Recommendations of the President's Committee on Diversity, Inclusion, and Belonging

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Submitted to President Salovey on September 14, 2020

BELONGING
AT YALE

Our charge

In January 2020 President Salovey charged the eighteen faculty and staff members of the President's Committee on Diversity, Inclusion, and Belonging to review current activities and initiatives and (1) offer a vision of diversity, equity, inclusion (DEI), and belonging as part of the university's climate; (2) develop high-level goals to achieve this vision; (3) outline strategies to focus resources that support DEI and belonging; and (4) provide a set of initial recommended actions and activities that suggest how best to advance these strategies over time.

YALE UNIVERSITY MISSION STATEMENT

Yale is committed to improving the world today and for future generations through outstanding research and scholarship, education, preservation, and practice. Yale educates aspiring leaders worldwide who serve all sectors of society. We carry out this mission through the free exchange of ideas in an ethical, interdependent, and diverse community of faculty, staff, students, and alumni.

Recent actions

Our work on these issues is nothing new. We actively address the particular concerns expressed by members of groups that have been historically marginalized, and combat challenges to our collective excellence and sense of belonging: racism, sexism, classism, homophobia, transphobia, ableism, xenophobia, religious bigotry, and other forms of discrimination and mistreatment. In the past few years, the Faculty Excellence and Diversity Initiative and other university-wide and school-based projects have focused on the hiring and retention of faculty who would promote excellence and enrich diversity. Schools created curricula that will achieve their goals for inclusive student education and training, and meet the needs of students and the related professions. Schools have addressed DEI issues through individual courses, encouraged faculty to develop new courses on DEI topics, instituted core requirements, highlighted courses for special consideration, and prioritized the inclusion of diverse voices in syllabi across course offerings.

The Yale Center for Race, Indigeneity, and Transnational Migration has become a focal point for academic research, together with the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, the Department of African American Studies, and the Program in Ethnicity, Race, and Migration. The 2018 Report of the University Science Strategy Committee recommended "diversity across the STEM pipeline" as a cross-cutting area for investment. In STEM, Yale scientists

and engineers face challenges that require interdisciplinary scholarship and research — for the design of fair and equitable algorithms, the pursuit of environmental justice, or thoughtful analysis of the social consequences of science and technology in society.

Yale's initiatives have attempted to attract and retain staff from diverse backgrounds by addressing campus climate issues, identifying opportunities for improvement by units and departments, and investing in staff and faculty programs, such as staff affinity groups. The university has surveyed staff members on workplace climate, and worked with alumni leaders to strengthen connections with alumni of color and develop a diverse group of future alumni leaders. For students, Yale expanded financial aid, expanded support for community centers (including the four cultural centers), and created a program for first-generation and low-income college students.

Belonging at Yale — the name given to diversity, equity, and inclusion efforts across the institution — supports the academic strategic priority "Excellence, Access, and Belonging." With an initial emphasis on the student experience, the 2018 B*elonging at Yale* framework focused on improving internal and external communications, police protocols and outreach, school-based training, responses to discrimination and harassment, and programming for students. Actions taken following the 2019 Reese Report have led to improvements in university responses to students' discrimination and harassment concerns. Among them, President Salovey designated Kimberly Goff-Crews to lead the coordination and alignment of all DEI and belonging initiatives across campus, with a new title of vice president for university life.

Unfulfilled potential

Recognizing and increasing excellence — Yale's overall pursuit — requires addressing systemic deficiencies and obstacles to improve the workplace, recruit talent, advance knowledge and practice, develop leaders, and meet moral responsibilities. Generations of students, faculty, alumni, and staff have acted to make real the values of DEI and belonging. This work often consumed their mental and emotional energy, and time otherwise free to devote to study, scholarship, research, and other personal and professional pursuits. Despite the dedication and actions of these members of the Yale community, formal committees and study groups, and regular statements by university leadership, Yale has not fully achieved its goals for DEI and belonging. A sense of unfulfilled potential has been affirmed in many ways: in private conversations, large protests, survey responses, recruitment data, and comments from community members to the Yale Corporation.

