

YALE UNIVERSITY 2019 SELF-STUDY

Report to the New England Commission of Higher Education

Submitted September 2019

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University Leadership and Organization

Yale is overseen by President Peter Salovey and the university's board of trustees, who comprise the governing and policy-making body known formally as the Yale Corporation. The institution is also led and supported by the University Cabinet, an advisory body convened by the president, consisting of the deans, vice presidents, and other senior academic and administrative leaders.

President & Trustees

Peter Salovey, President ([view biography](#))

Board of Trustees ([view website](#))

University Cabinet

Benjamin Polak, Provost ([view biography](#))

Robert J. Alpern, Dean of the School of Medicine ([view biography](#))

Deborah Berke, Dean of the School of Architecture ([view biography](#))

Robert Blocker, Dean of the School of Music ([view biography](#))

John H. Bollier, Vice President for Facilities and Campus Development ([view biography](#))

Jeffrey Brock, Dean of the School of Engineering & Applied Science ([view biography](#))

James Bundy, Dean of the School of Drama ([view biography](#))

Ingrid C. Burke, Dean of the School of Forestry & Environmental Studies ([view biography](#))

Jack F. Callahan, Jr., Senior Vice President for Operations ([view biography](#))

Kerwin K. Charles, Dean of the School of Management ([view biography](#))

Marvin Chun, Dean of Yale College ([view biography](#))

Lynn Cooley, Dean of the Graduate School of Arts and Sciences ([view biography](#))

Alexander Dreier, Senior Vice President for Institutional Affairs ([view biography](#))

Tamar Szabó Gendler, Dean of the Faculty of Arts and Sciences ([view biography](#))

Heather Gerken, Dean of Yale Law School ([view biography](#))

Susan Gibbons, University Librarian ([view biography](#))

Kimberly M. Goff-Crews, Secretary and Vice President for Student Life ([view biography](#))

Ann Kurth, Dean of the School of Nursing ([view biography](#))

Marta Kuzma, Dean of the School of Art ([view biography](#))

Pericles Lewis, Vice President for Global Strategy ([view biography](#))

Janet E. Lindner, Vice President for Human Resources and Administration ([view biography](#))

Stephen C. Murphy, Vice President for Finance and Chief Financial Officer ([view biography](#))

Nathaniel Nickerson, Vice President for Communications ([view biography](#))

Joan E. O'Neill, Vice President for Alumni Affairs and Development ([view biography](#))

Peter E. Schiffer, Vice Provost for Research ([view biography](#))

Gregory E. Sterling, Dean of the Divinity School ([view biography](#))

Scott Strobel, Vice President for West Campus Planning & Program Development ([view biography](#))

David F. Swensen, Chief Investment Officer ([view biography](#))

Sten H. Vermund, Dean of the School of Public Health ([view biography](#))

Each of Yale's vice presidents is responsible for oversight of one or more administrative offices of the university. The major subdivisions of each administrative unit are included in the listing below.

Secretary & Vice President for Student Life

- [Office of the Secretary and Vice President for Student Life](#)
- [Chaplain's Office](#)
- [Office of LGBTQ Resources](#)
- [Resource Office on Disabilities](#)

Senior Vice President for Institutional Affairs & General Counsel

- [Office of General Counsel](#)
- [Office of Enterprise Risk Management](#)
- [Office of Federal Relations](#)

The senior vice president for institutional affairs & general counsel is also responsible for the units reporting to the secretary & vice president for student life and the vice president for communications.

Senior Vice President for Operations

- [Business Operations](#)
- [Office of Facilities](#)
- [Finance](#)
- [Human Resources and Administration](#)
- [Information Technology](#)
- [Office of New Haven and State Affairs](#)
- [Research Support](#)
- [Yale Hospitality](#)

The senior vice president for operations is also responsible for the units reporting to the vice president for facilities and campus development, the vice president for finance & chief financial officer, and the vice president for human resources & administration.

Vice President for Alumni Affairs & Development

- [Yale Alumni Association](#)
- [Office of Development](#)

Vice President for Communications

- [Office of Public Affairs & Communications](#)
- [Office of the University Printer](#)
- [Yale Visitor Center](#)

Vice President for Facilities & Campus Development

- [Office of Facilities](#)

Vice President for Finance & Chief Financial Officer

- [Accounting & Financial Management](#)
- [Budget Office \(Financial Planning & Analysis\)](#)
- [Business Solutions](#)
- [Controller's Office](#)
- [Financial Shared Services](#)
- [Procurement](#)

Vice President for Global Strategy

- [Gruber Foundation](#)
- [Office of International Affairs](#)
- [Office of International Students & Scholars](#)
- [Stephen A. Schwarzman Center](#)
- Yale-NUS New Haven Office

Vice President for Human Resources & Administration

- [Human Resources & Administration](#)
- [Emergency Management](#)
- [Public Safety](#)
- [Travel, Relocation & Fleet](#)
- [Yale Printing & Publishing Services](#)

Vice President for West Campus Planning & Program Development

- [Yale West Campus](#)

Cores & Centers

- [Analytical Core](#)
- [Center for Genome Analysis](#)
- [Center for Molecular Discovery](#)
- [Center for Research Computing](#)
- [Cleanroom](#)
- [Imaging Core](#)
- [Landscape Lab](#)
- [Materials Characterization Core](#)

Institutes

- [Cancer Biology Institute](#)
- [Chemical Biology Institute](#)
- [Energy Sciences Institute](#)
- [Institute for the Preservation of Cultural Heritage](#)
- [Microbial Sciences Institute](#)
- [Nanobiology Institute](#)
- [Systems Biology Institute](#)

Table of NECHE Actions, Items of Special Attention, or Concerns

<i>Date of Letter</i>	<i>Action Item</i>	<i>Page Reference(s)</i>
January 6, 2015	Give emphasis to the institution’s success in reviewing its mission statement and implementing its strategic planning process.	vii, xvi, 1-5
	Give emphasis to the institution’s success in implementing assessment of student learning initiatives for all programs.	vii, 33, 67-69, 83-85, 92
	Give emphasis to the institution’s success in achieving its goals for faculty diversity and implementing the Faculty of Arts and Sciences Senate.	vii, xiv-xv, 18-20, 58-60, 62-64, 69
	Give emphasis to the institution’s success in evaluating the impact and effectiveness of the two new residential colleges and enhanced services for graduate students.	vii-viii, xiii, 47-48, 50-52, 67-68, 69, 75
March 27, 2017	Include an update on the institution’s success in implementing the online Master of Medical Science Physician Assistant degree program.	viii-ix
January 2, 2018	Include an update on the establishment of Andover Newton Seminary at Yale Divinity School.	ix
April 23, 2019	Submit an update on [the university’s] review and any subsequent actions taken related to the “admissions fraud scheme” for [NECHE’s] review.	45

Introduction and Institutional Overview

Yale University’s history dates to 1701, when the Connecticut legislature adopted a charter to create what was then known as the Collegiate School. From its earliest days, the institution sought to prepare its students “for Publick employment both in Church & Civil State.” In 1716, the Collegiate School moved to New Haven from its original location in Saybrook, Connecticut. Two years later, it was named Yale College in honor of its first benefactor, the Welsh merchant Elihu Yale, who had donated 417 books, a portrait of King George I, and funds from the sale of nine bales of goods. In 1887—now comprising a graduate school, an art gallery and a museum of natural history, and schools of art, divinity, engineering, law, and medicine—the college’s name was changed to Yale University.

More than three centuries after Yale’s founding, we continue to emphasize educating future leaders who will serve the public good across all sectors of society. Our academic enterprise today encompasses Yale College, the Graduate School of Arts and Sciences, and twelve professional schools: Architecture, Art, Divinity, Drama, Engineering & Applied Science, Forestry & Environmental Studies, Law, Management, Medicine, Music, Nursing, and Public Health. (Many of the professional schools are subject to [specialized accreditation](#). Thus, although this document is university-wide in overall scope, particular emphasis is given to Yale College and the Graduate School of Arts and Sciences, and to the faculty who serve them.)

As of fall 2018¹ our student body comprised 13,433 undergraduate, graduate, and professional students, as detailed in the table below. They are guided in their studies and mentored in their career development by a faculty numbering 4,804, including 1,164² in the arts and sciences and 2,574³ in medicine. Teaching and research activity across the university is supported by the work of 10,082 staff members spanning the academic and administrative units.

The table below⁴ shows the distribution, by unit, of members of the university community.

Academic or Administrative Unit	Students	Faculty	Postdoc ⁵	Staff
Yale College	5,964	n/a	n/a	236
Graduate School of Arts and Sciences	3,032	n/a	n/a	22
Faculty of Arts and Sciences ⁶	n/a	1,164	371	287

¹ Data for the current academic year will become available on November 1, 2019.

² This figure includes 494 faculty members with tenure, 179 tenure-track, 354 non-ladder (instructional), and 137 research faculty.

³ This figure includes 1,418 academic-track faculty members, 499 clinicians, and 657 with research appointments.

⁴ For the purpose of this table, populations were defined in the following ways. Student counts are derived from 2018 IPEDS Fall Enrollment reporting. Faculty counts include individuals with a primary faculty appointment, irrespective of full- or part-time status; faculty are counted according to their primary appointment, and other than ladder medical faculty, these counts exclude faculty who are not paid by Yale. Postdoc counts include all postdoctoral, postgraduate, and clinical fellows and associates. Staff counts include all other individuals who are affiliated with the university primarily as employees. Any individual is only counted once in the table.

⁵ “Postdoc” figures include postdoctoral fellows and associates, postgraduate research interns, and clinical fellows and associates.

