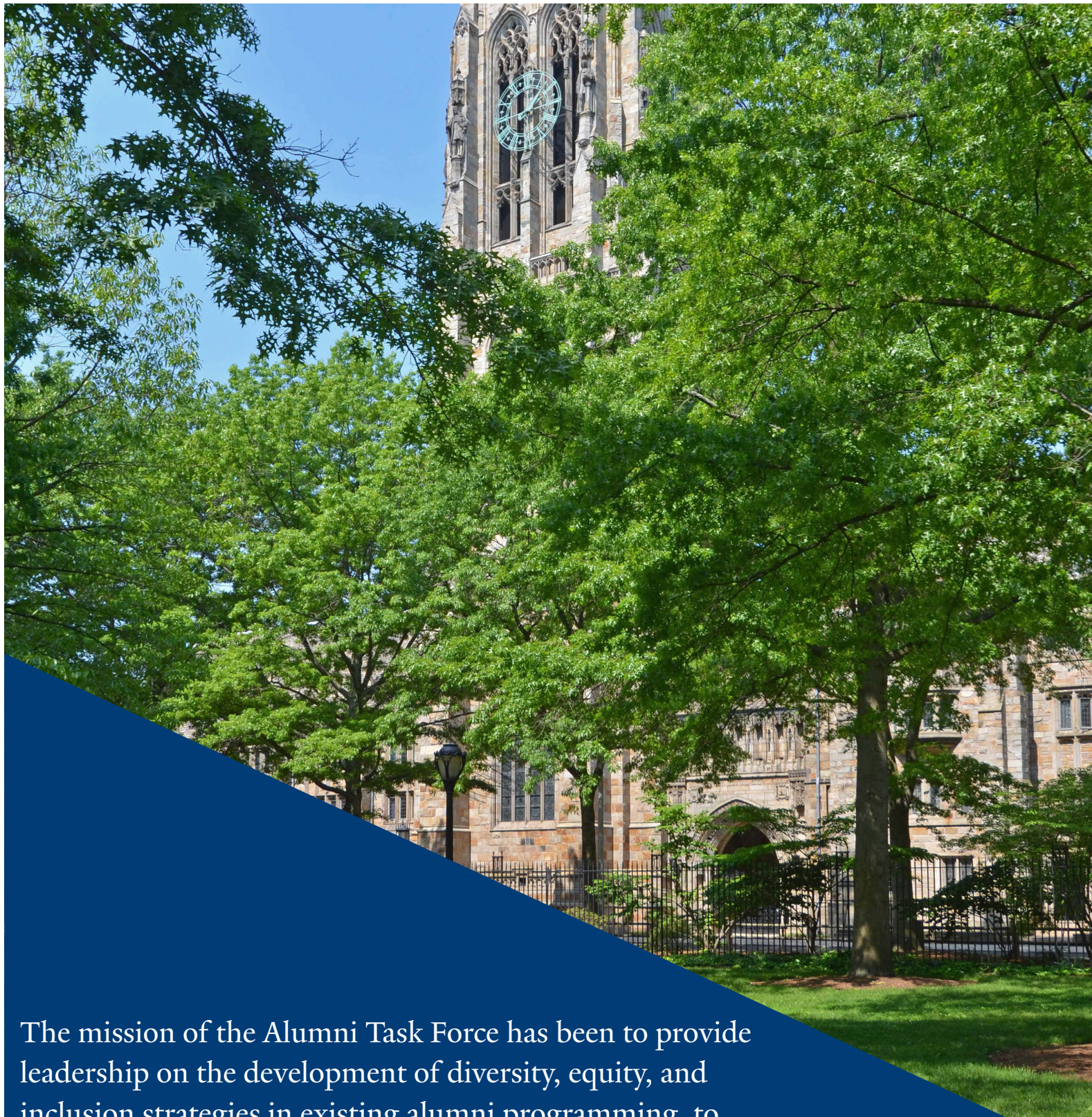




Yale

LEADERSHIP IN THE FACE OF CHANGE

A Report from the
Yale Alumni Task Force on
Diversity, Equity, and Inclusion



The mission of the Alumni Task Force has been to provide leadership on the development of diversity, equity, and inclusion strategies in existing alumni programming, to leverage all forms of diversity to strengthen the alumni network, and to recommend potential new programming and initiatives that might be offered to the Yale alumni community.

Sheryl Carter Negash '82 & Ken Inadomi '76, Co-Chairs

Jenny Chavira '89 & Nicholas Roman Lewis '93, AYA Staff Liaisons

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Thanks to all whose support and participation in the Alumni Task Force, Advisory Committee, Leadership Forums, surveys, and thoughtful conversation have helped to make this work possible.

For more information please contact SIGs@aya.yale.edu.

LETTER FROM THE CO-CHAIRS

Yale is in the midst of change. Nearly 50% of the first-year students admitted in 2017 were people of color, bringing this Fall's incoming freshman class closer than ever to being "majority minority". This change mirrors a shift in demographics happening across the country that brings new opportunities, and new challenges, to an institution which prides itself on being open and welcoming to all while at times struggling to turn its values of diversity, equity, and inclusion into measurable action. The Yale Alumni Task Force on Diversity, Equity, and Inclusion was born to help answer the question that has come up time and again from the students and alumni who are living and learning during these turbulent times – is the university doing everything it can to fully support and engage students and alumni of all backgrounds and ensure that they have an equal opportunity to succeed within our community?

Is the university doing everything it can to fully support and engage students and alumni of all backgrounds and ensure that they have an equal opportunity to succeed within our community?

We know there are some among us who would say no. They are the students who challenged the university in Fall 2015 after a series of on-campus incidents left students of color and their allies feeling unsupported by campus culture and university policy. They are the alumni concerned with the loss of scholars of color to other institutions and the role of the cultural centers on campus. They are the members of our community who choose not to attend alumni events because they feel unwelcomed or unengaged by the groups around them. They are even those who feel that their objections to a focus on diversity, equity, and inclusion mean that they will never connect with alumni who see that focus as key to their Yale experience.

Our task force is working to change their minds. Our mission is to re-energize the Yale community and administration to make a full-fledged, long-term, and public commitment to diversity, equity, and inclusion (DEI) that all alumni can champion. The recommendations we provide in this report will build on the steps the university has already taken in response to recent criticism and magnify them by raising consciousness,

giving voice to the marginalized, and making Yale an even stronger leader within the global academic community.

Our mission is to re-energize the Yale community and administration to make a full-fledged, long-term, and public commitment to diversity, equity, and inclusion (DEI) that all alumni can champion.

LETTER FROM THE CO-CHAIRS

Adopting our recommendations will help Yale to not only maintain its position as a leader among the world's premier academic institutions, but also ride the wave of demographic change in front of us, do the right thing for the Yale community, and support its own long-term business and financial growth. Organizations and corporations that embrace DEI routinely generate greater creative thinking and innovation, increase staff retention, and achieve stronger bottom-line performance than those that do not. But reaching these goals requires the full and full-throated support of organizational leadership and the entire Yale community. We have an absolute imperative to change and grow or face the challenge of forever playing catch-up, and we are confident that Yale can and will succeed in living up to it.

In this report, we set the bar high. We are challenging Yale to take its rightful place as a leader at the forefront of social change, to be nothing less than the beacon of DEI excellence throughout

higher education. We make this challenge because we love our alma mater. We

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passionately believe in what Yale can achieve if it dedicates resources and energy to the values and communities it has long championed.

The actions we take today will make all the difference tomorrow, not only for Yale's alumni, but for the entire Yale community. Talent may be equally distributed, but opportunity is not, and we must make Yale a community in which everyone – regardless of ethnicity, race, gender, disability, sexual orientation, place of origin, beliefs, or identity – is given an equal opportunity to participate, to lead, and to serve. For Yale, this means making DEI a non-negotiable priority, alongside our never-ending quest for academic freedom and excellence. Change is here and we must embrace it; we must make Yale the institution leading the way.

Sincerely,

Sheryl Carter Negash '82 and Ken Inadomi '76

Co-Chairs, Yale Alumni Task Force on Diversity, Equity, and Inclusion

EXECUTIVE SUMMARY

Yale has long championed its commitment to advancing diversity, equity, and inclusion, to building a faculty and student body that reflect the multicultural reality of the world around us and a community where everyone feels valued and welcomed. But while these beliefs are laudable, they have not always translated into meaningful and lasting policy and action. In late 2015, students of color and their allies voiced their frustration that inequity on campus and a lack of focus by the administration on diversity, equity, and inclusion (DEI) meant the university was falling far short of its ideals. In the wake of the debate about DEI at Yale that followed, the Association of Yale Alumni's Board of Governors formed the Yale Alumni Task Force on Diversity, Equity, and Inclusion to ensure that the alumni perspective on the issues of diversity, equity, and inclusion at Yale was made part of the larger DEI conversation.

The mission of the Alumni Task Force has been to provide leadership on the development of diversity, equity, and inclusion strategies in existing alumni programming, to leverage all forms of diversity to strengthen the alumni network, and to recommend potential new programming and initiatives that might be offered to the Yale alumni community. Put simply, we exist to bring the alumni voice to the discussion of DEI at Yale as advocates for both current and future university alumni.

To achieve this mission, the Alumni Task Force has worked over the past year on a set of recommendations for the

university. Throughout our work, we have remained focused on the three main goals that we believe must underpin any substantive discussion of DEI at Yale:

We exist to bring the alumni voice to the discussion of diversity, equity, and inclusion at Yale as advocates both current and future university alumni.