At the time of writing, summer 2020, the United States is fighting a global pandemic that has disproportionately harmed Black and Latinx communities. And we are in the midst of worldwide protests following the killings of George Floyd, Breonna Taylor, and Ahmaud Arbery. These events underscore why we need to look clearly and critically at our past and current

practices and build on the university's best work to effect institutional change, including against racism. (All but the last of the committee's meetings occurred before the death of George Floyd on May 25, 2020. The committee recognizes that, as this report is being prepared, police brutality and anti-Black racism are among the paramount issues in the minds of many in the Yale community.)

Areas for focused attention

The committee's deliberations led to several insights about the university climate and opportunities for improvement. Of the goals and strategies proposed, we stress the following as the focus of the work ahead.

NOTE: Various action plans can use the same terms in different ways. In simple language, this report uses *goal* to mean "what we will accomplish," *strategy* to mean "how we will get it done," and *action* to mean "what we can do." See the appendix for additional definitions of key terms and concepts.

Efforts to diversify student, faculty, and staff communities should continue, but faculty diversity efforts are the greatest need.

- A diverse faculty is key to the continued excellence of Yale. The recruitment and retention of underrepresented faculty members, including women, at all levels should have the highest priority of the diversification strategies recommended here. The committee affirms the value and successes of the Faculty Excellence and Diversity Initiative (FEDI), welcomes the initiative's expansion, which was announced in December 2019, and seeks to maximize its benefits. The deans, provost, and faculty leadership should redouble efforts to retain current faculty members through consistent and excellent mentoring programs and inclusive practices.

- The student bodies in all schools should be diverse in all relevant facets, with particular attention given to members of groups historically marginalized or neglected. We affirm the university's efforts to increase financial aid resources for graduate and professional students, a goal for those schools. Programs that support first-generation and low-income students in Yale College, should extend to graduate and professional students to ensure support and retention.

- Our success in diversifying the student body means that the alumni community is ever more diverse. Statistics provided by the alumni association clearly show how the alumni body, beginning with its recent graduates, is being reshaped over time. We conclude that, in addition to focusing on the affirmative university connection with older alumni, we must develop a plan to ensure the commitment and support of this diverse, mostly younger group.

- The university has had some success in diversifying staff. Within the academic leadership, school deans include eight women and one dean from an underrepresented minority (URM) background. The Corporation has also become more diverse. Among the 16 trustees (not including the president) on the 2020–2021 board, five are from URM groups and two are non-U.S. nationals. Six trustees are women, including the senior trustee. As with faculty, there is room for improvement in the diversity of the senior leadership. Of the 11 members of the Cabinet who are not deans, only four are women, and only one is a person of color.

Inclusion and belonging are fundamental to a thriving university community and to Yale's educational mission.

- In our conversations and in survey results, community members spoke of the need to strengthen inclusion and a sense of belonging so individuals can develop themselves and contribute to the work and life of Yale. In the recent Workplace Survey, for example, employees — especially managerial and professional staff — were clear and consistent in calling for a work culture of greater respect.

- We applaud programmatic and educational activities in the schools that are designed to address concerns about antiracism, inclusion, belonging, and respect.

- Practices that build inclusion and belonging do not come without effort. They must be taught to the whole community. Several paths forward are clear, even as there are few current best practices applicable to a research university.

  - For staff, we can create robust online and in-person professional development programs that apply across their Yale careers.

  - For faculty, workshops and talks appropriate to various disciplines can teach good practices directly and indirectly.

  - For students, we are already developing plans to support conversations on difficult topics, increasing the ability to engage.

- A consortium with peers, a "Poorvu-like" center, or a program that taps into existing expertise — or all three — should support this educational and professional development work.

Implementation must be coordinated, measured, and funded.

- Success depends on coordinating work across campus, learning from one another, and — particularly in times of budgetary constraint — sharing resources. An annual meeting of senior leaders should be convened to review the university's progress, chart the overall strategic direction, and align actions.