⁶ Teaching in Yale College and the Graduate School of Arts and Sciences (GSAS) is carried out by members of the Faculty of Arts and Sciences. Students in Yale College and GSAS also receive the benefit of substantial teaching effort by members of the faculties across the professional schools, including the School of Medicine.

School of Architecture	206	58	2	17
School of Art	128	69	0	11
Divinity School	355	81	0	47
School of Drama	204	95	0	68
School of Engineering & Applied Science ⁷	See note	See note	81	37
School of Forestry & Environmental Studies	318	88	26	116
Law School	666	168	5	198
School of Management	923	99	3	273
School of Medicine	995	2,821	1,501	3,367
School of Music	227	72	4	35
School of Nursing	415	92	8	45
School of Public Health ⁸	See note	See note	69	164
Institute of Sacred Music	See note ⁹	n/a	3	15
Interdisciplinary Centers & Institutes	n/a	n/a	54	53
Libraries & Galleries	n/a	n/a	12	821
Other Units ¹⁰	n/a	n/a	n/a	4,270

The report that follows was informed by the insights and experiences of many members of this vibrant campus community. Over nearly two full years, we undertook a period of directed self-study aligned to the New England Commission of Higher Education’s *Standards for Accreditation*. This work began with a core administrative steering committee chaired by Dean of Yale College Marvin Chun, the Richard M. Colgate Professor of Psychology, of Neuroscience, and of Cognitive Science. From there, we engaged nine committees, corresponding to NECHE’s nine standards, with a total membership of more than one hundred faculty and staff members and students. These committees conducted extensive outreach, consulting colleagues and students individually, and through presentations and discussions in various standing meetings and other forums. Campus communications from President Salovey and Dean Chun invited, first, broad input to inform the initial preparation of this report and, later, community-wide comments on the draft document. A listing of reaccreditation committee members and a timeline and table of opportunities for input are included on pages xvii-xxi.

a. Overview of the Commission’s Action Items

In a January 2015 letter affirming its acceptance of Yale’s 2014 interim report, NECHE recommended four areas of emphasis to be covered in this self-study document, as follows.

⁷ Students affiliated with the departments of the School of Engineering & Applied Science (SEAS) earn their degrees from Yale College or the Graduate School of Arts and Sciences; faculty affiliated with SEAS are members of the Faculty of Arts and Sciences.

⁸ The 371 students enrolled in School of Public Health (YSPH) degree programs are included in the count for the School of Medicine, of which YSPH is formally a department. Faculty affiliated with YSPH also are included in the School of Medicine totals.

⁹ Students affiliated with the Institute of Sacred Music earn their degrees from either the Divinity School or the School of Music.

¹⁰ “Other Units” comprises athletics, communications, development, general counsel, and operations (including facilities, hospitality, human resources, and information technology services); the president’s, secretary’s, and provost’s offices (as well as other units within the provost’s organization); West Campus; and a small population of staff members on union leave or in Yale’s interim employment pool.

Mission, Goals, and Strategic Planning

In accepting the Yale presidency in November 2012 (to begin in the role in July 2013), Peter Salovey described a vision for the university aligned along four themes: a more unified Yale, a more innovative Yale, a more accessible Yale, and a more excellent Yale. This last attribute—*more excellent*—is not hyperbole or redundancy. Rather, it reflects a fundamental aspiration to constant institutional self-improvement. Yale’s new mission statement, described in detail in Standard 1, reflects that aspiration. Today, rather than simply aiming to be “on par with the best institutions in the world,” our university community is guided by a commitment to “improving the world today and for future generations through outstanding research and scholarship, education, preservation, and practice.”

Student Learning Initiatives and Outcomes

The recalibrated NECHE standard focusing on educational effectiveness has inspired us to consider more holistically, and with reinvigorated scrutiny, the quantitative and qualitative measures by which we evaluate our students’ educational outcomes across the curriculum. In Standard 8, we discuss efforts and opportunities to expand our use of metrics beyond the traditional statistics such as post-graduation employment or enrollment in advanced degree programs. In Standard 4, we investigate how our academic programs have responded—and must respond—to the changing demands of a twenty-first century education. In Standard 5, we show that student learning happens far beyond the classroom and the curriculum, and we look at initiatives to ensure that we are integrating co-curriculum and student life effectively with the overall academic experience. And in Standard 6, we examine the new possibilities for educational assessment enabled by the creation of the Poorvu Center for Teaching and Learning.

Faculty Diversity and the Faculty of Arts and Sciences

In Standard 3, we will look first at the transformative changes brought about by the establishment of a deanship and central office for the Faculty of Arts and Sciences (FAS), and then at a concomitant of this new organization: the creation of the FAS Senate, which provides FAS faculty members with a collective voice.

In fall 2015 President Salovey and Provost Polak announced the launch of a new comprehensive five-year Faculty Excellence and Diversity Initiative. That initiative’s progress to date is treated in detail later in this introductory chapter. In Standard 6, we reflect on Yale’s continued challenges and further opportunities to foster faculty diversity across the academic enterprise.

New Facilities, Services, and Resources for Students

There is no doubt that August 2017, when Pauli Murray College and Benjamin Franklin College opened their doors to welcome members of a newly expanded undergraduate student body, was a watershed moment in our efforts to create a more accessible Yale. This expansion—the first major increase in Yale College enrollment since the advent of coeducation fifty years ago—has allowed us to admit 15 percent more students to the college each year, bringing the possibilities of a Yale education to a greater number of deserving individuals from across the country and around the world. Later in this chapter we review highlights of the successful implementation and first two years of the newly expanded Yale College.

At the same time, we have undertaken a number of initiatives to increase Yale’s resources and support for our graduate and professional students. In Standard 5, we look in detail at these efforts, which span health, wellness, professional development, and campus life. The Stephen A. Schwarzman Center—a state-of-the-art new hub of campus life, arts, and other programming that is slated to open in summer 2020—will usher in an exciting new era for our graduate and professional student communities (see Standards 5 and 7). The chapters of this report on Standards 4, 6, and 8 further examine the robust curricular and career opportunities that Yale provides to students pursuing advanced degrees.

b. Other Progress Updates Requested by NECHE

The period since our last interim report also has seen key advances for several significant recent additions to Yale’s academic programs and partnerships. Here we present brief updates on two areas specified by NECHE for follow-up in this report.

Physician Assistant Online Degree Program

Our overarching strategy for digital education prioritizes initiatives that use technology to improve teaching and learning, that amplify the impact of Yale’s pedagogical excellence beyond our campus, and that incorporate innovation and experimentation to advance the program’s educational objectives. The [Physician Assistant Online program](#) at Yale School of Medicine serves each of these goals: it extends our outstanding teaching beyond New Haven, offers a transformative new model for physician assistant education, and furthers the school’s pedagogical mission.

Program participants join an online campus that encompasses course work, interaction with peers and instructors, and academic and technical support. Classes are held live and face-to-face in a virtual classroom and are taught by School of Medicine faculty members. The technology used to facilitate the program allows professors to assign work in breakout groups, enables students to socialize with each other online, and supports office hours, case studies, live chats, and presentations. The program is divided into a twelve-month didactic phase (including fifty-seven credits of course work and two mandatory weeklong on-campus immersions) and a sixteen-month clinical phase (including a four-week research capstone and one mandatory weeklong on-campus immersion). More than half of the program is devoted to clinical rotations, which provide critical hands-on experience. (The clinical component is carried out at sites near the students’ home communities that are identified by Yale placement specialists.)

Upon completion, students receive the master of medical science (M.M.Sc.) degree and are prepared for careers as culturally competent clinicians who are committed to continuous learning and development. Our aim is for program graduates to make significant contributions both to their communities and to the wider advancement of the physician assistant profession.

In September 2017, the Physician Assistant Online program received provisional accreditation status from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The program’s inaugural cohort of forty-one students began full-time studies in January 2018, and a second group (fifty-nine students) started in January 2019. An ARC-PA accreditation monitoring site visit will occur within the six months prior to the first cohort’s

graduation in May 2020; eighteen to twenty-four months later, the program will be eligible for continued accreditation status.

The Andover Newton Seminary at Yale

In July 2017, following a yearlong visiting status, the Andover Newton Theological School—now known as [Andover Newton Seminary](#)—formally relocated to Yale Divinity School. The affiliation between the Divinity School and Andover Newton brings together the school’s academic program—emphasizing theological education in an ecumenical setting to support a wide range of student goals—with the seminary’s specific focus on preparing aspiring clergy members. Students benefit from the breadth of the Divinity School and of the wider university, including the opportunity to take courses in other Yale schools. Together, the Divinity School and Andover Newton now provide M.Div. students focused on ministry in congregations with a theological education that is at once broad, deep, and up-to-date.

