, sex, and other demographic variables.
    - ii. Rates of retention and years to completion of master’s students by race, sex, and other demographic variables.
    - iii. Rates of retention and years to completion of undergraduate environment majors by race, sex, and other demographic variables.
    - iv. Rates of pursuing the 5-year masters for undergraduate environment majors by race, sex, and other demographic variables.
  - g. Demographic characteristics of research scientists, postdoctoral fellows, and visiting faculty.
3. Make faculty search and hiring process more transparent and equitable
- 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-advertise 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 of 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 talk 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 diverse search committees

- i. Have faculty with the relevant subject area expertise
      - ii. Have faculty from other subject areas too
      - iii. Sex diversity when possible
      - iv. Racial diversity.
    - f. All search committee members must go through DEIB training related to unconscious bias, group process, hiring biases, etc. (Those receiving training in the five years prior to serving on the search committee do not have to undergo training).
    - g. Share 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 evaluate each candidate at the job talk stage.
      - 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 metrics on what the candidates will be evaluated on
    - j. Show the DEI metrics that all candidates will be evaluated on
    - k. During the search, provide the faculty with regular updates on:
      - i. The size of the applicant pool
      - ii. The racial/ethnic diversity within the pool
      - iii. The sex diversity of the pool
      - iv. Assistant, associate, and full professors
      - v. Domestic or international
      - vi. Any other diversity metrics that is 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. Make staff search and hiring more transparent and equitable
  - 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 a diverse applicant pool
    - 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 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. Hire 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 data
  - b. Collect, organize, and analyze contemporary data
  - c. Provide faculty and staff with raw data 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 recruit, admissions, and matriculation efforts.
- 6. Examine staff and faculty promotion processes in YSE
  - a. Assess staff promotions to find out if there are racial/ethnic and sex disparities
  - b. Increase diversity in senior staff leadership
  - c. Assess faculty tenure and promotion processes to identify if there are racial/ethnic and sex disparities
  - d. Increase the diversity of the BPO
  - e. 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. Assess admissions criteria to make them more equitable
  - 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 1<sup>st</sup> of each year.
  - j. Collect and assess the following data each year
    - i. All applicants, admitted, matriculated students in YSE's doctoral program.
    - ii. All applicants, admitted, 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 race, sex, and other demographic variables.
      - 2. Rates of retention and years to completion of master's students by race, sex, and other demographic variables.
      - 3. Rates of retention and years to completion of undergraduate environment majors by race, sex, and other demographic variables.

4. Rates of pursuing the 5-year masters 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 into 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. 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 on-boarding 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. This includes, but is not limited to,
  - a. Domestic and international people of color
  - b. Females
  - c. Low-income people
  - d. LGBTQ+.
12. Secure funding to support and expand DEIB initiatives
  - a. Make DEIB a part of fundraising campaigns
  - b. Raise funds to increase the hiring of faculty and staff of color
  - c. Raise funds to increase student fellowships
  - d. Raise funds to increase general support for DEIB in YSE.
13. Assess equity in promotions (for faculty and staff) and tenure (faculty).
14. Conduct assessment of alumni perceptions of the significance of DEIB in their careers and workplaces.
15. Incorporate the histories of a broader range of people into the history of YSE.
16. Increase the DEIB content in new student orientation.
17. 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.