- Each unit of the university should have its own plan, adapting goals and strategies to be appropriate to the "local culture." Unit plans should be consistent with the institutional goals, advancing them at both levels.

- Assessment tools are required to measure progress, steward resources prudently, and build trust. Assessment should include survey data, demographic data, and progress reports on initiatives and projects.

- Greater investment in data collection must be made, reflecting broader understanding of what constitutes "diversity" and increased attention to the consequences of greater diversity, the need for more refined intersectional information, and growing expectations of the Yale community for information.

- As actions are implemented and measured, Yale can contribute to academic literature and national conversation by sharing what does, and does not, work well.

- Some actions — faculty recruitment and retention, communications and training, and support from project management staff — require funding. Bold implementation of agreed-upon actions will be most effective under a multi-year resources plan.

Vision Statement for Diversity, Equity, Inclusion, and Belonging at Yale

To guide the work ahead, the committee offers this vision for Yale.

Yale's mission is enacted and advanced in vibrant community life, in which members encounter and appraise a broad array of ideas, are treated with dignity and respect, and feel welcome to make their voices heard. Yale recruits faculty, staff, and students, and engages alumni, who have many backgrounds, perspectives, and experiences. Membership in this diverse community includes certain benefits. Most notable is the access to treasuries of knowledge and expertise, supported by grants and gifts, sustained over centuries. We rightly examine these benefits, wrestling with Yale's history — the good and the bad — and encouraged by a willingness to learn, always seeking after "light and truth."

With membership also comes responsibilities. We protect equal opportunity and free and open expression, and we prevent and respond to discrimination, coercion, intimidation, and harassment, with continued attention to their racial forms. We seek to nurture and retain the best thinkers and practitioners; we build contexts of trust and openness where ingenuity, creativity, and innovation can thrive; we cultivate and practice curiosity. We expect everyone to take responsibility for their own learning and for contributing to the good of the campus environment, even as we expect others to recognize and respect our talents and help us as we seek our full potential. We expect to grow, in part, from admitting mistakes and harms, receiving feedback with grace, and engaging in critical reflection.

Members of the diverse Yale community acknowledge these benefits and responsibilities, confident in the knowledge that we all — in our similarities and differences — belong at Yale and contribute to the collective excellence of this global university.

Guiding principles

The committee recommends the following principles as guides in the work of the university.

- Each person should have equitable access to Yale's resources and equal opportunities to contribute, learn, grow, and succeed.

- Yale's vibrant community encompasses a broad array of ideas, practices, and modes of scholarship. Encouraging and supporting these diverse approaches to education, research, creative practice, and professional and administrative work enhances the pursuit of excellence and contributes to the university's mission.

- The Yale community includes individuals with a wide variety of backgrounds, who bring with them seen and unseen formative interests, experiences, and commitments. A culture of belonging embraces the intersectionality of our identities and provides the space to critique ourselves and our histories, learn from others, and thereby change and grow.

- Our pursuit of collective excellence is sustained by the recruitment and retention of faculty, staff, and students who have a wide range of backgrounds, perspectives, and experiences, and by engagement with an alumni body always growing in these dimensions.

- Through the university's communications, public offerings, and professional development programs, we should pursue opportunities to educate the community about Yale's DEI and belonging values. These venues should inform, encourage debate and careful listening, and equip all community members to achieve their goals.

- To thrive in a diverse community, each of us must develop skills to understand, appreciate, and interact with people from different cultures and backgrounds, allowing us to communicate, work, and collaborate in good faith across differences and manage conflict that may arise from those differences.

- Pursuing our mission "in an ethical, interdependent, and diverse community" requires mutuality — holding ourselves and our community members accountable for actions and conduct, and respecting everyone's rights, differences, and dignity.

- Support for DEI and belonging is needed across the university. Yale can and must improve in how it creates a climate where all feel safe and valued. We balance institutional coordination and oversight with the freedom for Yale's schools and units to innovate and develop best practices for their specific communities.

High-level goals, strategies, and suggested actions

The work ahead will be undertaken by the entire Yale community, guided by the recommended high-level goals.