Through this program, Yale master of divinity (M.Div.) candidates may earn Andover Newton diplomas in congregational ministry concurrently with their degrees. The diploma program began officially for both entering and continuing Yale Divinity School students in fall 2018. It comprises a yearlong colloquium in congregational leadership, half-year colloquia in bible study and in community building, a cross-cultural immersion program, clinical pastoral education, supervised ministry, and bible study. Currently twenty-eight students are enrolled in the diploma program, with roughly fifty others attending Andover Newton programs such as the weekly worship service. One-third of these students identify as non-white and one-third as LGBTQ; just over half are women. Over time, the program expects to serve fifty to sixty students each year. A June 2019 report by Divinity School Dean Gregory Sterling to the trustees of Andover Newton Seminary is included in the appendices to this document.

c. Highlights of the Past Five Years

In the decade since our last comprehensive self-study—and, in particular, in the five years since our 2014 interim report—Yale has undergone a period of sweeping transformation. Some of these recent shifts are not unique to this university; they are aligned with rapid changes in the country and in the increasingly global context in which we operate. Much that is new at Yale, however, corresponds to the transition in leadership that began with President Salovey’s appointment. Since he assumed the presidency in July 2013, we have seen noteworthy steps forward in Yale’s administration and governance: the creation of the University Cabinet and the Vice Presidents Council, the establishment of the Faculty of Arts and Sciences deanship, and increased engagement between the Yale Corporation (the university’s board of trustees) and the campus community. Eight of eleven vice presidents have been newly appointed during this period, as well as eleven of fifteen deans, eleven of fourteen heads of the residential colleges, and a new director of athletics, the first woman to hold that title at Yale. Positions designed to span academic and administrative leadership include the university librarian’s appointment to serve simultaneously as deputy provost for collections and scholarly communication; the establishment of the roles of vice provost for research and of vice president for global strategy/deputy provost for international affairs; and the continued work of our vice president for West Campus planning and program development/deputy provost for teaching and learning. (For further information related to these activities and appointments, see Standard 3.)

In the same time frame, Yale's fiscal picture has improved significantly. Our last self-study report was issued in the early aftermath of the 2008-09 financial crisis; in 2013, the university had a projected ongoing structural deficit of \$50 million and was at risk of losing its Aaa/AAA designation by the credit rating agencies. Strategic priorities, including key facilities projects, were on hold. Beginning in 2014-15, we undertook a major, campus-wide effort to achieve administrative cost savings while preserving our academic mission. As a result, we have posted surpluses in each subsequent year and our Aaa/AAA ratings were reaffirmed by both Standard & Poor's and Moody's (with the latter announcing that "Yale's history of excellent fundraising and long-term investment performance will ensure maintenance of exceptional financial flexibility."). By 2017-18, our university-wide operating results, on a budget of \$3.8 billion, showed a surplus of \$91 million, with a small surplus in the central campus and the remainder accounted for by the professional schools, primarily the School of Medicine. With investment returns of 12.3 percent that fiscal year, the endowment's value rose to \$29.4 billion.

This return to financial equilibrium has been vital in enabling us to move forward on a carefully considered slate of university-wide priorities for academic investment. Described in detail in Standard 2, they include selected areas of science, data-intensive social science, and Yale's historic comparative advantage, the arts and the humanities. The most ambitious of these priorities is our major push forward in the sciences, a realm in which we must simultaneously leverage our signature strengths and selectively bolster the areas essential to our standing as a top-tier global research university. Our strategy for the sciences is informed by five "big ideas" recommended by a university-wide faculty committee: integrative data science, quantum science, neuroscience, inflammation science, and environmental and evolutionary sciences; it also includes expanded graduate student support and an emphasis on pipeline diversity in the STEM disciplines. Even prior to the committee's recommendations, we have taken important steps in this area in the past five years, including significant investments in our Department of Computer Science, now part of the School of Engineering & Applied Science; the expansion of our statistics department into the Department of Statistics and Data Science; and the launch of undergraduate majors in data science and neuroscience, as well as a new certificate program in data science. We have made extensive improvements to our scientific buildings and core facilities, including Wright Laboratory, the Greenberg Engineering Teaching Concourse, teaching labs in the Sterling Chemistry Laboratory, our West Campus science institutes, the Peabody Museum of Natural History, the Magnetic Resonance Research Center, the Center for Research Computing, and the Lab for Surgery, Obstetrics and Gynecology. The new, 240,000-square-foot Yale Science Building (see Standard 7) opened in August of this year. And in late 2018, the vice provost for research announced the expansion of university fellowships and "top-up" funding for graduate students with external fellowships.

Together with transformative philanthropic gifts for several specific buildings, our strengthened economic footing also has allowed us to complete or begin major building projects that had been stalled during the downturn. The result is a striking revitalization of our physical campus, carried out in alignment with our education and research missions. The map on pages xi-xii depicts facilities renovations and new construction completed since 2014 or currently under way. Plans for the Schwarzman Center, our new hub of campus life slated to open in 2020, are outlined in Standard 5. In Standard 7 we examine other building projects and their impact.

MAJOR RENOVATIONS AND NEW CONSTRUCTION SINCE 2014

COMPLETED 2009-14

COMPLETED 2015-19

PROJECTED 2020-24



KLINE CHEMISTRY LABORATORY



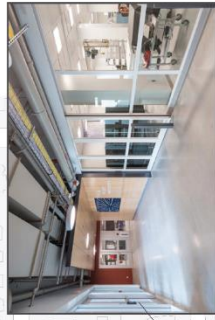
STERLING CHEMISTRY LABORATORY



FRANKLIN & MURRAY COLLEGES



CENTER FOR ENGINEERING INNOVATION & DESIGN



WRIGHT LABORATORY



YALE SCIENCE BUILDING



PEABODY MUSEUM



EDWARD P. EVANS HALL (YALE SCHOOL OF MANAGEMENT)

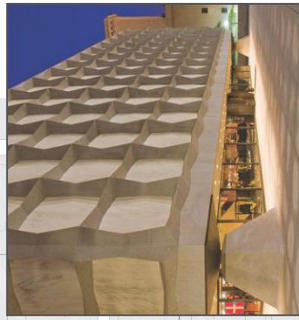


Tobin Center for Economic Policy





TSAI CITY (TOP)
GREENBERG ENGINEERING CONCOURSE



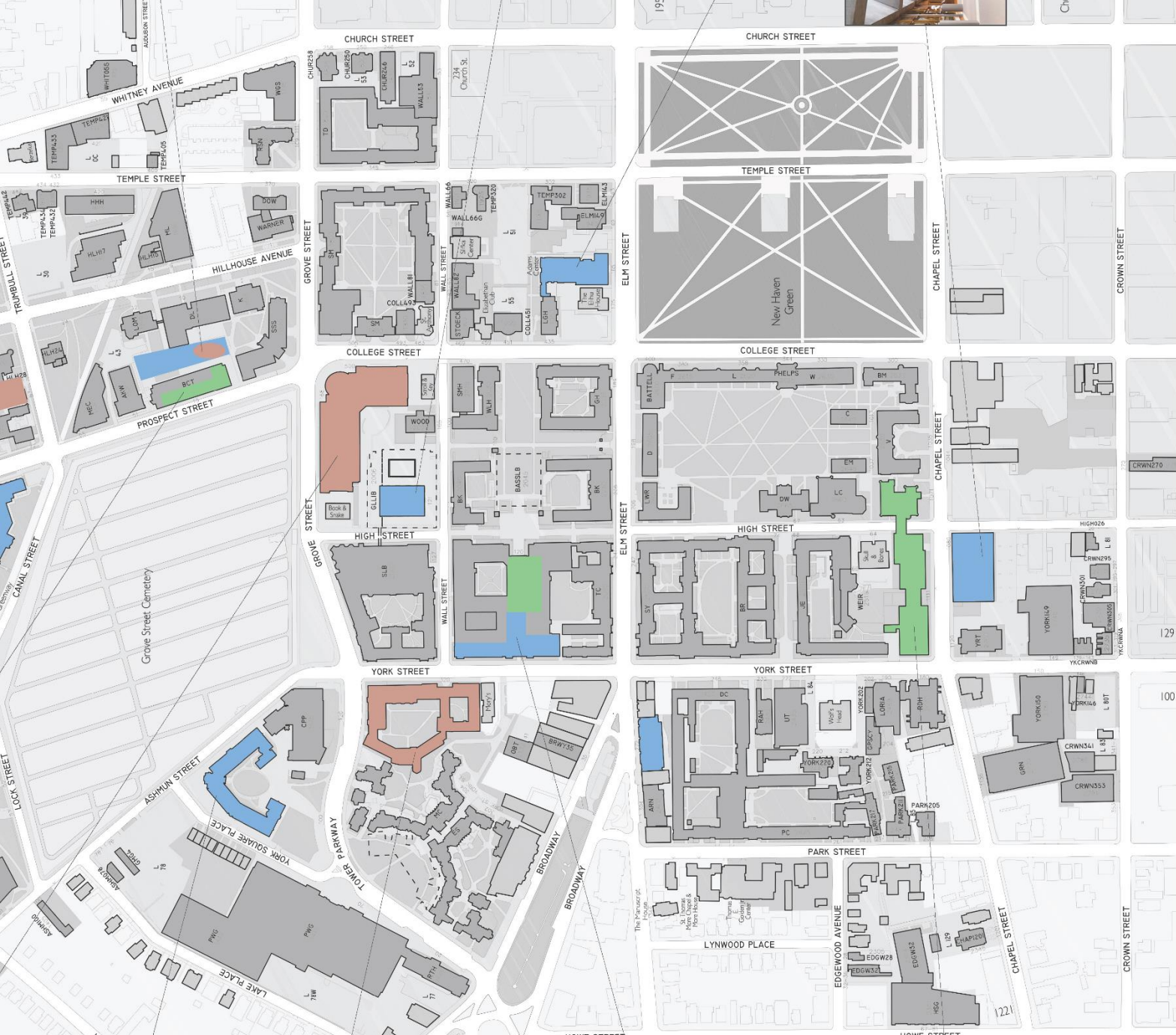
BEINECKE RARE BOOK LIBRARY



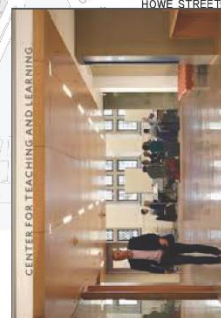
ADAMS CENTER



VALE CENTER FOR BRITISH ART



320 YORK



POORVU CENTER FOR TEACHING &
LEARNING (TOP)
STERLING MEMORIAL LIBRARY NAVE



YALE UNIVERSITY ART GALLERY

It has been two years since the first cohort of residents walked through the gates of Pauli Murray College and Benjamin Franklin College. Today, the measure of the two new colleges' success is that they feel like they always have been here. Their construction and implementation—the first major expansion of Yale College in half a century—was the product of discussions initiated with the Yale Corporation as early as 1998, followed by a decade of concentrated planning begun in 2007. Dedicated study groups and committees considered facets of the expansion across every aspect of academic resources and student life, laying the groundwork to accommodate an eventual 15 percent increase in undergraduate enrollment—and to ensure that the Yale College experience, in the classroom and far beyond, would be undiluted. These extensive preparations had their intended effect: a virtually seamless transition from twelve residential colleges to fourteen. The appendix to this report includes a sheet summarizing our planning and evaluation processes that paved the way for this productive outcome.