Inclusive Participation: People from diverse communities must feel welcomed and included in the alumni community.

Representative Leadership: The leadership of the Association of Yale Alumni (AYA) must reflect a commitment to including Yale alumni of all backgrounds.

Informed Empathy: Yale University and the broader Yale community must be places where tolerance and respect are shown to all.

EXECUTIVE SUMMARY

The Alumni Task Force also considered the impact of each recommendation on the three circles of influence that Yale can directly and permanently impact as a leader on this issue:

The Yale Alumni Community: The over 160,000 alumni of Yale University and the programs that support their connection and development.

Yale University at Large: Yale's staff, administration, faculty, student body, and alumni community.

The World Beyond Yale: Organizations, especially those in higher education, that can look to Yale for leadership on this and other issues.

The resulting five recommendations come from the experience and expertise of our 24-member Alumni Task Force and 22-member Advisory Committee, as well as responses to a survey from over 300 current Yale alumni leaders. This survey found that while DEI has different impacts and meanings from one alum to another, and some feel that DEI has been given too great a focus in recent years, most agree on how vital diversity, equity, and inclusion are to the university. In fact, an overwhelming **86% of Yale alumni leaders who responded to the survey agree that DEI is important to Yale's academic mission, its ability to successfully recruit the best faculty and students, and in general, to campus life and the "Yale experience"**.

While the Alumni Task Force exists to support and promote the beliefs and wishes of the Yale alumni community, we also believe that Yale has the platform and leadership to advance the conversation about DEI in higher education as a whole. We have included two pledges with each recommendation that we hope the university will publicly adopt in an effort to encourage other institutions to follow suit.

Each of these recommendations is also accompanied by measures of success, suggestions for implementation, and steps that will continue to hold the university and the Yale alumni community accountable. They include the immediate formation of an Ad Hoc DEI committee of the AYA Board of Governors to work with Yale, university partners, and other key stakeholders in prioritizing and implementing these recommendations.

We intend for this report to bridge the gap between analysis and action. Our recommendations will build on the work done at Yale to date, pave the way forward for concrete and measurable steps towards greater DEI at Yale University, create a stronger connection between the university and all its alumni, and serve as a beacon to other institutions looking to tackle DEI in their own communities.

EXECUTIVE SUMMARY

THE ALUMNI TASK FORCE RECOMMENDS THAT YALE

Commit to becoming a leader in DEI in the field of higher education by

creating and supporting initiatives that make DEI a focus and guiding principle, including connecting alumni with experts, providing forums for peer-led discussions about the issues, promoting constructive conversations about DEI, and gathering leaders in the Yale community annually to review accomplishments and challenges.

Pledge: Our commitment to DEI will come from senior leadership, starting at the President level.

Pledge: We will increase awareness of DEI through programming that builds on positive shared experience and finding common ground.

Engage young alumni and alumni of color by appealing to their interests and

leveraging their passion for DEI. Create targeted programming about social causes, leadership development, and other issues that younger generations care about; hold events that reflect diversity, equity, and inclusion, which are important to both young alumni and alumni of color; use social media and other technology to reach new audiences; and expand existing Yale programming to better connect young professionals and professionals of color with the AYA.

Pledge: We will recognize the ongoing demographic shift across all alumni groups as our country moves towards “majority minority” status and reflect this shift in our alumni programming and use of technology.

Pledge: Our alumni programming, including topics, venues, and speakers, will reflect our commitment to DEI.

Promote diversity, equity, and inclusion in all levels of AYA leadership

by providing tools to Yale alumni organizations to help them build a pipeline for leadership that reflects Yale’s diversity, measuring and celebrating alumni groups that succeed in recruiting and retaining diverse leadership, incorporating DEI into existing leadership opportunities, building on successful initiatives like the DEI leadership forums, and training AYA staff in DEI so they can help facilitate this ongoing work.

EXECUTIVE SUMMARY

THE ALUMNI TASK FORCE RECOMMENDS THAT YALE

Promote diversity, equity, and inclusion in all levels of AYA leadership (cont.)

Pledge: We will adopt and implement the Rooney Rule, which states that candidates from underserved and underrepresented groups must be considered for every leadership opportunity, whether paid or volunteer.

Pledge: We will create an ongoing pipeline for identifying and developing diverse leadership within the alumni association.

Build a bridge between current and future alumni in tackling DEI issues at

Yale, especially those that influence and affect future alumni during their time on campus, by advocating for diversity in hiring and admissions to create a more diverse and inclusive environment for future alumni, creating opportunities for current students to develop DEI initiatives while on campus, and connecting on-campus DEI leaders with alumni leaders to build a connection between the alumni and campus communities.

Pledge: We will foster ongoing interaction between alumni and students, as well as between older and younger alumni.

Pledge: We will have a vetted plan for crisis management in place so that we have the teams and programs ready to respond appropriately if needed.

Build infrastructure to continue to champion and implement DEI work at

Yale, including the hiring of an executive DEI leader who reports directly to the President to help develop and implement an overarching strategy for diversity, equity, and inclusion that supports alumni from the moment they first step on campus as students.

Pledge: We will create and provide support for an executive DEI position that reports to the university president and oversees and monitors DEI strategy and activity.

Pledge: We will implement metrics and benchmarking to measure changes in DEI and remain transparent about our methods and findings.

TIMELINE

In Fall 2015, during a time when diversity, equity, and inclusion in higher education were a focus of student activism and administrative action at colleges and universities across the country, a series of on-campus incidents brought national focus to the issues of DEI at Yale. In response, Yale took a closer look at how DEI issues affect all aspects of the Yale experience and community, including the community of over 160,000 Yale alumni who continue to both shape and benefit from the university's legacy.

Halloween 2015 – A few days before Halloween, the Intercultural Affairs Council of Yale College sends an e-mail to students describing Halloween costumes that members of some religions, races, or cultural backgrounds might find offensive –including blackface, feathered headdresses, and turbans – and urging students to avoid costumes that perpetuate stereotypes.

A subsequent email from the Associate Master of Silliman College offers her opinion of how students should address the wearing of insensitive, offensive, or culturally appropriative Halloween costumes and is criticized by students of color as condoning the wearing of these costumes. Both the Associate Master and her husband, the Master of Silliman College, are further criticized by students of color for failing to create a welcoming environment at Silliman, part of their role as College Masters.

This, coupled with earlier campus incidents involving black students at Yale, leads to protests and other student actions that bring national attention to frustrations about diversity, equity, and inclusion on Yale's campus. A full timeline of the events during this time can be found at <https://yalealumnimagazine.com/articles/4233-race-speech-and-values>.

November 2015 – Next Yale, a coalition of students of color and their allies, presents a list of demands to the Yale administration, including the removal of the Master and Associate Master from Silliman College; renaming of Calhoun College (named for white supremacist and slavery advocate John C. Calhoun); ceasing the official use of the title “Master” for heads of residential colleges; increased support for diversity, equity, and inclusion in the classroom, including promotion to a full major for the Ethnicity, Race, and Migration concentration; additional mental health support for students of color; and additional resources for low-income, undocumented, and international students.

Yale announces immediate implementation of a previously-announced five-year initiative to enhance faculty excellence by building a more diverse and inclusive faculty; the formation of a Presidential Task Force on Diversity and Inclusion; allocation of four faculty positions for scholarship regarding un- and underrepresented communities; a doubling of the program budgets of the four on-campus cultural centers; and that members of the Yale administration will receive DEI training to better understand diversity, equity, and inclusion issues on campus.

TIMELINE

November 2015 - Yale further provides multicultural training to mental health staff and pledges to make professional counselors available at the cultural centers.

The AYA's Board of Governors commissions the formation of the Yale Alumni Task Force on Diversity, Equity, and Inclusion in response to alumni questions about recent campus events, concerns about DEI at Yale, and alumni expressions of desire to help in the on-going dialogue on DEI issues.

December 2015 - Yale appoints a deputy director of mental health and counseling to increase awareness of mental health issues on campus, including among students of color.

Yale establishes a fund to give \$2,000 financial aid awards to freshmen with high levels of financial need.

February 2016 - The Presidential Task Force on Diversity and Inclusion is formed and begins its mission to consider projects and policies related to diversity and inclusion. The university also launches inclusive.yale.edu to “highlight the actions Yale is taking to foster greater inclusion and diversity on its campus and across the university community.”

Yale establishes the Center for the Study of Race, Indigeneity, and Transnational Migration, which will house the Ethnicity, Race, and Migration program going forward.

The Alumni Task Force drafts organizing documents that outline our mission to provide leadership on diversity, leverage that diversity to strengthen the alumni network, and make recommendations for potential new program initiatives, as well as establish overall goals, desired outcomes, and proposed timeline.

DEFINITIONS

The Alumni Task Force uses the following definitions of diversity, equity, and inclusion:

- **Diversity** is the representation of many different types of people according to gender, race, ethnicity, religion, age, sexual orientation, disability, etc.
- **Inclusion** is the creation and support of an environment in which all people are welcomed, valued, and supported.
- **Equity** ensures underserved and underrepresented populations have fair and equal access to the opportunities, resources, and networks that are critical to advancement.