Goal 1 · Increase diversity of campus community—senior leadership, faculty, staff, and students

Despite successes in increasing the diversity of the student body, Yale's faculty and sections of its staff are not sufficiently diverse. Faculty diversity matters not only for continued scholarly excellence, but also as part of students' educational experience: Many URM students seek out mentors who share an understanding of their experiences as underrepresented minorities in a historically white environment. And all students benefit from opportunities to study with and learn from URM faculty. Diversity throughout the institution, particularly at the highest levels of leadership, contributes to Yale's overall excellence and its creative and innovative work.

Recommended Strategies

- Increase the number of faculty from underrepresented groups in meaningful and measurable ways

- Strengthen the pipeline and identify more opportunities for staff members from diverse backgrounds to become senior leaders

- Promote gender, racial, and ethnic diversity on the Yale Corporation consistent with increasing need for diverse backgrounds, experiences, and skills

- Focus resources for recruiting and supporting excellent and diverse trainees and students across the schools, including members of underrepresented groups

- Increase diversity among the staff in units or in job categories where diversity is insufficient

Goal 2 · Enhance commitments to equity and access

Faculty, staff, and students need to know that the university will respond effectively and efficiently to acts of discrimination, harassment, intimidation, and coercion, and will help community members fulfill their roles and achieve their goals by accommodating a wide range of disabilities. Offices providing these functions were reorganized, renamed, and strengthened in 2019 and 2020. The results of those investments should be assessed, with a focus on the level of investment in accessibility.

Recommended Strategies

- Expand on the recent strengthening of infrastructure to address discrimination and harassment

- Assess, prevent, and address concerns about gender discrimination and sexual misconduct, ensuring responses

to student misconduct integrate options for alternative resolution, expectations of additional education, and enhanced responsibility

- Support students, staff, and faculty in informally resolving disputes

- Ensure that community members with a wide range of disabilities can fully take advantage of Yale resources

- Transform public safety and policing

Goal 3 · Embed inclusive practices across the university community

The practices that foster inclusion are well established, and inclusive cultures support excellence. Yale's structure and unique academic and administrative contexts, however, have made it difficult to embed such practices in ways that enhance excellence, climate, or performance at the "local level." As an example, academic departments want to educate faculty and graduate students on antiracism and other DEI principles, but such a program is not in place and Human Resources training is oriented toward staff members.

Recommended Strategies

- Provide education, professional development opportunities, and resources to all community members to create and maintain inclusive practices

- Provide training opportunities focused on workplace skills and practicing conversations on difficult topics

- Appoint and promote leaders who support diversity, equity, inclusion, and belonging

- Create a culture in which taking visible action to support inclusion is required to be considered a successful staff member

- Increase the scope of faculty development activities for all faculty for long-term success in the university, noting the importance and particular needs of instructional faculty

- Actively identify high-achieving staff members from underrepresented backgrounds for the purposes of promotion and retention, and create pathways for success

- Meaningfully engage alumni who do not have a strong connection to today's Yale, including younger alumni and those from historically underrepresented and marginalized groups

Goal 4 · Deepen a culture of respect and connection

Staff members often experience a lack of respect for their contributions to the university. Members of traditionally marginalized groups can feel that the value of their unique experiences, skills, and ideas is minimized. Some faculty and students report a lack of connection and community. The alumni body is changing as graduates' demographics change. Some members of the New Haven community and broader public question the level of university support for its home city. Yale's historical entanglements with slavery and relationships to Indigenous peoples are not well known or studied.