Our progress in furthering Yale's mission and goals has not been limited to our home campus in New Haven. In the twenty-first century, a great research university must be global in scope; the education it offers, at every level, must reflect the interconnectedness of the world around us. From research and scholarship in global affairs (see Standard 3) to graduate exchange programs (see Standard 4), from admissions outreach to support for international students (see Standard 5), and from research fellowships to funding that supports students' international experiences (see Standard 8), an outward-looking worldview is an essential component of a Yale education.

At the same time, we have continued to expand our partnerships abroad. The [Yale Africa Initiative](#), announced by President Salovey during his inaugural address in 2013, focuses on collaboration and networking, bilateral learning, and research for measurable impact with our many partners across the African continent. In the last five years, the number of students and scholars from Africa at Yale has doubled; four African business schools are now part of the School of Management's [Global Network for Advanced Management](#); four cohorts of participants have attended our [Forum for Strategic Impact](#), a leadership program for women in African governments; a Yale field office was opened in Ethiopia; and we launched [Yale Young African Scholars](#) for outstanding high school students in Africa, a program that now serves more than 1,000 students from thirty-five countries. Approximately 150 faculty members across the university have research or teaching interests related to Africa.

Meanwhile, Yale has had a longer and deeper relationship with China than any other university in the West. Today, approximately 800 Chinese students are at Yale, and Chinese students and scholars represent, by far, the largest group from any foreign country in residence at Yale.

Ties between Yale and China extend to educational and exchange programs including the [Richard U. Light Fellowship](#), the [International Internships Program](#), and dual-degree programs in environmental engineering (with [Tsinghua University](#)) and public health (with [Shanghai Jiao Tong University](#) and [Zhejiang University](#)), among others. More than 150 Yale faculty members are pursuing a broad array of research, educational, and training activities in and related to China, involving scores of Chinese universities, hospitals, research institutions, and other organizations. In the last five years, we opened [Yale Center Beijing](#), a convening space and intellectual hub offering hundreds of events each year; launched a total of four dual-degree programs with Chinese universities; undertook important new joint research projects with

Chinese partners in immunology, health policy, biostatistics, and software development; and extended the [Yale-China Advanced University Leadership Program](#).

d. The Pivotal Role of Diversity and Inclusion

Diversity and inclusion are fundamental pillars of both our university and our country, sources of pride and strength. Yale’s mission to educate aspiring leaders who serve and contribute to all sectors of society depends upon a community of faculty, staff, students, and alumni drawn from all backgrounds and walks of life, and we are unwavering in our commitment to fostering a community whose members encounter a broad array of points of view and have the opportunity to achieve their highest potential. In the past five years, colleges and universities across the country have reckoned with issues of diversity and inclusion, often linked to longstanding historical legacies and injustices. Yale is no exception. In Standard 5 we discuss the role that student advocacy and campus-wide dialogue have played in fostering a university community that is more inclusive of all its members, and more reflective of the sweeping diversity of its students, faculty, and staff, than ever before. And in Standard 9 we review the events of the fall semester of the 2015-16 academic year, a period of important debate, dissent, and progress on our campus.

Among seven overarching goals that President Salovey laid out for the university (enumerated in Standard 1) is the commitment “to offer a Yale education to an even more diverse student body from throughout the world without regard to financial circumstances.” This commitment underpins our mission (also detailed in Standard 1) of serving the world through “the free exchange of ideas in an ethical, interdependent, and diverse community.” Numerous initiatives over the past five years have established or expanded programs that support a diverse and inclusive university across all of these dimensions.

In November 2015, President Salovey and Provost Polak announced a five-year, university-wide Faculty Excellence and Diversity Initiative allocating \$50 million in funds to support faculty recruitment and appointments; best practices in faculty searches, tenure, and promotion processes; and new and enhanced pipeline programs for Ph.D. students. Overseen by Deputy Provost for Faculty Development and Diversity Richard Bribiescas (professor of anthropology and of ecology and evolutionary biology), the initiative has built on many effective programs already under way in schools and departments across the university. The provost’s office developed [a dedicated website](#) for the initiative, including connections to analogous sites at each school, and the provost meets with each dean to review and discuss efforts at each school on an annual basis. To support a collaborative, university-wide approach, the provost’s office has continued to collect data on the demographics of our faculty, and to work with schools and departments to compare their demographic profiles with those of relevant peers. In 2018-19, the Faculty Excellence and Diversity Initiative provided matching resources to support fourteen new ladder faculty appointments, bringing the three-year total to sixty-four recruitments campus-wide. Ten new [Presidential Visiting Fellows](#)—distinguished scholars and practitioners from around the world who bring unique perspectives on research, practice, and teaching to Yale—brought the three-year total of this cohort to thirty-five. These ladder faculty and Presidential Visiting Fellow appointments spanned the Faculty of Arts and Sciences and the Schools of Architecture, Art, Drama, Engineering & Applied Science, Forestry & Environmental Studies, Law, Management, Medicine, Nursing, and Public Health. Combined with support for

nominations from Divinity and Music in earlier years, the initiative has now provided support to every school at Yale. Meanwhile, the Graduate School of Arts and Sciences (GSAS) [Dean's Emerging Scholars Initiative](#), also funded by the Faculty Excellence and Diversity Initiative, has admitted fifteen new Ph.D. fellows each year, with each incoming fellow receiving three years of stipend top-up in addition to a research award. Since 2016, an additional thirty-five matriculating Ph.D. students have received research awards, and sixteen participants have engaged in yearlong post-baccalaureate research experiences at Yale, through the GSAS initiative. Finally, the Poorvu Center's [Diversity & Education Series: One Community](#) is also supported by the Faculty Excellence and Diversity Initiative.

Last fall, the entering Yale College Class of 2022 represented the greatest socioeconomic diversity of any incoming class in Yale's history. Eighteen percent of that class are the first in their families to attend a four-year college, and one in five receives a federal Pell Grant for low-income students. Over the past six years, the number of first-year students receiving Pell Grants has nearly doubled, and first-year enrollment among first-generation college students has increased more than 75 percent. To ensure that these students can succeed as soon as they arrive, Yale College has [centralized resources](#) to strengthen the community of first-generation and low-income (FGLI) college students. Student ambassadors provide advice and guidance; weekly workshops convene this growing community; and new online tools for advice on academics, careers, and finance are available. Further details on these and other programs designed for FGLI students are included in Standards 4, 5, and 8.

In the Graduate School of Arts and Sciences, the [Office for Graduate Student Development & Diversity](#) is a resource office for all graduate students and is committed to building and maintaining an inclusive and supportive community of scholars. The office was established with the knowledge that diversity among graduate students enhances the life of the entire scholarly community at Yale—and with the recognition that a diverse student body is essential if the academy is to remain an engaged and relevant institution within contemporary society. The office is actively engaged in the recruitment of diverse graduate students, provides community building and essential opportunities for academic and professional growth, and administers individual advising for graduate students across the disciplines as they move through their degree programs. (See the appendix to this report for additional information.)

Yale's four campus cultural centers—the [Afro-American Cultural Center](#), [La Casa Cultural](#), the [Asian American Cultural Center](#), and the [Native American Cultural Center](#)—have been expanded to serve all undergraduate, graduate, and professional students, and to connect more extensively with the greater New Haven community. Each of the centers works to enhance student support, engagement, and community; to develop and sustain a culture of leadership; to reinforce outreach and enrichment; and to reconcile history and destiny. As described in Standards 5, 8, and 9, the cultural centers are crucial components of co- and extracurricular student experience at Yale, and their budgets have been significantly expanded in recent years. Both the Afro-American Cultural Center and the Asian American Students Alliance—which led the formation of the Asian American Cultural Center in 1981—are celebrating their fiftieth anniversaries in 2019. Other resources to support our increasingly diverse student body—including the [Office of LGBTQ Resources](#) and the [Office of International Students & Scholars](#)—are also detailed in Standard 5.

Our diversity and inclusion efforts are supported by the [President’s Committee on Diversity and Inclusion](#), chaired by Gary Desir, the Paul B. Beeson Professor of Medicine; by the [Student Advisory Group on Diversity, Equity, and Inclusion](#), which is convened by Secretary and Vice President for Student Life Kimberly Goff-Crews and includes undergraduate, graduate, and professional student members; and by Yale’s [Office for Equal Opportunity Programs](#). Many of our schools have, in effect, appointed chief diversity officers, including recently created positions at the [School of Medicine](#), [School of Nursing](#), and [Yale Law School](#). The same is true for other schools, whether through new appointments or the designation of existing deans, faculty members, or staff. The provost’s office maintains a list of [school-specific diversity resources](#).

e. Looking to the Future

Just as the creation of this report depended on many voices and perspectives within the university community, we are eager to benefit from the insights and expertise of those from beyond our campus. As we look forward to the NECHE review team’s visit in November—and farther ahead, to Yale’s next decade in the pursuit of its academic mission—we close this introductory chapter with three questions signaling areas of foremost emphasis.