March 2016 –Yale Law School (YLS) releases its Report of the Committee on Diversity and Inclusion. The report recommends that YLS expand upon existing initiatives to improve student and faculty diversity, including greater support of affinity groups within the law school, and focuses on mentoring as a method of increasing inclusion. The Committee specifically recommends improving faculty mentoring, creating a minimum baseline for faculty mentoring in small groups, hiring a diverse faculty, and recognizing and facilitating the mentoring efforts of students and young alumni. The report also notes that the YLS will be working with a diversity consultant to further address the issues of DEI at the Law School.

April 2016 – Yale announces that the two new residential colleges opening in Fall 2017 will be named after civil rights activist Pauli Murray '69 J.S.D and founding father Benjamin Franklin, who received an honorary degree from Yale in 1753. The university declines at this time to change the name of Calhoun College, but does eliminate the title Master in favor of Head of College.

May 2016 – The Yale Faculty of Arts and Sciences (FAS) Ad Hoc Senate Committee on Diversity and Inclusivity releases a report recommending that FAS take concrete and measurable steps to increase faculty diversity and narrow the gap in satisfaction and perception of treatment that currently exists between genders and racial and ethnic groups, including a focus on retention, greater transparency, and an increased budget for the Interim Deputy Dean of Diversity and Faculty Development.

RESOURCES

The Alumni Task Force compiled the following list of books for the AYA Board of Governors as a resource for building knowledge and understanding of DEI issues. We invite readers of this report to read one or more of these books to gain greater insight into DEI.

- *Between the World and Me* by Ta-Nehisi Coates
- *The Cosmopolitan Canopy* by Elijah Anderson, Yale's William K. Lanman, Jr. Professor of Sociology and Professor of African American Studies
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander
- *The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League* by Jeff Hobbs
- *Blind Spot: Hidden Biases of Good People* by Mahzarin R. Banaji
- *What Does it Mean to be White: Developing White Racial Literacy* by Robin DiAngelo
- *Let's Get Free: A Hip Hop Theory of Justice* by Paul Butler
- *Deep Denial* by David Billings

TIMELINE

June 2016 – The Alumni Task Force convenes in New York City. The group establishes sub-committees to examine internal and external best practices, stakeholder engagement and communications, and change management.

August 2016 – AYA Board of Governors sub-committees each draft a strategy for incorporating diversity, equity, and inclusion into their work going forward.

September 2016 – Alumni Task Force co-chairs Sheryl Carter Negash '82 and Ken Inadomi '76, Alumni Task Force AYA Liaison Nicholas Roman Lewis '93 and AYA Director Weili Cheng '77 meet with Yale President Peter Salovey to discuss Alumni Task Force progress and updates.

October 2016 – The Yale Graduate and Professional Student Senate's Ad Hoc Committee on Race, Diversity and Inclusion releases a report on Race, Diversity, and Inclusion, which finds that a significant percentage of graduate and professional students of color had dealt with issues of bias, though they were also more likely to have a faculty mentor. The Committee recommendations include that Yale increase its transparency on diversity and inclusion measures, hold diversity events and trainings, create a formal process for reporting bias, and create a Diversity Committee and Fund within GPSS.

November 2016 – The Alumni Task Force presents a plenary session about DEI to alumni leaders at the AYA Assembly. The Assembly also includes a breakout session for 40-50 alumni about the Alumni Task Force's work.

January 2017 – The Alumni Task Force distributes a DEI survey to approximately 1,000 Yale alumni leaders. Over one-third respond.

February 2017 – Yale's Committee to Establish Principles on Renaming, formed in August 2016 to consider the renaming of Calhoun College, reexamines calls to change the college's name. The college is renamed in honor of Grace Murray Hopper, '30 M.A., '34 Ph.D., a computer pioneer and naval officer.

The AYA Shared Identity/Interest Group department organizes DEI Leadership Forums for AYA leaders in Washington, DC and Los Angeles. The events are conducted by DEI expert Dr. Cheryl Grills '80 and bring together over 70 alumni leaders.

May 2017 – The Alumni Task Force meets for a second time in New York City to discuss progress, decide on key recommendations, and decide on next steps.

June 2017 – The AYA Shared Identity/Interest Group department holds a DEI Leadership Forum in London, conducted by Dr. Grills, to bring international perspectives on the issues of diversity, equity, and inclusion to the forefront.

Fall 2017 – The Alumni Task Force presents an overview of its work at the September meeting of the AYA's Board of Governors. In October, Yale President Peter Salovey meets with Alumni Task Force co-chairs and AYA Liaisons for an update on Alumni Task Force progress and recommendations.

The Alumni Task Force's final report is delivered to the Chair of the Association of Yale Alumni in November, with copies to the Vice President of Alumni Affairs and Development and the Executive Director of the AYA. The Chair delivers the report to President Salovey.

An Ad Hoc DEI committee of the AYA Board of Governors is formed to help prioritize and implement the report's recommendations in conjunction with key University partners and stakeholders.

LEADERSHIP FORUMS

During February and June 2017, the AYA held three DEI Forums under the leadership of Nicholas Roman Lewis and facilitated by diversity, equity, and inclusion expert Dr. Cheryl Grills. These forums brought together a diverse group of alumni to learn and talk about issues of diversity, equity, and inclusion through presentations, activities, workshops, and small group conversations. Each participant was also asked to take concrete personal actions inspired by the forum within the 30 days following the event, which could range from having a meaningful conversation about diversity to holding an event about a DEI issue.

Forum participants found the events to be of great value in starting open and honest, if sometimes challenging, conversations about diversity, equity, and inclusion. In addition, discussions prompted by the forums helped lead to anti-violence and multicultural inclusion events held by alumni in Chicago and a fundraiser for victims of a major fire in London by alumni in the UK. Given their success, these forums could serve as a possible model for similar DEI events in the future.

"I wish every single Yalie could take this workshop. I am still processing the weekend and what I learned, and want to talk about it with everyone. It was wonderful."

-Forum Participant

SURVEY

The Alumni Task Force worked to include a broad circle of voices when crafting our recommended actions to the university. To ensure that the most engaged and committed members of the Yale alumni community had the opportunity to voice their thoughts about DEI, we worked with Rosita Thomas '87 PhD of Market Connections, Inc., an opinion research firm, to survey alumni leaders from the AYA Assembly. **The survey was fielded on March 29, 2017 and sent to 997 active Yale alumni leaders. It received 343 replies, an above-average response rate.**

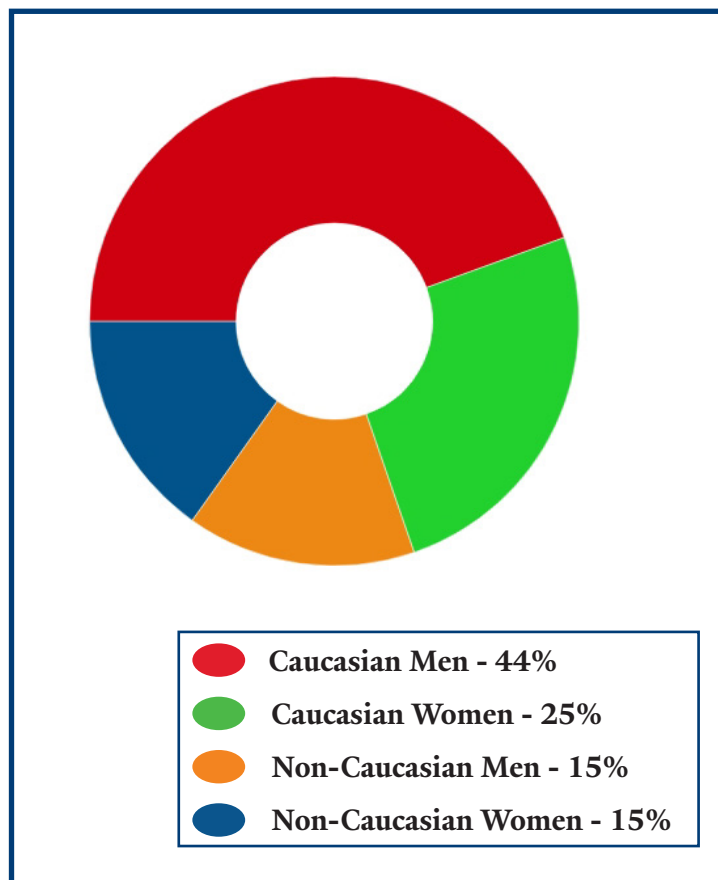
In the survey, we asked respondents about their personal identities and experiences; perceptions and opinions about issues relating to DEI at Yale; and thoughts on actions that could be taken by the AYA and alumni organizations to increase DEI. Respondents were also given the opportunity to give advice to the Alumni Task Force and share personal stories about their experiences with DEI both as Yale students and alumni.

Of the 343 Yale alumni leaders who responded to the survey:

68% were undergraduates at Yale
22% were graduate or professional students
10% were both

21% were of the Silent Generation (born 1945 or earlier)
47% were Boomers (born 1946-1964)
18% were GenXers (born 1965-1976)
14% were Millennials (born 1977 or later)

56% of respondents answered an open-ended question that asked for advice on how to increase alumni engagement by a full range of diverse populations. **Of the 193 responses, 26.5% were either actively opposed to diversity initiatives or not interested in supporting them. The remaining 73.5% gave 142 recommendations** for immediate action items, intermediate projects, and long-term plans, many of which were incorporated into this report.



This report will include key data and responses from the survey throughout.

GOALS

Our recommendations are designed to address three main goals that we feel are essential to DEI at Yale – **Inclusive Participation**, **Representative Leadership**, and **Informed Empathy**.