Recommended Strategies

- Recognize and promote individual and group excellence in supporting DEI and belonging initiatives

- Develop programming and events that foster community among schools and units, between campus and alumni, and among alumni

- Develop activities and events that mutually benefit New Haven and Yale, recognizing the New Haven region as home to diverse populations who contribute to and benefit from Yale's mission

- Increase Yale's engagement with and connection to the diverse population of recent graduates

- Increase the diversity of contractors, vendors, and business professionals

- Review public art and iconography and add works that represent contributions of a broader range of community members and alumni than currently displayed

- Study and understand Yale's history, including its violent and horrifying aspects and ties to slavery, colonialism, and racism

Goal 5 · Create and strengthen appropriate structure to support university-wide efforts on DEI, belonging, and antiracism

Faculty and staff leaders say they cannot find data-driven expert advice on practices applicable to Yale's culture. Students call for greater support for accessibility on campus. Leaders report a lack of data to guide decision-making, and difficulties in data interpretation. Faculty, students, and alumni ask for evidence of progress. Growing numbers of faculty and staff members decline to disclose personal demographic information such as race, ethnicity, and disability, obscuring the interventions that would be helpful to improve the campus climate.

Recommended Strategies

- Establish a network, center, or program that offers faculty, staff, students, and alumni best practices and research-driven approaches on inclusive practices, both online and in person

- Regularly assess progress in supporting diversity, equity, inclusion, and belonging

- Track demographic and identity information about Yale community members

- Create and launch a program to support business diversity, fostering and maintaining a diverse portfolio of partners, vendors, and business professionals

Goal 6 · Articulate and communicate the importance of DEI and belonging in fulfilling the university's mission

Schools and units significantly invest in DEI and belonging, and there are notable achievements, particularly in diversifying and supporting the student body. In this work, however, Yale is less than the sum of its parts. Community members report dissatisfaction with Yale's diversity efforts. We need to clarify and communicate how attention to DEI and belonging contributes to Yale's mission.

Recommended Strategies

- Develop and enact a comprehensive communications strategy to share how and why Yale values DEI, and what Yale is doing to support these goals; issue an inspirational and clear rallying cry about the importance of DEI to the university's mission

- Recruit champions of these efforts at all levels and across the university

University-wide implementation and coordination tools

Assessment tools are required to measure progress, steward resources prudently, and build trust with community members. Assessment should include survey data, demographic data, and progress reports on initiatives and projects.

Implementation

- Launch an annual meeting of senior leaders to assess the university's progress toward its DEI, belonging, and antiracism goals, share best practices, and consider updates to the university's strategic direction

- Prepare a multi-year resource plan to support the coordinated ongoing activities and new initiatives

- Require all academic and administrative units to develop local DEI and belonging plans, if they have not already

- Provide guidance on how plans should be structured, with examples, as well as a rubric for evaluating progress

- Include individual DEI and belonging goals in annual staff performance reviews as appropriate, beginning in 2021

Assessment

- Use surveys — such as a recurring university-wide climate survey — to capture community members' attitudes and feelings about the diversity of the community, respectful and equal treatment, connection, equitable access, and inclusion and belonging

- Collect and interpret data about the demographics of the student, faculty, staff, and alumni bodies

- Designate an office to track progress on the actions recommended in this report that have been approved by university leaders

- Create benchmarks to measure progress

- Re-evaluate yearly whether appropriate data are available to make assessments of progress toward all goals

Appendices

Key terms and concepts

The terms below are widely used, but sometimes in different ways. Because the committee used them in its discussions and creation of the vision, goals, and strategies, members believed it was important to establish for themselves these working definitions. They may be useful to the broader community in implementing the work ahead.

Diversity describes differences both individual (e.g., personal background, life experiences, perspectives, self-identities) and social (e.g., class, religious identity, country of origin, or other affiliations). Yale has paid particular attention to race, gender, nationality, and socioeconomic status within the student body, and race and gender among the faculty and staff. The committee recognizes the diversity of perspectives on campus, which enrich its education and research missions.

Equity names the university's commitment to impartial and fair treatment in the application of policies, standards, and practices in the classroom, studio, workplace, school, and unit, and the university as a whole. Particularly among faculty and students, equity can also refer to the provision of additional support to ensure that all people have access to the necessary tools to reach their full potential.