- Are we pursuing our priorities for academic investment in ways that most fully respond to our imperatives as a global research university, and to the objectives we have set for Yale through our new university mission statement—or are there additional areas of opportunity, mechanisms for improvement, or models of education or research that we should consider?
- How will the completion of several major academic building projects over the next five years—notably, the Yale Science Building and the 320 York Street humanities quadrangle—change the way our students and faculty members interact, and what new opportunities might these changes open up for education and research on our campus?
- What are our foremost opportunities to enhance educational effectiveness at Yale—across all schools and programs—in response to the changing demographics of our students and evolving demands of our global society in the twenty-first century?

Members of the Self-Study Committees

Administrative Planning Team

Marvin Chun, Dean of Yale College; Richard M. Colgate Professor of Psychology; Professor of Neuroscience (*Chair*)
Karen Anderson, Associate Provost
Jasmina Beširević Regan, Associate Dean for Partnership and Special Projects, Graduate School of Arts and Sciences; Lecturer in Sociology
David Caruso, Special Assistant to the Dean of Yale College
Alison Coleman, Senior Communications Officer; Lecturer in English
Jennifer Frederick, Executive Director, Center for Teaching and Learning
George Levesque, Associate Dean, Yale College; Dean of Academic Programs; Lecturer in History
Kelly McLaughlin, Assistant Dean, Assessment; Director of Study Abroad
Lily Svensen, Director, Office of Institutional Research
Julie Sweigard, Senior Executive Assistant to the Dean of Yale College

Standard 1

Marvin Chun, Dean of Yale College; Richard M. Colgate Professor of Psychology; Professor of Neuroscience (*Chair*)
Alison Coleman, Senior Communications Officer; Lecturer in English (*Executive Chair*)
Joy McGrath, Chief of Staff, Office of the President

Standard 2

Tim Pavlis, Associate Vice President for Strategy and Academic Business Operations (*Chair*)
Lily Svensen, Director, Office of Institutional Research (*Executive Chair*)
Emily Bakemeier, Deputy Provost
Jack Dovidio, Dean of Academic Affairs, Faculty of Arts and Sciences; Carl I. Hovland Professor of Psychology; Professor in the Institute for Social and Policy Studies and of Epidemiology (Chronic Diseases)
Jane Edwards, Senior Associate Dean, Yale College; Dean of International and Professional Experience
Jennifer Frederick, Executive Director, Center for Teaching and Learning
Ann Gaylin, Associate Dean, Graduate School of Arts and Sciences
Susan Gibbons, Stephen F. Gates '68 University Librarian; Deputy Provost for Collections & Scholarly Communication
Lisa Merola-Grimm, Senior Director, Financial Planning & Analysis
Pamela Schirmeister, Deputy Dean and Dean of Strategic Initiatives, Graduate School; Dean of Undergraduate Education and Senior Associate Dean, Yale College
Scott Strobel, Deputy Provost for Teaching and Learning; Vice President for West Campus Planning & Program Development; Henry Ford II Professor of Molecular Biophysics and Biochemistry; Professor of Chemistry
Lloyd Suttle, Deputy Provost for Academic Resources

Standard 3

Kimberly Goff-Crews, Secretary and Vice President for Student Life (*Chair*)
Karen Anderson, Associate Provost (*Executive Chair*)
Megan Barnett, Deputy Provost for Strategic Initiatives
Alyssa Greenwald, Associate General Counsel
Burgwell Howard, Senior Associate Dean, Yale College; Dean of Student Engagement;
Associate Vice President of Student Life
Janet Lindner, Vice President for Human Resources and Administration
Joy McGrath, Chief of Staff, Office of the President
Martha Schall, Deputy Secretary of the University; Senior Director of Corporation Affairs
Bethany Zemba, Senior Associate Dean, Chief of Staff, and Senior Adviser to the Dean, Faculty
of Arts and Sciences (*no longer at Yale*)

Standard 4

Charles Bailyn, A. Bartlett Giamatti Professor of Astronomy; Professor of Astrophysics and of
Physics; Head of Benjamin Franklin College (*Chair*)
George Levesque, Associate Dean, Yale College; Dean of Academic Programs; Lecturer in
History (*Executive Chair*)
Rene Almeling, Associate Professor of Sociology
Katherine Brown, Graduate School of Arts and Sciences 2019 (Spanish and Portuguese)
Heidi Dong, Yale College Class of 2020 (Morse College)
Jeanne Follansbee, Yale Summer Sessions Associate Dean
Mary Gilstad, Graduate School of Arts and Sciences 2023 (East Asian Languages and
Literatures)
Douglas Kankel, Professor of Molecular, Cellular, and Developmental Biology
Lawrence Manley, William R. Kenan, Jr. Professor of English
Emily Shandley, University Registrar
Mari Stever, Senior Lector I in East Asian Languages and Literatures

Standard 5

Mary Lui, Professor of American Studies and of History; Head of Timothy Dwight
College (*Chair*)
Jasmina Beširević Regan, Associate Dean for Partnership and Special Projects, Graduate School
of Arts and Sciences; Lecturer in Sociology (*Executive Chair*)
Riché Barnes, Dean of Pierson College
Nathalie Beauchamps, Yale College Class of 2021 (Jonathan Edwards College)
Justin Chan, Yale College Class of 2020 (Davenport College)
Jeanine Dames, Associate Dean, Yale College; Director, Office of Career Strategy
Debra Fischer, Professor of Astronomy and of Geology & Geophysics
Andrew Forsyth, Assistant Secretary for Student Life
Paul Genecin, Director, Yale Health; Associate Clinical Professor of Internal Medicine (General
Medicine)
Karen Jahn, Senior Director for Yale College Classes, Yale Alumni Association
Kate Krier, Assistant Dean for the Arts
Ann Kuhlman, Associate Dean, Yale College; Director, Office of International Students &
Scholars

Camille Lizarribar, Senior Associate Dean, Yale College; Dean of Student Affairs
Sarah Malkowski, Graduate School of Arts and Sciences 2020 (Chemistry)
Michelle Nearon, Senior Associate Dean, Graduate School of Arts and Sciences; Director, Office
for Graduate Student Development and Diversity
Risë Nelson, Assistant Dean, Yale College; Director, Afro-American Cultural Center
Jeremiah Quinlan, Dean of Undergraduate Admissions
Ana Ramos-Zayas, Professor of American Studies, Ethnicity, Race, and Migration, and of
Women's, Gender, and Sexuality Studies
Garth Ross, Executive Director, Stephen A. Schwarzman Center
Susan Sawyer, Senior Associate General Counsel
Caesar Storlazzi, University Director of Financial Aid
Yashna Thappeta, Graduate School of Arts and Sciences 2022 (Microbiology) (*no longer at
Yale*)
Brian Tompkins, Senior Associate Athletics Director, Student Services (*no longer at Yale*)
Scott Wallace-Juedes, Director of Undergraduate Financial Aid
Joseph Zinter, Associate Research Scientist and Lecturer in Mechanical Engineering and
Materials Science

Standard 6

Kishwar Rizvi, Professor in the History of Art (*Chair*)
Jennifer Frederick, Executive Director, Poorvu Center for Teaching and Learning (*Executive
Chair*)
Indy Burke, Carl W. Knobloch, Jr. Dean of the School of Forestry & Environmental Studies
Anoka Faruqee, Professor of Art
John Mangan, Senior Associate Dean, Faculty of Arts and Sciences
Zach Miller, Yale College Class of 2021 (Morse College)
Nancy Niemi, Director of Faculty Teaching Initiatives, Center for Teaching and Learning (*no
longer at Yale*)
Nikhil Padmanabhan, Associate Professor of Physics and of Astronomy
Andy Parker, Yale College Class of 2020 (Morse College)
Paul Sabin, Professor of History
Pamela Schirmeister, Deputy Dean and Dean of Strategic Initiatives, Graduate School; Dean of
Undergraduate Education and Senior Associate Dean, Yale College
Risa Sodi, Assistant Dean of Academic Affairs, Yale College; Director of Advising and Special
Programs
Nelleke Van Deusen-Scholl, Director, Center for Language Study; Professor (Adjunct) of
Linguistics
Philip Wang, Graduate School of Arts and Sciences 2021 (Engineering & Applied Science)
Jonathan Wyrzten, Associate Professor of Sociology

Standard 7

Jennifer Herdt, Gilbert L. Stark Professor of Divinity; Professor of Religious Studies (*Chair*)
Karen Anderson, Associate Provost (*Executive Chair*)
John Barden, Associate Vice President and Chief Information Officer
Kathleen Byington, Associate Vice President for Business Operations (*no longer at Yale*)
Jack Callahan, Senior Vice President for Operations

Cathy Jackson, Director of Planning Administration
Janet Lindner, Vice President for Human Resources and Administration
Joy McGrath, Chief of Staff, Office of the President
Stephen Murphy, Vice President for Finance and Chief Financial Officer
Joan O'Neill, Vice President for Development
Jill Parchuck, Associate University Librarian Science, Social Science, and Medicine
Tim Pavlis, Associate Vice President for Strategy and Academic Business Operations
Casey Pickett, Director of Carbon Charge, Office of Strategic Analysis
Lloyd Suttle, Deputy Provost for Academic Resources