The goal of **Inclusive Participation** reflects our commitment to diversity. We believe that people from diverse communities should be invited to, feel welcome at, and fully participate in Yale-sponsored alumni activities. These may include, but are not limited to, AYA local, regional, and national programming; Yale clubs and associations; reunions; shared interest and identity group programs; professional and social networking activities; service programs; and student-alumni interactions.

The goal of **Representative Leadership** reflects our commitment to inclusion. We believe that the leadership of the AYA, including shared identity/interest groups, regional club and association boards, committee chairs, keynote and panel speakers, and reunion organizers, should reflect a commitment to including Yale alumni of all backgrounds. We also believe that there should be a diverse group of leaders who participate as AYA Delegates and in the AYA Board of Governors, Yale Corporation, Alumni Fund, University Council, etc., and those who are recognized by various awards, such as the Jefferson Awards and the Yale Medal.

The goal of **Informed Empathy** reflects our commitment to the ongoing discussion and development of our work. We believe that Yale University and the Yale alumni community should be environments where tolerance and respect are shown for all, including those from populations and backgrounds unlike our own. We do not seek to convert or proselytize; we want instead to support the creation and sustainability of communities that encourage civil discourse and are respectful to all. Constructive change happens at the rate of trust, and building that trust between people with differing backgrounds and life experiences requires acceptance of multiple viewpoints and willingness to respectfully share personal perspectives even during difficult conversations.

SURVEY DATA

I believe that Yale alumni should identify barriers to DEI in alumni events and programs.



I believe that the Yale alumni community should improve diversity of leadership positions.



I believe that Yale should create and support an environment of informed empathy.



■ Strongly Agree
 ■ Somewhat Agree
 ■ Neither Agree or Disagree
 ■ Strongly or Somewhat Disagree
 ■ Not Sure

CIRCLES OF INFLUENCE

The recommendations will impact three main Circles of Influence – **The Yale Alumni Community, Yale University at Large, and The World Beyond Yale.**

The Yale Alumni Community consists of the more than 160,000 alumni of Yale’s undergraduate, graduate, and professional schools, defined by the AYA as anyone who attended at least one full semester in a Yale degree-granting program, as well as post-doctoral fellows and international affiliates. More than that, though, it is the community of Yale alumni that has been fostered through AYA programs and by AYA and Yale-affiliated alumni organizations, including regional Yale clubs and associations, Yale College Classes, AYA Assembly, the Board of Governors, shared identity/interest groups, the Day of Service and other service programs, and educational programming.

Yale University at Large includes the Yale Alumni Community, as well as current students of the undergraduate and graduate and professional schools, faculty, and staff. Each year, Yale University touches the lives of over 12,000 students, 4,000 faculty members, and 9,000 staff members. Its mission includes “the free exchange of ideas in an ethical, interdependent, and diverse community of faculty, staff, students, and alumni,” and its policies and initiatives have great impact on the experiences of current and future alumni.

The World Beyond Yale includes the Ivy Plus group of premier colleges and universities, other institutions of higher learning, social impact organizations, government agencies, and the corporate world. As a large and renowned American institution, Yale’s actions have resonance far beyond its campus.

SURVEY DATA

60% of respondents felt that being a Yale alum was one of their top three identifiers

86% of respondents felt that DEI was important to campus life and the “Yale experience”

COMMIT TO BECOMING A LEADER IN DEI IN THE FIELD OF HIGHER EDUCATION

Goal: Inclusive Representation

Circles of Influence: The Yale Alumni Community, Yale University at Large, The World Beyond Yale

Yale's academic excellence is a given, but over the years the world has also looked at Yale for leadership *beyond* the classroom – and the university has delivered across a range of major social policy areas, including the admission of women, town and gown relations, freedom of speech on campus, and the renaming of historical buildings. **Let Yale now seize the opportunity to become a beacon of DEI excellence to which other institutions can aspire – and make itself a stronger and more sustainable institution in the process.**

A Create events that highlight professors and alumni who bring new perspectives and thought leadership to DEI from the business and academic worlds.

Diversity, equity, and inclusion can at times be misunderstood as niche issues, but they draw from and influence a range of fields, including history, psychology, business, and technology. Imagine a panel discussion on inclusion in the tech industry, a talk on the history of the “melting pot” in America, or a presentation on the changing political and legal definitions of diversity – each featuring academics and thought leaders brought together by Yale to share their expertise and perspective. These events, and others like them, will showcase Yale's role as a leader in DEI, highlight the expertise of Yale professors and alumni, and provide an opportunity for Yale to bring new voices in business and academia to the alumni community, not only through clubs, associations, and alumni events, but also by streaming events to alumni across the country.

B Facilitate peer-led discussions about DEI for alumni by alumni as part of AYA programming.

As a complement to the perspective and insight of leaders in the field, Yale should give voice to the alumni community by providing a space for peer-to-peer learning about DEI. This will provide an opportunity for alumni who are familiar with and passionate about these topics to take a leadership role in sharing their knowledge and become more involved with the Yale alumni community, bringing their energy and talent to the AYA. The AYA should provide training and support to these alumni to ensure that they are able to create successful events that reflect their experiences, invite thoughtful discussion, and create a welcoming environment for all.

1: LEAD THE FIELD IN DEI IN HIGHER EDUCATION

C Hold an annual DEI-focused event that engages alumni across the country.

This conference would be the culmination of Yale's DEI work each year, bringing together experts, thought leaders, and alumni from across the country to celebrate the accomplishments of the past year, share challenges and best practices, and set new goals to achieve. The conference could be held for Yale alumni alone, or in coordination with other Ivy Plus colleges and universities. While the specific content of the conference would vary from year to year, topics could include strategies for talking about DEI with the unfamiliar; building a pipeline of involvement with the university for up-and-coming alumni leaders; and how to design and promote inclusive local events. We recommend that it also include the results of DEI benchmarking at Yale for the previous year and highlight specific clubs, alumni groups, etc. that have met or exceeded their DEI goals for the year.

D Bring together Yale alumni with varying views on diversity in conversational events to encourage thought and discussion.

The impact and understanding of DEI varies from person to person, and the discussion around these issues has changed greatly over the last few decades. Conversational events that allow for sharing of personal experiences and views around these issues would give all members of the Yale alumni community the opportunity to engage with DEI honestly and respectfully, regardless of their history, familiarity, or comfort with these issues. Alumni who choose to be facilitators should be provided training to ensure that conversations are candid, constructive, and considerate of all points of view.

“Have more interesting speakers and events of relevance to diverse groups, but at the same time of general interest, so that there is more intermingling (e.g. topical authors of fiction and non-fiction who deal with racial and cultural issues directly or indirectly).”

Survey Respondent

PLEDGES

Our commitment to DEI will come from senior leadership, starting at the President level.

We will increase awareness of DEI through programming that builds on positive shared experience and finding common ground.

1: LEAD THE FIELD IN DEI IN HIGHER EDUCATION

MEASURES OF SUCCESS

Immediate Timeframe (6 – 12 months)

- the number of expert, peer-led, and conversational events held each year within Yale clubs, AYA events, and other parts of Yale alumni land
- the planning and execution of facilitator training for Yale alumni who wish to facilitate or peer-lead conversational events

Moderate Timeframe (1 – 2 years)

- the planning and execution of an annual DEI conference
- the impact of DEI alumni events on DEI at Yale, as measured by annual benchmarking

Long-Term Timeframe (2+ years)

- a better understanding of and respect for DEI issues on the part of the alumni community as a whole, as measured via quantitative and/or qualitative feedback

“Make alumni aware of the need for diversity across the board: give examples of how it benefits us all, and is not catering to just those who are of color or based on their sexual and/or gender identity.”

Survey Respondent

VISION

Alumni from a variety of racial and ethnic backgrounds, genders, sexualities, religions, ideologies, and personal beliefs have honest conversations about how DEI impacts them and how they impact others. These alumni, encouraged by the support of the university and the honesty of their fellow Yalies, create meaningful change in their lives, communities, and alumni networks that is celebrated at an annual DEI conference.

1: LEAD THE FIELD IN DEI IN HIGHER EDUCATION

TAKING ACTION

What can AYA Leaders do?

The key to having a productive conversation about DEI is providing a space for respectful and thoughtful discussion. AYA Leaders should work within their spheres of influence to create and support events that promote informed discussion of DEI. While efforts may differ from person to person, AYA leaders should do as much as they can to commit to learning more about DEI and attend any relevant trainings about the issues; solicit topic and speaker ideas for DEI-focused events; plan, promote, support, and attend the DEI events in their communities; keep DEI principles in mind throughout their work; and collaborate with the AYA and other alumni leaders to share strategies and programs that successfully encourage and advance conversation.

What Steps Should the University/Administration Take?

The university must support AYA leaders in their efforts to create events that advance the conversation about DEI issues. This support could range from helping to identify thought leaders to providing direct resources in support of the creation of DEI events. It should also include the training of alumni leaders about DEI concepts and principles to give them the best chance of success in executing thoughtful and relevant events. The support of the university is especially crucial in the development of the DEI conference, which will likely require coordination with senior leadership, AYA staff, and the Yale alumni community.