- **Access** is related to equity and, like equity, is a commitment that has more than one implication. First, it means ensuring everyone can take advantage of all Yale has to offer. Individuals vary in their ability to access resources and benefit from them because of their different backgrounds and cultural assumptions and those of the people providing the resources. Systems and processes affect levels of access to resources, as do communications and practical matters like operating hours and physical location and, in the COVID-19 era, digital interfaces.

- **Accessibility** also means helping specific community members fulfill their roles and goals by accommodating a wide range of disabilities. Being attentive to these differential needs will allow for full participation in the community.

Inclusion refers to the formal and informal activities of an organization, and the behavior of organization members toward one another, that allow for participation, particularly by members of underrepresented minorities. Inclusive actions and behavior at Yale ensure that the widest range of university citizens participate in every aspect of university life and that their participation supports their own development and benefits the broader community.

Belonging is used with inclusion as a distinct but interrelated term. While inclusion refers to actions and sets of behaviors, belonging refers to an affective, positive state of each individual within a community, particularly a sense of being valued and connected to those around them and to the organization. Studies and data from Yale surveys and focus groups suggest that university members feel they belong when they have

- the ability to be fully themselves as they are in that moment and as they continue to grow,

- a shared belief in common values and goals,

- experiences participating in interdependent groups for a common purpose,

- shared interpersonal connections in informal and formal settings, and

- recognition of and respect of their individual talents and perspectives.

Much of the work to diversify the community, ensure access and equity, and enhance inclusive practice will support and increase community members' sense of belonging. Belonging is in part an outcome of work on DEI and allows individuals to give their best.

Excellence was a recurring theme throughout the committee's work, and was viewed as descriptive of Yale's overall pursuit. The concept of excellence also underscores some of the reasons identified by committee members, deans, and officers for pursuing improvements in diversity, access, equity, and inclusion: to create a better workplace and help recruit and retain the most talented community members; to further the university's mission in advancing knowledge and practice, including in new directions; to develop leaders; and to meet moral and social imperatives, including for racial justice and equity. Committee members believe we need to clarify what constitutes excellence across the university, refine the ways we recognize it, and thereby reveal new areas of exploration and as-yet undiscovered talent.

Intersectionality names the interconnected nature of forms of identity (e.g., race, class, and gender), particularly in ways that create overlapping and interdependent systems of discrimination or disadvantage.

Person of color is used by many people in the U.S. context who are not white to describe their identity.

BIPOC refers to Black, Indigenous, and other people of color.

Underrepresented minority (URM) is a group whose representation in a given context is lower than its representation in the U.S. population. At Yale and in this report, the term usually refers to (1) the federal race/ethnicity categories of American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander; or (2) individuals identifying with one or more of those categories.

Antiracism refers to practices of identifying and challenging racism including structural racism: the ways in which history, culture, public policy, institutional practices, together with individuals' personal beliefs, interact to simultaneously advantage white people and disadvantage Black, Indigenous, and other people of color. Some people specify distinct meanings for institutional, structural, and systemic racism to differentiate scale and context. Others use the terms interchangeably.

Intersectionality

A group of committee members discussed how intersectional understanding could improve the work of the committee and be reflected in its outputs.

- Engaging the intersectionality of particular individuals is crucial, but does not mean singular group identity can or should be erased. Moreover, challenging categorization does not mean eliminating categories. Clear definitions and vocabulary are important.

- When considering a person's intersecting identities, the identity/ies at play or threatened in the moment should not be assumed. Relevant identity/ies vary across individuals and circumstances.

- Alumni and some staff and faculty were once students, an example of intersecting identities.

- Concepts from universal design frameworks may be instructive. Universal design incorporates intentional approaches to eliminate or reduce barriers to individual engagement (with a course, a physical space, etc.). A motto might be "Yale — a university designed for all."

- If Yale is a university designed for all, then there must be multiple, equally valued ways to achieve excellence, which collectively must be defined more broadly.

Behavior
- Implementing our goals requires collective organizational and cultural change. Baseline expectations or a focus on individual identities and experiences is not enough. Although behavioral changes are individual, the engagement and inspiration to make them must be collective.

- Those who speak from places of institutional power must model these changes.