Standard 8

Sarah Demers, Horace D. Taft Associate Professor of Physics (*Chair*)
Kelly McLaughlin, Assistant Dean, Assessment; Director of Study Abroad (*Executive Chair*)
Kelly Backes, Graduate School of Arts and Sciences 2022 (Physics)
Beth Baumgartel, Assistant University Registrar
Jeanine Dames, Associate Dean, Yale College; Director, Office of Career Strategy
Corey Herrmann, Graduate School of Arts and Sciences 2022 (Anthropology)
Grace Kao, IBM Professor of Sociology
Margaret Kellogg, Yale College Class of 2020 (Timothy Dwight College)
Alex McGrath, Yale College Class of 2021 (Branford College)
Nancy Niemi, Director of Faculty Teaching Initiatives, Center for Teaching and Learning (*no longer at Yale*)
Brian Scassellati, Professor of Computer Science and of Mechanical Engineering and Materials Science
Candace Skorupa, Senior Lecturer I in French; Lecturer in Comparative Literature
Richard Sleight, Associate Dean, Graduate School of Arts and Sciences
Vince Wilczynski, Deputy Dean, School of Engineering & Applied Science; James S. Tyler
Director of the Center for Engineering Innovation & Design

Standard 9

Lynn Tanoue, Professor of Medicine (Pulmonary); Vice Chair for Clinical Affairs, Department of Internal Medicine (*Chair*)
David Caruso, Special Assistant to the Dean of Yale College (*Executive Chair*)
Sandra Alfano, Research Scientist in Medicine (General Medicine)
Kimberly Cruz, Yale College Class of 2021 (Pierson College)
Caroline Hendel, Senior Associate General Counsel
Gregory Huber, Forst Family Professor of Political Science; Professor in the Institution for Social and Policy Studies
Christopher Londa, Graduate School of Arts and Sciences 2022 (Classics)
Victoria Martinez, School of Art 2020 (Painting and Printmaking)
Gregg Peeples, Assistant Dean, Student Conduct & Community Standards (*no longer at Yale*)
Mark Schenker, Senior Associate Dean, Yale College; Dean of Academic Affairs; Lecturer in English
Daniel Sisco, Research Manager, Office of Institutional Research (*no longer in this position*)

Self-Study Outreach & Opportunities for Input

April 17, 2018 | Presentation to Residential College Deans and Yale College Assistant Deans

May 24, 2018 | Yale College Dean's Office Strategic Planning Session

November 1, 2018 | Yale College Faculty Meeting Presentation and Discussion

November 5, 2018 | President Salovey and Dean Chun Message to Campus Community

February 1, 2019 | Presentation to Yale Communications Professionals

February 27, 2019 | Presentation to University Cabinet

April 17, 2019 | Campus Message Sharing Self-Study Draft for Comments

April 22, 2019 | Information and Input Session for Students

April 24, 2019 | Information and Input Session for Faculty

April 25, 2019 | Information and Input Session for Staff

May 9, 2019 | Newsletter to Alumni Requesting Input

October 2019 (planned) | Invitation for Public Comments: *New Haven Register*, *Yale Daily News*

Standard 1: Mission and Purposes

I. Description

Yale's commitment to *lux et veritas* has long been the bedrock of our education and research missions. Over more than three centuries—as our ambitions and activities have necessarily evolved with the world around us—light and truth have been our guiding principles.

II. Appraisal

At the time of our 2014 interim report, President Salovey had initiated a reexamination of the existing university mission statement, which read:

Like all great research universities, Yale has a tripartite mission: to create, preserve, and disseminate knowledge. Yale aims to carry out each part of its mission at the highest level of excellence, on par with the best institutions in the world. Yale seeks to attract a diverse group of exceptionally talented men and women from across the nation and around the world and to educate them for leadership in scholarship, the professions, and society.

Although this language was successful in outlining *what* Yale does best, it fell short in explaining *why* we do so—an essential grounding point for a globally engaged institution in the twenty-first century. Nor was it particularly aspirational: describing an aim toward excellence “on par with” our peers does not inspire the pursuit of continuous self-improvement that always should guide our path forward. With these goals in mind, we undertook an extensive, collaborative effort to bring our mission statement into alignment with the Yale of today.

Vision

The process to redefine Yale's mission began in President Salovey's first year in office and engaged the university trustees, the academic and administrative leadership, and the wider community of faculty, staff, students, and alumni. Its starting point was a vision—first introduced in the president's remarks following his appointment—that today informs every goal or priority we set for the university:

Yale seeks to become the world's most student-centered research university, a preeminent institution unified, innovative, and accessible across all schools, departments, and programs.

- *A unified Yale leverages its broad scope but modest size to bring together schools and programs to synthesize or enrich new areas of teaching and scholarship.*
- *An innovative Yale values and promotes creativity and entrepreneurial spirit in all of its activities.*
- *And an accessible Yale opens its doors based on individuals' accomplishments, potential, and ability to contribute to and learn from others in the university community.*

Goals

Building on that vision, President Salovey, together with his University Cabinet and Yale's trustees (described in Standard 3), developed seven overarching goals for the university—a suite of critical ambitions that contribute to, and are informed by, the university's core enterprises of research and scholarship, education, preservation, and practice.

Providing a unified sense of purpose to faculty, staff, students, and alumni, the seven goals are as follows:

- To be the research university most committed to teaching and learning.
- To provide an unsurpassed campus learning environment that cultivates innovators, leaders, pioneers, creators, and entrepreneurs in all fields and for all sectors of society.
- To offer a Yale education to an even more diverse student body from throughout the world without regard to financial circumstances.
- To be a world leader in basic, translational, and applied scientific and social scientific research, deepening our commitment to the innovative application of new knowledge beyond our campus and transcending disciplinary boundaries and methodological traditions.
- To stand unsurpassed in humanities and arts scholarship, teaching, and practice, providing a liberal education to undergraduates, promoting enlightened scholarship among doctoral candidates, and preparing other graduate students for professional careers.
- To create a university where individuals not only work and study, but fully engage in the life of the campus, a campus that is an exemplar of best practices for its host city and the world.
- To share more broadly Yale’s intellectual assets with the world and build institutional relationships through which new assets are developed.

Mission

Yale’s new mission statement took shape alongside these goals, part of a reciprocal and complementary process that underscored both what the university does and why it is important to do so. Released in February 2016, the statement reads:

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.

This mission statement provides the context that underpins everything we do across the university—the “rules of engagement” that give direction to our efforts. It emphasizes the defining attributes and ambitions that set Yale apart, and reminds us that education—long at the center of our institutional universe—serves a societal purpose that extends far beyond our campus.

Many of Yale’s schools also have their own mission statements, clarifying the unique objectives that inform their specialized efforts in education, research, and practice. The table on the following pages enumerates the local mission statements of Yale College, the Graduate School of Arts and Sciences, and a number of the professional schools.

Local Mission Statements Across the Academic Enterprise

Yale College

The mission of Yale College is to seek exceptionally promising students of all backgrounds from across the nation and around the world and to educate them, through mental discipline and social experience, to develop their intellectual, moral, civic, and creative capacities to the fullest. The aim of this education is the cultivation of citizens with a rich awareness of our heritage to lead and serve in every sphere of human activity.

Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences educates graduate students to seek answers to life's most challenging questions by leading in the advancement, application and preservation of knowledge. We carry out this mission by investing in and drawing upon the strengths of a collaborative, diverse, and inclusive community of scholars and researchers.

School of Architecture

The objectives of the School of Architecture reflect the view that architecture is an intellectual discipline, both an art and a profession. The program, therefore, is based on the following intentions: (1) to stimulate artistic sensitivity and creative powers, (2) to strengthen intellectual growth and the capacity to develop creative and responsible solutions to unique and changing problems, and (3) to help the student acquire the individual capabilities necessary for the competent practice of architecture and lifelong learning. The School adopts as basic policy a pluralistic approach to the teaching of architecture. Students have opportunities to become well acquainted with a wide range of contemporary design approaches. The School does not seek to impose any single design philosophy, but rather encourages in each student the development of discernment and an individual approach to design.

School of Art

The mission of the Yale School of Art is to provide students with intellectually informed, hands-on instruction in the practice of an array of visual arts media within the context of a liberal arts university. As a part of the first institution of higher learning to successfully integrate a studio-based education into such a broad pedagogical framework, the Yale School of Art has a long and distinguished history of training artists of the highest caliber. A full-time faculty of working artists in conjunction with a diverse cross-section of accomplished visiting artists collaborate to design a program and foster an environment where the unique talents and perspectives of individual students can emerge and flourish.

Divinity School

Yale Divinity School has an enduring commitment to foster the knowledge and love of God through scholarly engagement with Christian traditions in a global, multifaith context. Participating in the vibrant life of Yale University, the Divinity School is uniquely positioned to train leaders for church and society given its ecumenical and international character, engagement with music and the arts, and commitment to social justice. Rigorous scholarly inquiry, corporate worship and spiritual formation, and practical engagement in a variety of ministries enable students to develop their knowledge and skills in a community that welcomes and affirms human diversity. The Divinity School pursues its mission of training students for service in church and world through three principal activities: (1) it prepares people for lay and ordained Christian ministries; (2) it shares with the Graduate School in educating scholars and teachers for theological schools and departments of religious studies; (3) it equips people preparing for public service or other careers to understand more fully the theological dimensions of their vocations.

Local Mission Statements Across the Academic Enterprise

School of Drama

Yale School of Drama and Yale Repertory Theatre train and advance leaders to raise the standard of global professional practice in every theatrical discipline, pursuing excellence in art to promote wonder, empathy, and understanding in the world.