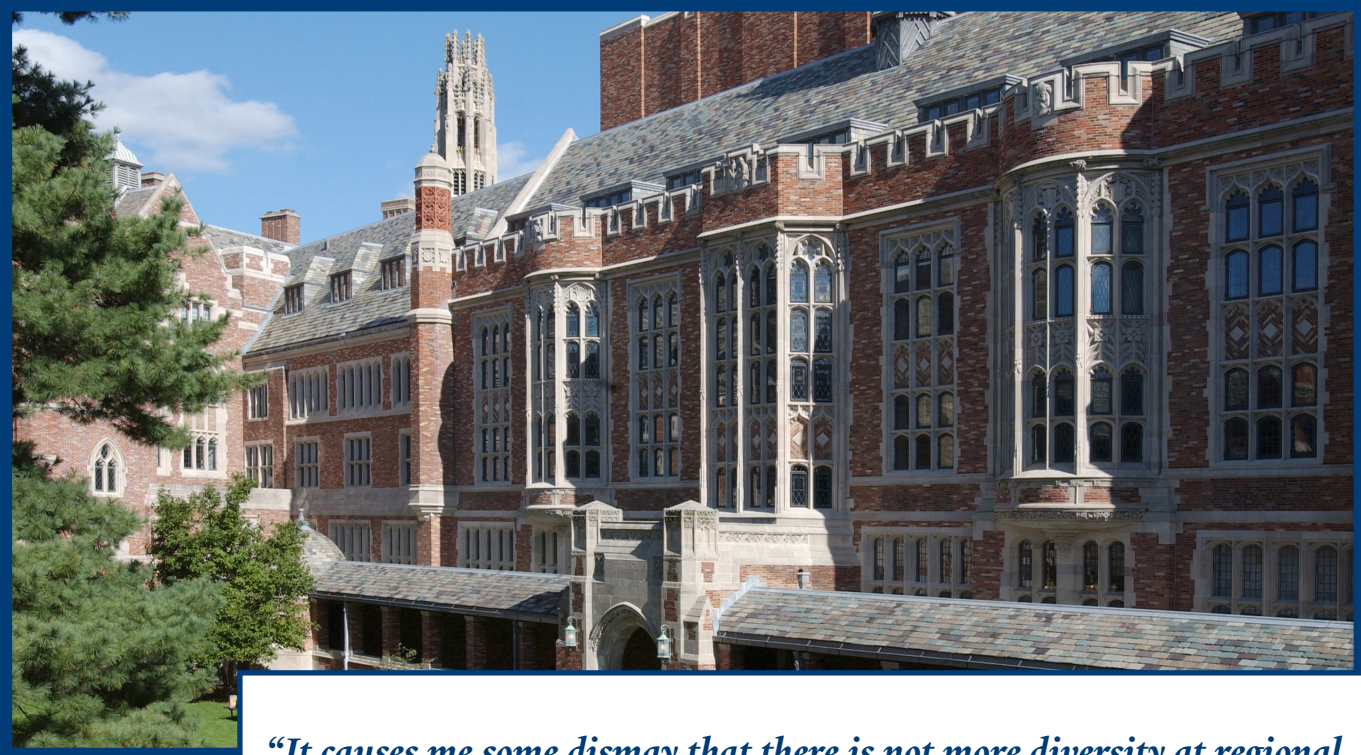
How Can Other Organizations Follow Yale's Lead?

All of the events suggested in this recommendation can be used as blueprints for other organizations. These events are designed to help broaden and deepen the DEI conversation by introducing new perspectives and angles for thinking about diversity, equity, and inclusion, giving peers at the organization the opportunity to take leadership and ownership of some of the discussion, and providing a space for conversation between stakeholders and community members who may disagree with each other, but still want to share perspectives. Organizations should also ensure that support for these and other DEI initiatives comes from the senior level.

What Tools and Resources Are Available?

Those creating new events may benefit from some of the resources used by the Alumni Task Force in the development of this report (see page 10 sidebar – Resources). The AYA can also be a resource, both through institutional knowledge and direct training of potential facilitators and conversation leaders.

1: LEAD THE FIELD IN DEI IN HIGHER EDUCATION



“It causes me some dismay that there is not more diversity at regional club events. I know that Yale is much more diverse than that.”

Survey Respondent

RECOMMENDATIONS IN ACTION: DEI AT YALE ALUMNI COLLEGE

Yale Alumni College, which offers small-group seminars led by Yale professors and alumni in cities across the country, will offer a course on diversity and inclusion in Fall 2017 at the Rose Alumni House in New Haven, CT. The course will tackle DEI issues including the psychology of prejudice, strategies for community building, diversity and inclusion on campus, and methods of addressing prejudice and discrimination. The course will be led by Burgwell Howard, Senior Associate Dean of Yale College and Associate Vice President of Student Life. If the course is well-received, it may be replicated at other Yale Alumni College locations in the future.

ENGAGE YOUNG ALUMNI AND ALUMNI OF COLOR BY APPEALING TO THEIR INTERESTS AND LEVERAGING THEIR PASSION FOR DEI

Goal: Inclusive Participation, Representative Leadership
Circles of Influence: The Yale Alumni Community

Yale's young alumni are talented and passionate, technologically adept and media savvy, socially conscious and incredibly diverse. They are the future of our alumni community. **It is essential, both for DEI and the strength of our alumni network, that both young alumni and alumni of color feel welcome and included in AYA and alumni organization programming, and ultimately bring their time, talent, and resources to the Yale alumni community.**

A Create and expand upon targeted AYA events that will appeal to young professionals.

Capturing the time, talent, and passion of millennial and post-millennial alumni is vital to our ability to build and sustain a strong alumni community. Different age groups have differing needs, and the AYA should increase offerings that appeal to a generation that cares about social justice, leadership development, career management, and diversity that is built from the ground up. As younger alumni become more engaged with AYA events, the AYA becomes more likely to gain from their talents and energy as active members of the alumni community going forward.

B Encourage local alumni groups to better engage alumni by revamping events, offering multiple price points, and improving outreach.

Often, the first point of contact for alumni with the AYA and the broader Yale alumni community is a local alumni event. Local alumni groups, including Yale clubs and regional SIG chapters, can encourage participation of both young alumni and alumni of color by not only developing programming to fit their needs and interests, but also using social media to build connections and promote events, empowering active young alumni to be ambassadors within their classes, and offering events at a variety of price points to eliminate cost as a possible barrier for participation. Young alumni and alumni of color cannot become vital members of our community if they never walk through the door, and the more time they spend within the alumni community, the more they can benefit from the knowledge and wisdom of active alumni.

2: ENGAGE YOUNG ALUMNI AND ALUMNI OF COLOR

C Provide tools to Yale alumni groups that build on their existing institutional knowledge to help them to produce DEI events and to ensure that their existing events are as diverse and inclusive as possible.

While current alumni leaders bring a wealth of information and experience to the table, they may not always feel equipped to incorporate DEI strategies into their planning. This puts them at a distinct disadvantage with alumni who want to attend events where they can meet and network with alumni from a variety of groups, including those from underrepresented groups. The AYA should provide existing leaders with best practices for developing DEI events and broadening their perspectives on DEI issues to help them bridge any gaps in their existing programming to engage a younger, more diverse alumni base. This guidance should include both assistance with short-term program development needs and long-term strategies for incorporating DEI into each group's ongoing work.

D Expand existing Yale programming targeted to young and diverse professionals to incorporate AYA messaging.

Yale has developed strong programming that is geared towards young professionals and new graduates, including the Life After Yale program administered by the Office of Career Strategy and Graduate School Alumni Association's "Where Do I Go From Yale?" annual program for graduate students. The AYA should continue to incorporate information about alumni programming and events into these programs, focusing on those that may have special appeal to younger generations, such as local club and association initiatives designed for younger alumni; shared interest/identity groups; Bulldogs of The Last Decade (BOLD), a resource for alumni who graduated within the past ten years; and Careers, Life and Yale (alumni-to-students and alumni-to-alumni career programming).

PLEDGES

We will recognize the ongoing demographic shift across all alumni groups as our country moves towards "majority minority" status and reflect this shift in our alumni programming and use of technology.

Our alumni programming, including topics, venues, and speakers, will reflect our commitment to DEI.

2: ENGAGE YOUNG ALUMNI AND ALUMNI OF COLOR

MEASURES OF SUCCESS

Immediate Timeframe (6 – 12 months)

- the number of AYA and alumni organization events held that are geared towards alumni who are young or from underrepresented
- the overall attendance at AYA and other alumni events by young alumni and alumni of color
- the number of young alumni and alumni of color who attend AYA or alumni organization events after referral from another Yale source

Moderate Timeframe (1 – 2 years)

- the existence, distribution, and use of a toolkit to assist alumni groups in reaching out to younger and more diverse groups of alumni
- the existence, promotion, and participation levels of a program to connect with alumni

Long-Term Timeframe (2+ years)

- a greater engagement with alumni events and initiatives by young alumni and alumni of color, including those not specifically geared towards them

“We often mingle based on our graduation year/generational membership. We can do a lot more to encourage interaction between classes/generations and between alumni from different schools and programs.”

Survey Respondent

VISION

Younger alumni and alumni of color know about, are excited for, and attend AYA and other Yale alumni events as a result of outreach and engagement efforts on the part of the event organizers. These efforts go beyond events specifically designed to appeal to young alumni and alumni of color – they are part of the fabric of event planning throughout the Yale alumni community.

TAKING ACTION

What can AYA Leaders do?