- Data collection should give more options for self-identification, while recognizing that the only way to fully understand or appreciate the complexity of a person's intersecting identities is to devote time and attention to engaging with the whole person.

Operations

- Yale leadership should develop a process to review policies and procedures through the lens of who will be advantaged, who will be harmed, and where the intersections are.

- When forming committees, task forces, and working groups, we often think to include people from underrepresented groups. We should also prioritize the inclusion of people with critical intersecting identities.

- Adding intersectionality issues to existing training focused on a single issue (e.g., sexual harassment, unconscious bias) would support the recognition that individuals have multiple identities. Structured training programs and other traditional approaches are relatively easy to implement, but not fully adequate to create change, influence culture, or challenge points of view. In an academic setting they may even be counterproductive.

- As with other concepts the committee considered—diversity, equity, inclusion—intersectionality is best understood through exchange and discussion. We should consider alternatives to training, such as lightly structured discussion, storytelling, and workshops—all pedagogical methods available to us. We also need to consider how best to motivate members of our community to learn more about intersectionality.

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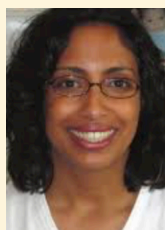

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University of Chicago, *Diversity + Inclusion Initiative Initial Activities*, October 2017

Harvard University, *Pursuing Excellence on a Foundation of Inclusion*, report of the Presidential Task Force on Inclusion and Belonging, March 2018

University of Michigan, *Diversity, Equity, and Inclusion Strategic Plan*, updated October 2019; selected unit plans

Stanford University, *Inclusion, Diversity, Equity, and Access in a Learning Environment (IDEAL)*, spring 2019

University of Wisconsin-Madison, R.E.E.L. Change Strategic Diversity Action Plan, May 2015

By the Subcommittee on Faculty

Staff with diversity-related portfolios from each graduate and professional school

FAS department chairs

FAS Faculty Senate Committee on Instructional Faculty and Academic Support

Cultural center directors

Office of General Counsel

Office of International Students and Scholars

University Library leadership

Office of LGBTQ Resources

Women's Faculty Forum — past, present, future leadership

Inginia Genao
Associate Professor of Medicine (General Medicine); Associate Chair for Diversity and Inclusion; Medical Director, Adult Primary Care Center

Stephen Pitti
Professor of History, American Studies, and Ethnicity, Race, and Migration; Founding Director, Yale Center for the Study of Race, Indigeneity, and Transnational Migration; Associate Head, Ezra Stiles College

Alicia Schmidt Camacho
Professor of American Studies and Ethnicity, Race, and Migration; Chair, Program in Ethnicity, Race, and Migration; Head, Ezra Stiles College

2017 Report of the Alumni Task Force on Diversity, Equity, and Inclusion

2017 All-Alumni Survey, report and related analyses

Reports of the 2018–2019 Executive Director's Diversity, Equity, and Inclusion Working Group

Advisory Committee on Student Life

Deans' Designees, all schools

Graduate and Professional Student Senate, president

Graduate Student Assembly, chair

Intercultural Affairs Council

Interfaith Forum at Yale

Office of Graduate Student Diversity and Development

Secretary's Student Advisory Committee

Secretary's Student Advisory Group on Diversity, Equity, and Inclusion

Student Wellness Committee (Yale Well)

Yale College Council, president

Yale School of Medicine, MD Student Focus Group

Yale School of Medicine, PhD and MD/PhD Student Focus Group

COFHE Senior Survey (2010, 2012, 2014, 2016 2018), selected data

Enrolled PhD Student Survey (2012, 2015, 2018), selected data

Belonging at Yale Priorities

Peer institutions' DEI plans, selected

Vision, Mission, and Priorities for Student Life (2016)

 2019 Executive Report of the Yale College Committee on Social Life and Community Values

Yale University 2019 Self-Study: Report to the New England Commission of Higher Education

Yale University Centers, Initiatives, Programs, and Groups on Diversity, Equity, Inclusion, Belonging, and Community document

Yale

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