School of Forestry & Environmental Studies

Yale's School of Forestry & Environmental Studies aspires to lead the world toward a sustainable future with cutting-edge research, teaching, and public engagement on society's evolving and urgent environmental challenges.

School of Management

The mission of the Yale School of Management is to educate leaders for business and society. Three ongoing objectives shape how we put the mission into practice today: (1) Be the business school that is most integrated with its home university. (2) Be the most distinctively global U.S. business school. (3) Be recognized as the best source of elevated leaders for all sectors and regions.

School of Medicine

As a preeminent academic medical center that supports the highest quality education, research, and patient care, the Yale School of Medicine will: educate and inspire scholars and future leaders who will advance the practice of medicine and the biomedical sciences, advance medical knowledge to sustain and improve health and to alleviate suffering caused by illness and disease, and provide outstanding care and service for patients in a compassionate and respectful manner.

School of Music

The Yale School of Music educates and inspires students with exceptional artistic and academic talent for service to the profession and to society. The school fosters a vibrant musical environment where graduate level performers and composers realize their highest artistic potential with an internationally distinguished faculty. To prepare students for roles as cultural leaders, the school engages fully with the university's extraordinary intellectual and technological resources while collaborating with artistic centers throughout the world.

School of Nursing

The ultimate mission of the Yale School of Nursing is *better health for all people*. We accomplish this by educating each generation of nurse leaders, scholars and practitioners; transforming healthcare practice; and advancing science. Building on the tradition of our founding dean, Annie W. Goodrich, the YSN community relates the "adventure of thought to the adventure of action, in touch with the fundamentals of human experience" across local, national and international systems of care.

School of Public Health

The School of Public Health at Yale University provides leadership to protect and improve the health of the public. Through innovative education, research, policy analysis, and practice that draws upon interdisciplinary scholarship from across the graduate and professional programs at Yale, the school serves local, national, and international communities with its knowledge and expertise. We foster health equity, social justice, and respectful discourse to enrich our teaching and scholarship, as well as empower the communities that we serve.

III. Projection

Yale's mission statement and overarching goals inform every aspect of our work as an institution and as a community of scholars and colleagues. They regularly figure into President Salovey's meetings with and communications to the wider university community, and they form the foundation of strategic work taking place in every academic and administrative unit. Thus, our projections for Standard 1 invoke the activities and initiatives outlined in the pages that follow.

- As detailed in Standard 2, the reports of university-wide faculty committees (some already completed and some expected this year) will inform our continued development of the priorities for academic investment across Yale's campus.
- In Standard 3, we see how the renewal and reconfiguration of Yale's leadership foster our ability to pursue our mission, goals, academic priorities, and community initiatives.
- The work of Yale College committees projected in Standard 4 is based on a fundamental goal to ensure that the undergraduate curriculum fosters our mission to improve the world and educate leaders for all sectors of society.
- Our projections for Standard 5 reflect our goals to offer a Yale education to an even more diverse student body, without regard to financial circumstances, and to provide a learning environment that cultivates innovation and leadership in all sectors.
- The Faculty Excellence and Diversity Initiative, the continued efforts of which are treated in Standard 6, provides the essential underpinning for research, scholarship, education, preservation, and practice in every corner of our campus.
- Our facilities projects, fundraising efforts, and the strategies of our libraries and collections—all described in Standard 7—are aligned in support of a more unified, accessible, and innovative Yale.
- In Standard 8, we examine the work under way to improve our tracking of data and metrics that demonstrate our outcomes as the research university most committed to teaching and learning.
- Finally, the practices of integrity, transparency, and public disclosure detailed in Standard 9 are fundamental to our aim to be an exemplar of best practices for our community and beyond.

Standard 2: Planning and Evaluation

I. Description

Yale's planning and evaluation efforts take direction from the educational and societal imperatives set forth in our mission statement. Both of necessity and by design, our processes reflect the wide scope and relatively decentralized structure of the university, while working toward the goal of a Yale that is progressively more unified in alignment toward shared purposes.

a. Planning at Yale: An Overview

Most planning at Yale happens as part of an annual cycle that respects the balance between local knowledge and university-wide priorities and tradeoffs, and that includes a large role for the faculty and academic leadership. The two principal processes are financial planning and goal-setting.

Financial Planning: Operating and Capital Budgets

Financial planning and management at Yale occur in forty-seven distinct "target units." These units develop long-range (ten-year outlook) plans each fall and an annual budget each spring. Distinct from but related to these processes is the university's integrated capital plan.

Since 2015, Yale has convened the Budget Advisory Group, a committee comprising four tenured faculty members, the provost, the senior vice president for operations, the vice president for finance, and other senior administrators, to review all units' financial plans.

Each fall, approximately twenty units prepare long-range financial plans describing programmatic goals and required investments. The Budget Advisory Group reviews each plan through a thoughtful dialogue with the unit leaders. Each unit is asked to perform "stress tests" on key uncertainties: most units test for endowment downturn scenarios, although some may consider the impact of a major program change (e.g., construction of a new building or significant change in financial aid policy) on their future financial flexibility. The individual long-range plans are consolidated into a university long-range plan, which is presented to the board of trustees each December. The long-range plan sets the context for annual budget development.

Each spring, the Budget Advisory Group considers annual operating budgets. Units are provided with common growth parameters around which to build their budgets; they also identify incremental budget requests for which they seek additional funding. These requests are scrutinized by the Budget Advisory Group during in-person meetings, with particular attention paid to choices that require a long-term commitment of resources such as hiring additional personnel. The Budget Advisory Group reviews the entire list of budget requests at the end of the process and approves selected requests after weighing them against other priorities.

Once budgets are approved, Yale monitors its budget performance through monthly reviews at the individual school and unit level, as well as periodic reviews of operating results at the university level. In the interest of education and transparency, the annual budgets and supporting information are provided to all deans and directors in a budget book that is issued yearly. Since

2017 all faculty and staff members can [access a version of the budget book](#) on the university's website. This additional transparency regarding university budgeting has created a positive feedback loop in the annual budget process, as individual units embed better-informed decisions into the budget proposals they submit to the Budget Advisory Group for review.

In tandem with its operating budget, the university develops a ten-year capital plan. The Budget Advisory Group reviews major capital projects across the campus, with particular emphasis on projects which will enter the construction phase in the upcoming budget year. The board of trustees reviews the capital plan each April; variances for major projects (\$4 million and above) and additions to the capital plan require approval by the trustees.

Goal-Setting: Academic Priorities and Strategic Planning

Yale seeks a happy medium between institution-wide planning, guided at a very high level by the president's priorities, and the local planning of deans and other unit heads who are closest to the details and unique mission of each school.

The University Cabinet—an advisory body of senior university leaders established by President Salovey that will be detailed in Standard 3—is an important vehicle for this planning. Each summer, the president and his cabinet undertake an annual process of formulating goals and priorities for the year ahead, with the university's vision, mission, and goals (described in the preceding chapter) serving as both point of departure and lodestar. Before the new academic year begins, each member of the cabinet prepares a set of goals. The president and provost hold individual goal-setting meetings with each of the cabinet members in which they also discuss the chief issues facing each school or unit. These conversations are designed to foster a sense of partnership and shared investment across the university leadership toward supporting Yale's mission and overarching goals. Perhaps the most crucial outcome has been the development and pursuit of our university-wide academic priorities.

The academic priorities, enumerated in the appraisal section of this chapter, form the backbone of the university's strategic plan. By design, they are kept to a relatively high level and organized around the core academic disciplines, such as substantial new investments in science across the university. For each area of priority, one or more faculty committees were engaged to solicit broader input across campus and to develop specific recommendations. The academic priorities and the proposals of the faculty committees now inform strategic planning across campus. We rely on our normal resource planning processes, occasionally supplemented by specific faculty and administrative working groups, to turn the recommendations into plans that can be implemented.

b. Data to Support Planning and Evaluation Processes

Yale's [Office of Institutional Research](#) (OIR) provides the analytical underpinnings to further our progress toward the goals set by the president and his leadership team. The office compiles and disseminates information to support university decision-making through a variety of analytic activities, data-gathering tasks, and research projects. In 2015, we recruited Timothy Pavlis to lead OIR in the newly created role of assistant vice president for strategic analysis and institutional research. (He is now associate vice president for strategy and academic business operations.) Reporting jointly to the provost and the senior vice president for operations, this

position has brought a new level of cohesion and strategic alignment to our planning and evaluation methods. Since his appointment, Pavlis has led an effort to modernize our approach to institutional data analysis and presentation, built a community of analytical professionals across the university, and helped to spread a culture of strategic and fact-based decision-making at Yale. Under his purview, the new David Swensen Fellowship Program, launched in 2016, creates a pipeline for talented students in Yale College to work as summer interns in strategic planning; after graduation, they move into full-time employment as analyst fellows, serving for two to four years before moving on to business school or other employment. OIR, under Director Lily Svensen, also has developed closer collaborations with other offices—partnering, for example, with the Yale College Dean’s Office, Center for International and Professional Experience, and Office of Undergraduate Admissions to study the impact of Yale College’s bridge programs on the academic and social experience of participants compared to their peers (see Standard 8).