AYA leaders will be most successful in reaching out to young Yale alumni and alumni of color if they are connected to the communities around them. If leaders have no direct knowledge of what would appeal to new audiences in their local community, they should reach out to someone who does – another AYA leader with knowledge of the area, Yale alumni willing to speak one-on-one about what would appeal to them at a Yale event, leaders within the Yale shared interest/identity groups, or the alumni organization of another school that has successfully engaged a younger and more diverse alumni base.

What Steps Should the University/Administration Take?

The university must do its part in improving communication about alumni events, in part by using other programming designed for younger alumni or soon-to-be graduates as a platform to promote the work that AYA leaders will be doing to reach out to younger members and members from diverse backgrounds. The university should also work, through the AYA, to create toolkits and sharing of best practices that can benefit all volunteer leaders and AYA event planners as they work to reach out to new audiences, including training in the effective use of social media.

How Can Other Organizations Follow Yale's Lead?

Many organizations face the challenge of trying to attract a younger generation and/or diverse population. One of the best ways to combat this problem, especially in an organization with multiple independent local groups, is to provide resources and encouragement to each group to develop their own initiatives that suit their local community, then share those techniques as best practices with others. Eventually, successful ideas and strategies will rise to the top and can be used more widely.

What Tools and Resources Are Available?

As part of this recommendation, the AYA will be developing tools and resources that will help alumni leaders reach out to younger and more diverse audiences.

2: ENGAGE YOUNG ALUMNI AND ALUMNI OF COLOR

SURVEY DATA

Why don't you participate in more alumni activities?

	Millennials (born 1977 and later)	Other Alumni
Cost-Prohibitive	49%	29%
Unaware of Programming	31%	23%
Don't Feel I Will Meet People Who Share My Interests	33%	11%

27% of non-white respondents did not participate because they don't feel they would meet enough people who shared their background and interests, compared with 4% of white respondents

"I recently went to a happy hour with my local Yale club. It was at a really fancy city bar – very old school kind of place – in the center of downtown. There were no alumni within 5 years of my graduating class...folks were white, older, and mostly had a partner or established relationships with other present alumni. As a single, 24-year-old woman of color...I really didn't connect with anyone at all."

Survey Respondent

RECOMMENDATIONS IN ACTION: BOLD (BULLDOGS OF THE LAST DECADE)

BOLD Alumni at Yale is a resource for alumni who have graduated in the ten years prior to the current graduating class. The group compiles events that would appeal to younger alumni on one website and offers information and advice to those who would like to be more involved with the Yale alumni community going forward, by becoming involved with their class, reunion, the Day of Service, or other Yale alumni initiatives. The Alumni Task Force's recommendation hopes to build on this kind of work by seeding similar outreach throughout the Yale alumni community and incorporating a DEI perspective in the development and promotion of these events.

PROMOTE DIVERSITY AND INCLUSION IN ALL LEVELS OF AYA LEADERSHIP

Goal: Inclusive Participation, Representative Leadership

Circles of Influence: The Yale Alumni Community, Yale University At Large

The leadership of the AYA and affiliated alumni organizations should represent the community of alumni that it serves. **As more alumni from diverse backgrounds participate in and engage with the AYA, the alumni community must work to build a robust pipeline of leadership.**

A Ensure that staff at the AYA is representative of Yale's commitment to diversity and train all AYA staff on DEI principles and concepts.

As the DEI initiatives recommended in this report are put into action, AYA staff will need to be familiar with the background and principles of DEI so they can be a resource both to alumni organizations and the alumni themselves. DEI training can help to ensure that AYA staff are speaking a common language about these issues, understand opportunities for growth and potential sticking points, and can work with stakeholders who come from a variety of perspectives and experiences.

B Provide tools and guidance to help alumni groups develop and retain membership and leadership from diverse groups.

While groups can and should develop events and strategies that engage alumni from diverse backgrounds, diversity, equity, and inclusion goes beyond just increasing participation. Organizations should aim to diversify their recurring membership base, turning one-time event participants into long-term members and potential leaders. The AYA can help groups achieve this goal by sharing best practices from one group to another, encouraging them to ask members and potential members from underrepresented groups how they would best be engaged, giving members the tools to bring a DEI-aware mindset to their organizations, creating opportunities for new members to become involved in leadership, and working with the leaders of other groups to encourage cross-fertilization of leadership pipelines.

3: PROMOTE DIVERSITY IN AYA LEADERSHIP

C Continue to hold executive leadership forums.

The DEI Leadership Forums held by the AYA in 2017 in Washington, DC, Los Angeles, and London brought together alumni from a variety of backgrounds to learn about and share their experiences with diversity, equity, and inclusion under the guidance of an expert in the field. Many attendees came away with a new perspective or enthusiasm for talking about these issues with colleagues, friends, and alumni. These small-group workshops should be repeated and brought to additional cities as a model of what a successful event directly tackling DEI issues can look like and accomplish. Attendees should also be encouraged to bring the lessons learned at the forums to the Yale alumni organizations they volunteer with.

D Include DEI programming in reunion activities to reach a broader group of alumni.

Reunions often engage alumni who are not currently active in other alumni organizations, both as participants and within leadership. The AYA should work directly with class officers to incorporate DEI programming into existing Yale college class reunion activities and offer the option of DEI activities as part of graduate and professional school reunions. This will give reunion leaders and participants direct experience with incorporating a DEI perspective into alumni events and may engage alumni who are interested in taking a more involved role within the alumni community but have concerns about the inclusiveness of Yale organizations and initiatives.

E Conduct annual benchmarks of Yale alumni groups and recognize those who have shown a commitment to inclusive and diverse events and leadership.

Measuring DEI outcomes within alumni groups will help the AYA and the university identify challenges, fine-tune strategy, and celebrate successes. Benchmarking will also give groups a way to assess the results of their efforts and set goals for the future. These benchmarks will be geared towards encouraging and celebrating sustainable strategies for long-term change, measuring not only outcomes (sustained diversity in event attendance, group leadership, etc.), but also the new models and strategies that make those outcomes possible (design and implementation of a plan for DEI within the organization, successful development of a leadership pipeline, etc.).

3: PROMOTE DIVERSITY IN AYA LEADERSHIP

F Incorporate DEI into existing awards celebrating alumni groups and their leadership.

Recognition of those organizations who successfully incorporate DEI in their work can provide a direct model of how these initiatives work in practice and the results they are able to achieve. The existing AYA Board of Governors Excellence Awards, which recognize alumni organizations for excellence in their volunteer efforts, should incorporate DEI into its framework for determining award winners, ideally by both adding a DEI award category and using incorporation of DEI principles as one of the criteria used in all awards.

G Invite alumni groups that are succeeding in diversifying their leadership to annual DEI conference and recognize their efforts.

Yale alumni groups whose embrace of diversity, equity, and inclusion has led them to successfully diversify their leadership should be acknowledged, celebrated, and, most importantly, encouraged to share their best practices with others. Not only can they serve as models for other groups, but public recognition of their efforts at the conference may motivate others to tackle inclusion on the leadership level. Inviting groups with diverse leadership to the DEI conference also gives new leaders the opportunity to network with other Yale and AYA leaders, increasing their engagement with the broader Yale alumni community.

“Identify alumni leaders who are willing to organize events and activities representative of the alumni you are trying to attract. Chances are, they will have a better understanding of the messaging and types of events that will attract the alumni who typically don’t attend.”

Survey Respondent

PLEDGES

We will adopt and implement the Rooney Rule, which states that candidates from underserved and underrepresented groups must be considered for every leadership opportunity, whether paid or volunteer.

We will create an ongoing pipeline for identifying and developing diverse leadership within the alumni association.

3: PROMOTE DIVERSITY IN AYA LEADERSHIP

MEASURES OF SUCCESS

Immediate Timeframe (6 – 12 months)

- number of leadership forums held each year, as well as number of attendees and overall attendee feedback
- the creation and distribution of a benchmarking tool for Yale alumni groups that emphasizes intrinsic and sustainable measures for building diversity
- completion of DEI training for AYA staff
- number of reunions that incorporate a DEI initiative or activity
- incorporation of DEI category and criteria into Yale Board of Governors Excellence Awards

Moderate Timeframe (1 – 2 years)

- the existence, distribution, and use of a toolkit to assist alumni organizations in diversifying their leadership pipeline
- the diversity of the leadership of the AYA and its programs and initiatives
- growing improvement on the diversity benchmarks previously developed
- number of clubs invited to and publicly recognized at the annual DEI conference or a comparable event

Long-Term Timeframe (2+ years)

- the regular identification, support, and promotion of talented candidates from diverse backgrounds for leadership within the AYA, as well as the integration of DEI into the leadership development strategy of all alumni groups and organizations

VISION

The alumni leadership pipeline takes alumni from event attendance to membership to small-scale leadership to leadership of groups and major initiatives. The pipeline includes women, alumni of color, LGBT alumni, and members of other groups currently underrepresented in AYA leadership. Alumni who are involved in leadership are able to engage with DEI principles and network with other leaders through leadership forums and the annual DEI conference, where their successful efforts are recognized.

3: PROMOTE DIVERSITY IN AYA LEADERSHIP

TAKING ACTION

What can AYA Leaders do?

Benchmarking and measurement is embedded in most of the recommendations that the Alumni Task Force is making because it is crucial to hold ourselves accountable for the work we set out to do, whether that means celebrating our victories or strategizing about how to tackle our challenges. However, any benchmarking or tracking efforts that come from the AYA or university can only be as successful as the records that are kept by each alumni organization. It is crucial to not only document who is coming to events or tracking the pipeline from attendee to member to leader, but also track the steps taken behind the scenes to reach those people and bring them in the door, to get them to take on a leadership role and support them along the way. The better data is tracked, the easier to share with the broader Yale alumni community so that everyone benefits.

What Steps Should the University/Administration Take?

The leadership forums were a successful AYA initiative that energized the participants. The university should devote any resources necessary to continuing and expanding the DEI forums so that more alumni can benefit. This will have the additional benefit of possibly engaging alumni who can help implement some of the other recommendations in this report. The university should also track and hold itself accountable for diversifying leadership of the Board of Governors and the Yale Corporation, which are perhaps correctly perceived as being less effective in showcasing Yale's values of diversity, equity, and inclusion. Finally, holding a training program for AYA staff will take the dedication of some university resources, but will in the long run help make the AYA more effective in promoting these initiatives and activating alumni who are interested in making them a reality.

How Can Other Organizations Follow Yale's Lead?

Organizations should always look at the resources they are using to do DEI work and ensure that they are fully equipped to do this work and engage with stakeholders who come from a variety of experiences and backgrounds. Staff who have gone through training on these issues will better be able to meet all people where they are and help facilitate the development of DEI programming.

What Tools and Resources Are Available?

The AYA should provide tools to help develop leadership pipelines and benchmark leadership development within each alumni organization.

3: PROMOTE DIVERSITY IN AYA LEADERSHIP

SURVEY DATA

How well do the following AYA events and initiatives reflect diversity and inclusion?

Shared Interest/Identity Groups



AYA Assembly Attendance



Yale Club Events



AYA Board of Governors



Excellent Good Fair Poor Not Sure

"I think there's appropriate emphasis on, as well as participation in, shared identity groups, but we should look at ways to make shared interest groups and class leadership (both officer and council cohorts) more diverse and inclusive."

Survey Respondent

RECOMMENDATIONS IN ACTION: REGIONAL EVENT LEADERSHIP

Several Yale alumni leaders have been inspired by Yale's current DEI efforts, including the AYA DEI Leadership Forums, to take action in their local communities. In Chicago, Yale Chicago partnered with the Yale Divinity school to host **Violence: A Faithful Response to the Plague in Our Neighborhoods and Nation**, a conversation between local religious leaders and the Cook County Sheriff moderated by award-winning journalist Robin Robinson. Chicago also played host to a pilot **National Day of Multicultural Inclusion** event presented by the Alumni Task Force, Yale Chicago, Yale Black Alumni Association, and the Association of Asian American Yale Alumni to discuss summer job opportunities for underrepresented minorities, immigrants, asylum seekers, and migrants.

BUILD A BRIDGE BETWEEN CURRENT AND FUTURE ALUMNI IN TACKLING DEI ISSUES AT YALE, ESPECIALLY THOSE THAT INFLUENCE AND AFFECT FUTURE ALUMNI DURING THEIR TIME ON CAMPUS

Goal: Inclusive Participation, Informed Empathy

Circles of Influence: The Yale Alumni Community, Yale University at Large

While the Alumni Task Force has had the Yale alumni community and experience as our focus, we know that the campus environment impacts future alumni and their engagement with the university. **Encouraging a more diverse and inclusive Yale campus environment, and supporting those students who are working to advance the conversation about DEI on campus, will help Yale to build a pipeline of passionate and engaged new alumni.**

A Advocate for diversity in admissions at all levels of the university.

Student recruitment impacts how Yale is perceived and experienced by the students who will eventually be a significant part of the Yale alumni community. While Yale's undergraduate admissions have a strong track record of diversity that has helped maintain the university's position as a leader in higher education, graduate and professional school admissions have varied from school to school, affecting both the climate on campus for students and the pipeline from student to faculty member, which is key to bringing diversity to faculty hiring. If students from underrepresented groups feel isolated from their classmates or the faculty and disengage from Yale while on campus, or choose to attend elsewhere, the university and alumni community lose their energy and unique perspective going forward.

B Take concrete steps towards greater diversity in faculty hiring and retention across Yale schools and disciplines.

As the FAS Senate's Ad Hoc Committee on Diversity and Inclusivity noted in a recent report, lack of faculty diversity negatively impacts students' experiences and views of Yale. To combat this issue, recent academic work has identified several potential best practices in

4: BUILD A BRIDGE BETWEEN ALUMNI

the recruitment and retention of underrepresented minority faculty members, including honest assessment of the current climate, initiatives that directly tie efforts in faculty recruitment to overall measures of success at the university, and greater transparency on the actions being taken to recruit diverse faculty. Retention efforts should similarly identify barriers that may discourage faculty from diverse backgrounds from remaining at Yale and work actively to counteract them. Yale should fully implement a faculty diversity recruitment and retention strategy that addresses current issues and can serve as an inspiration to other universities.

C Connect student leaders to alumni prior to graduation

One of the driving forces in addressing DEI issues at Yale is the energy and enthusiasm of student activists and on-campus leaders from underrepresented groups or interested in DEI issues. The AYA can capture and benefit from this passion by connecting these students with alumni who have similar interests and concerns. Student leaders should be given the opportunity to speak with alumni about DEI issues and progress on campus, either at Assembly or another large event. Alumni groups working on DEI issues should also consider adding a student liaison position to give them a direct connection to current DEI student leaders. By introducing student leaders to alumni who are active in the AYA prior to graduation, Yale benefits from their on-the-ground experience and stands a better chance of increasing their awareness of and full-fledged participation in the Yale alumni community after graduation.

RECOMMENDATIONS IN ACTION: CAREERS, LIFE, AND YALE - ALUMNI-TO-STUDENT ENGAGEMENT

Careers, Life, and Yale connects Yale students and Yale alumni so that alumni can share their careers and life experiences with current students. These events explore potential career paths, teach job searching and interviewing skills, and offer mentoring and networking opportunities. As importantly, they give Yale alumni the opportunity to share their wisdom and passion for their chosen careers with current students and give the students the opportunity to not only learn, but also engage with the alumni community that they will soon join. DEI-related topics can and should be incorporated into this lineup as the program continues to grow.

4: BUILD A BRIDGE BETWEEN ALUMNI

D Establish a pilot program that creates opportunities for Yale students to do small funded projects on campus related to DEI.

As the campus experience changes over time, so do the issues of diversity, equity, and inclusion and the tools needed to address them. By providing Yale students with the funding they need to try to advance DEI in innovative ways on campus, the AYA creates a connection with energized student leaders and reaps the benefits of any successful entrepreneurial experiments. These efforts could include anything from workshops that highlight DEI issues to an app that allows students to hear their classmates' personal perspectives on diversity during a guided walk of the campus. This initiative would also open another line of communication between passionate students and the AYA, and could be funded through outreach to alumni from diverse backgrounds who would welcome the opportunity to support the next generation of leaders and become more connected to Yale as a result.

E Build knowledge of DEI on campus for all students.

While current students, and the millennial and post-millennial generations as a whole, are generally passionate about diversity, equity, and inclusion, what that means in practice differs from person to person. Some students are inclined to take a stand for ethnic or racial diversity, while others feel that inclusion of differing belief systems or political views is of paramount importance. It is key to give all students the tools they need to begin constructive conversations about DEI while on campus. This could be accomplished through a course for freshmen, student workshops, videos, or other community-building instructive tools that enable students to make connections with those who may not share their views or background. The stronger the culture on campus, the more engaged students will be with Yale both as students and as alumni.

PLEDGES

We will foster ongoing interaction between alumni and students, as well as between older alums and younger alums.

We will have a vetted plan for crisis management in place so that we have the teams and programs ready to respond appropriately if needed.

4: BUILD A BRIDGE BETWEEN ALUMNI

MEASURES OF SUCCESS

Immediate Timeframe (6 – 12 months)

- improvement in faculty and recruitment diversity measures, such as diversity of visiting faculty and post-doctoral fellows and increased resourcing of diversity initiatives proposed by FAS, GPSS, and YLS
- implementation of initiatives intended to improve retention of faculty from underrepresented backgrounds
- implementation of pilot of DEI student/alumni mentoring program

Moderate Timeframe (1 – 2 years)

- continued improvement in faculty and recruitment diversity measures
- improvement in retention of faculty from underrepresented backgrounds
- successful implementation of full DEI student/alumni mentoring program
- implementation of pilot of DEI on-campus program

Long-Term Timeframe (2+ years)

- field-leading long-term diversity within Yale faculty and student body through a combination of recruitment and retention
- a robust student/alumni mentoring initiative that has translated into engagement by the students involved when they become alumni
- the successful addressing of any and all DEI issues that come up on campus through full engagement of students, alumni, and the crisis management team

VISION

Yale's campus culture is held up as a model of inclusivity and equity, and students of all genders, racial and ethnic backgrounds, sexualities, religions, ideologies, and origins feel welcome and engaged. This culture, along with a diverse faculty and the model of diverse engaged alumni, increases the participation in alumni events and initiatives by recent graduates and leads to the development of new alumni initiatives driven, in part, by the needs and energy of current students.

4: BUILD A BRIDGE BETWEEN ALUMNI

TAKING ACTION

What can AYA Leaders do?

Remember that every student will one day be part of our alumni community. Help them advocate for a diverse and inclusive environment on campus so as to provide the most positive Yale experience possible. The initiatives outlined in this recommendation are only meant to be a jumping off point as Yale alumni leaders think of ways to capture the imagination and energy of current students and deepen the pipeline between students currently involved in DEI work at the university and interested alumni.

What Steps Should the University/Administration Take?

The university must listen to the concerns of Yale alumni about the extent to which students' on-campus experience impacts their willingness to engage with the university long-term. As the university continues to develop policies that are geared towards improving faculty diversity and diversity of student recruitment, it will have a positive impact on the future work and energy of Yale alumni. It is key that the administration make DEI issues an ongoing priority throughout the university and create space for current and future alumni to collaborate and interact.

How Can Other Organizations Follow Yale's Lead?

Institutions of higher education should remember that a university is an ecosystem; the best way for all parts of it to flourish is to ensure that no part of it is being ignored or left behind. Even in organizations where the alumni network is actively working to advance DEI initiatives, the administration must be the driving force. It will take resources and support from the university on campus to make these initiatives succeed.

What Tools and Resources Are Available?

While there are no specific tools as of yet for this work, the AYA will be a valuable resource as alumni leaders work to reach out to current students and may develop tools that help to connect current and future alumni.

4: BUILD A BRIDGE BETWEEN ALUMNI

SURVEY DATA

How important are diversity, equity, and inclusion to the following?

Campus life and the broader Yale experience



Yale's ability to attract the best students



Yale's academic mission



Very Important Somewhat Important Not Too Important Not Important At All

"In the last 15 years, several Latina and black women alumni have shared with me that they felt uncomfortable and not fully integrated into the Yale community during their undergraduate years. That left them uninterested in alumni activities."

Survey Respondent

RECOMMENDATIONS IN ACTION: FIRST GEN YALE

Students who are the first in their families to attend a four-year college or university face unique challenges, often feeling a greater cultural and financial burden on campus than their fellow students. Last year, Yale students and alumni supporters worked together to address these issues by hosting the third annual 1vyG conference on Yale's campus. The conference brought together over 300 first-generation college students from 18 colleges and universities to discuss the challenges of being a first-generation student and the actions students can take to improve the institutional support for first-generation communities on their campuses. The response to the conference from students, alumni, and the higher education community has been a powerful example of what the Yale community can do when students, alumni, and the administration work together to create change and a possible model for a DEI conference in the future.

BUILD INFRASTRUCTURE TO CONTINUE TO CHAMPION AND IMPLEMENT DEI WORK AT YALE

Goal: Inclusive Participation, Representative Leadership

Circles of Influence: The Yale Alumni Community, Yale University at Large

Diversity, equity, and inclusion are tenets that go beyond any one incident, initiative, or task force – they are now an integral part of the core strategy of any business or organization of Yale’s stature. Yale has embraced this principle and begun working towards a fully diverse and inclusive campus and alumni environment. **To build on this work, DEI must now be fully incorporated into Yale’s structural fabric and given strategic focus, dedicated resources, and ongoing accountability.**

A Bring a business mindset to the discussion and advancement of DEI.

Diversity, equity, and inclusion were once thought of as things that organizations embraced in order to do good; now it is understood that they are necessary for any organization to do well. Businesses and organizations around the country have found that having a diverse and inclusive campus, faculty, and workforce improve the quality of ideas, retention of staff and students, and overall organizational health. For Yale to retain its stance as a global leader, diversity must be part of any overall strategy for sustainability, development, and growth.

B Hire an executive leader of diversity, equity, and inclusion to oversee, manage, and implement a strategic plan for DEI across the university.

This executive DEI leader would report directly to the President and build on the diversity, equity, and inclusion efforts that have been discussed and initiated at Yale to date, encompassing faculty, students, staff, and alumni initiatives. It is vital that we build on the time, energy, and passion that has already been dedicated to DEI at Yale and coordinate efforts so that they work alongside Yale’s other strategic goals and reflect the university’s ongoing commitment to this work. The executive DEI leader would document and share best practices from the AYA, Yale College, graduate and professional schools, and others in the Yale community so that these individual efforts inform and amplify each other at this crucial time in Yale’s burgeoning leadership on this issue.

5: BUILD INFRASTRUCTURE FOR THE FUTURE

C Create a system to capture and measure DEI benchmarking data going forward, to be developed with the help of the executive DEI leader and reported on annually.

Yale benefits from being able to track, measure, and benchmark many aspects of its work, from admissions to development to academic leadership. DEI should be no different. By developing a system that tracks and reports on DEI work at the university, both within the AYA and in general, beginning with the measures of success outlined in this report, we can create a concrete record of accomplishments to be celebrated within the university and in the broader Ivy Plus community. The university can also use this system to identify opportunities for further improvement and ensure continual growth towards DEI goals.

D Create an Ad Hoc DEI committee of the AYA Board of Governors.

This committee, which would include current members of the AYA Board of Governors and experts in the field of DEI, would serve as a resource to the AYA Executive Director and the executive DEI leader as they develop new policies. The committee would represent the alumni perspective on DEI initiatives and help to inform the executive DEI leader in building and implementing a strategic plan. The committee would also take the lead role in prioritizing and implementing the recommendations contained in this report while the university is putting a more formal infrastructure for DEI issues in place.

“Benchmark efforts against those at other similar institutions and track over time. Efforts such as this arise after some sort of crisis and then disappear again. Increasing institutional commitment which is based in performance evaluations, student recruitment, etc. is key”

Survey Respondent

PLEDGES

We will create and provide support for an executive DEI position that reports to the university president to oversee and monitor DEI strategy and activity.

We will implement metrics and benchmarking to measure changes in DEI and remain transparent about our methods and findings.

MEASURES OF SUCCESS

Immediate Timeframe (6 – 12 months)

- the progress made towards and ultimate hiring of an executive DEI leader
- the creation of an Ad Hoc DEI Committee within the Board of Governors
- the commitment to hiring an AYA staff member to work with the executive DEI leader
- the allocation of resources to and for the executive DEI leader

Moderate Timeframe (1 – 2 years)

- the completion of a strategic plan by the executive DEI leader that includes faculty, staff, students, and alumni into its vision and builds on the work done in this area by Yale to date
- the release of an annual DEI benchmarking report that analyzes progress made on increasing diversity, equity, and inclusion at Yale

Long-Term Timeframe (2+ years)

- execution of a strategic plan led by the executive DEI leader using the staff and resources at their disposal, including the advice of the Ad Hoc DEI Committee
- year-over-year improvement in DEI benchmarks as a result of this strategic plan

VISION

DEI efforts, including those that impact current and future Yale alumni, are coordinated and managed by an executive DEI leader with the full support of Yale's president and administration. With the help of this leader, benchmarks are put into place that help all DEI initiatives and programs work towards greater success and measure their progress. In addition to overseeing strategy and working with the Ad Hoc DEI committee, this executive leader continues to make the business case for the importance of DEI to Yale's campus and alumni community.

TAKING ACTION

What can AYA Leaders do?

A new executive DEI leader will need the support and perspective of leaders in the AYA in developing strategy and implementing initiatives. The members of the DEI Committee of the AYA Board of Governors can take the lead in this effort, but AYA leaders can assist in collecting information, communicating strategy, and putting new initiatives into action. AYA leaders would also be needed to work with and serve on the DEI Committee of the Board of Governors.

What Steps Should the University/Administration Take?

It is essential that the university hire an executive leader to help develop a comprehensive roadmap for DEI at Yale, provide them with the resources needed to create and implement a robust and concrete DEI strategy, and give them the benefit of the lessons that have been learned and efforts that have been made on this issue to date. Yale should also continue to commit to and support DEI principles and initiatives, both within the university and with outside stakeholders and partners, holding all involved accountable for fulfilling their roles in making Yale a recognized leader in this area.

How Can Other Organizations Follow Yale's Lead?

Other higher education institutions can also make a tangible investment in infrastructure by working with an executive leader to develop a strategic plan and supporting that leader's work and recommendations with financial and human resources. They can also follow Yale's lead to date in turning to alumni as both a resource and a partner in making the university's DEI priorities into on-the-ground realities.

What Tools and Resources Are Available?

The DEI committee of the AYA Board of Governors will continue to work with the university as the executive DEI leader is hired and begins his or her work, and can serve as a resource for updates and input throughout this process. This may include, but is not limited to, DEI templates, toolkits, guidelines, and workshop planning guides.

THE FUTURE WE ENVISION

Imagine the closing session of the first annual Yale DEI conference. Yale alumni from all walks of life have spent the conference sharing ways in which they've expanded the audience and leadership for their local events and brought new energy to Yale Clubs, SIG chapters, and graduate and professional school groups across the country. Younger alumni have debated ways to use the social media strategy they've used to create successful DEI events to increase the turnout at their next reunion. Current Yale students have shared their experiences on campus, and what they hope to bring to the AYA when they graduate. Everyone doesn't agree on every issue, but conversations happen consciously and civilly, and the entire group understands and speaks a common intellectual language.

Imagine the Yale alumni who have drifted away from the university and the alumni community, hearing from friends on the social media grapevine that there is a new energy in the air, that they are not only welcomed, but wanted. Imagine alumni walking into their first event in a decade and talking with alumni who are old enough to be their parents or young enough to be their children and finding common ground. Imagine the pride in that room – the pride in being part of an institution that stands for something and that makes a difference.

We don't just imagine it. We know we can accomplish it. Let's all get there together. **Let's do it for ourselves and the many students and alumni who are yet to come. Let's do it for Yale.**



For more information please contact SIGs@aya.yale.edu.

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