Our planning and evaluation efforts rely on financial data, person data, academic data, and program data. Financial and human capital management are now supported by [Workday](#), whose implementation we will discuss in Standard 7; further financial planning support is provided by the [Yale Budgeting Tool](#). Our [University Registrar’s Office](#), which manages student data, recently upgraded its student information system, [Banner](#). We also are working to improve the practices and technology for [class scheduling](#) and room use to achieve more efficient use of existing space, and to increase the opportunities for students across the university to take courses outside their home schools. (See Standard 6 for an appraisal of our efforts to enhance cross-school enrollments.)

c. Evaluation of Academic Programs

The provosts, deans, and other academic leaders; student support staff; and faculty committees use various qualitative and quantitative methods to evaluate the academic programming within their charge. Working in teams across units and within programs, they consider broad questions about teaching and learning at Yale and determine which new ideas should be prioritized.

As described in Standard 4, the routine work of monitoring the integrity and quality of our academic programs is carried out by faculty committees appointed by the dean of each school. Examples of recent outcomes of these committees’ work are discussed in more depth in Standards 4, 5, 6, and 8. At the undergraduate level, these outcomes include the creation of new multidisciplinary academic programs (e.g., education studies, energy studies, global health, and human rights), the use of undergraduates in instruction, and a revision to Yale College’s advising paradigm. At the graduate level, a newly developed cornerstone of academic planning and evaluation is the Graduate School of Arts and Sciences Graduate Program Review, which will be described in detail in Standard 8.

Also in Standard 8, we discuss an ongoing collaboration between the Office of Institutional Research and the [Poorvu Center](#) to overhaul Yale’s online course evaluation process. This project resulted in the collection of more meaningful course evaluation data university-wide. It has given instructors and administrators data that are more reliably translated into concrete action, both at the individual course level and looking across an entire program or population.

II. Appraisal

Both the creation of the University Cabinet and the recalibration of our institutional research and strategic analysis capacities have contributed positively to our planning and evaluation. The outcomes are evident in our development of the focused academic priorities that we are now pursuing, as detailed in the following pages. Other results—including the state of financial equilibrium that we have achieved after a period of significant challenge, and the coming-to-fruit of major building projects that serve our core education and research mission—will be discussed in Standard 7.

Academic Priorities

Our new mission statement begins, “Yale is committed to improving the world today and for future generations,” and every element of our academic strategy was chosen with this commitment in mind. Each of our academic priorities was chosen to strengthen Yale—as many things do—but we focused on these particular strategies because they also meet our mandate to strengthen the world. This mandate guides and ties together every part of our academic strategy; it embodies a deep sense of responsibility that begins on our campus but extends far beyond.

Six core areas comprise our academic strategy for the decade ahead: science, social science, humanities, the arts, undergraduate education, and access. Underpinning all of them is a cross-cutting priority: Yale’s commitment to reinforcing and strengthening the excellence of our faculty, without whom none of these initiatives could flourish. Each area of priority responds emphatically to our responsibility to strengthen not just Yale but the world. The following pages describe, first, the *whys* behind our areas of strategic focus and, then, *how* we have gone about identifying and implementing them.

Science | To be a great university, Yale needs to be great in the sciences. The STEM disciplines are integral to a liberal arts education, and they are fundamental to advances in research. If we do not move forward in this area, our standing among our peers will be diminished. This in itself may sound compelling, but it is not our main reason (or the right reason) to prioritize investment in the sciences. The world depends on great universities to move humanity forward, to foster progress and discovery, to make the world better, safer, and more hopeful both now and into the future. Science does this. It pushes back the frontiers of knowledge, finding new cures for diseases and ways to promote healthy living. It finds new methods of computing to solve problems we long thought intractable. With science, we will discover new worlds, across the universe and within. We will better understand our planet and how to save it from climate change. But we cannot take this progress for granted. We must play our part in shaping the future. Thus, science is a foremost priority.

In Standard 7, we will discuss recent facilities projects—notably, the new Yale Science Building—that support Yale’s excellence in the sciences.

Social Science | Yale’s relevance also depends on its excellence in the social sciences, as scholars and citizens around the globe answer the call to address the great challenges of our time. Data-intensive policy-relevant social science is what enables individuals and societies to engage with the big issues of the day, from health and healthcare to migration and urbanization, from

environment and energy to security and extremism. Universities engage with these issues not through advocacy but through illumination: casting light and seeking truth. The past thirty years have seen huge advances in our ability to use data to pursue this *lux et veritas*. Yale produces leaders and always will, but we are falling short of our charge if we do not equip them with the data literacy and analytical skills to challenge their assumptions. Our concern should be for the quality of leadership we make possible, not the quantity of leaders we send out into the world. Investment in social science, especially data-driven social science that addresses social policy issues, allows us to meet that responsibility.

Our plans to construct a new building that will house the recently announced Tobin Center for Economic Policy are detailed in Standard 7.

Humanities | The humanities are a signature of a Yale education; they have defined this university since its founding. When the humanities are strong in the world, Yale is strong. When they decline, undermined by those who would question their relevance, it will have repercussions for Yale’s standing. Far from being irrelevant, the humanities are the very core of our identity, of our engagement with others and with the world around us. History, literature, and philosophy are central to a liberal arts education—and to human understanding. The humanistic disciplines offer fundamental lessons and truths that we still need to teach and still need to know. They allow our students to understand history and cultures, and enable us to educate well-rounded leaders. They play a critical role in citizenship, leadership, and social progress. Yale, long an unabashed defender of the humanities, has a special responsibility to be their standard bearer today. We must strengthen the humanities not just for the good of Yale but for the good of humanity, focusing especially on connecting humanities scholarship and teaching across traditional disciplinary boundaries.

In Standard 7, we look at the 320 York Street project, which will create a university-wide hub for the humanities, a humanities quadrangle, at the heart of campus.

The Arts | For Yale, the arts are an intrinsic part of what it means to be a great university. We pride ourselves on being without peer in our juxtaposition of liberal arts education and research with conservatory-quality arts programs. Each of our arts professional schools places at or near the top of the world rankings. And each facet of the arts, from music to drama to art and architecture, infuses the wider campus with beauty and insight. The creation and interpretation of music and art is part of Yale’s responsibility to the world, just as it is our job to advance scientific knowledge or address the great issues of the day. Why? Because the arts enlighten the world, enrich people’s lives, and give us reasons for living. And because—as with the humanities—the tendency in society today to diminish the importance of the arts calls for us to be their champions. Our obligation to promote the arts was established centuries ago with our motto, *lux et veritas*. Yale does not just pursue truth, but also beauty and the creation of beauty. A world without art is a world impoverished of this beauty and the lessons it has to offer.

A feature box in Standard 7 showcases the Schwarzman Center, a state-of-the-art campus center—scheduled to open in 2020—that will host a wide array of arts and other programs. And, as outlined in the same chapter, we are developing plans for a new drama complex supporting

not only the School of Drama but also undergraduate theater studies and performing arts more generally.

Undergraduate Education | Educating undergraduates is encoded in Yale’s DNA. Long before there was Yale University, there was Yale College. And ever since, we have defined ourselves as the research university most committed to teaching and learning. We can honor and strengthen this chosen identity by orienting the constellation of our priorities toward the education that they make possible. This point of emphasis is central to our mission to prepare young people for public service, broadly understood—to educate “aspiring leaders worldwide who serve all sectors of society.” We have a proud history of graduating future presidents, secretaries of state, and others who will go on to shape the world from the spotlight. But the alumni of Yale College also shine in service that creates change more locally, from nonprofit organizations to business, government and civil service, academia, and beyond. Whether large or small, heralded or largely unknown, their impact accrues to the benefit of global society. It is our responsibility to continue prioritizing their education so that Yale is creating ripple effects of excellence, and making a meaningful difference in the world.

In Standard 4, we examine a range of Yale College programs that respond to our current academic strategies.

Access | Yale has long been committed to a need-blind undergraduate admissions policy, ensuring that the most deserving students can come to our campus regardless of their families’ financial means. Higher education is the stepping stone to the American Dream and its international analogues. Attending college can make it possible for anyone, regardless of income or background, to advance in the world, to become a leader for society, to improve the circumstances not only of oneself and of one’s family, but of the wider world through civic engagement and the pursuit of excellence. Our addition of two new residential colleges in 2017 was an important step, significantly increasing access to these opportunities for the first time since the previous expansion in the early 1960s or the advent of coeducation in 1969. But this does not mean that we can rest on our laurels. Our commitment to increasing undergraduate enrollment from 5,300 to 6,100, and to reaching and admitting those of traditionally underrepresented backgrounds and more diverse socioeconomic status, means that we must redouble our efforts. If we did not provide access to Yale to those who most deserve it, nothing else we pursue would have any value. This is an unassailable priority, and perhaps our foremost responsibility to society.

Our long-standing program of need-blind financial aid, the essential underpinning of access to a Yale education, is treated in detail in Standard 5.

Faculty Excellence | The heart of Yale’s commitment to teaching and learning is our faculty, and we have made faculty excellence a top priority. An excellent faculty drives the discovery of knowledge. It defines new frontiers of scholarship and inspires our students, our alumni, and the world. Thus, it is essential—both to the pursuit of our academic priorities and to the fulfillment of our core mission—that we recruit and retain preeminent scholars in every field. With this goal in mind, in fall 2018 President Salovey and Provost Polak announced a faculty excellence initiative earmarking an incremental \$26 million (roughly \$5 million per year) to spend on these

goals over a period of five years. In December of the same year, we increased that funding to \$50 million, providing \$10 million each year for these purposes. Some of these resources will be devoted to our existing outstanding faculty—for example, immediate salary adjustments in certain areas of the Faculty of Arts and Sciences (FAS) to ensure that Yale remains competitive with peer institutions. A new university-wide fund was also created to help recruit transformative faculty to our campus: scholars who redefine their fields, who not only answer important questions, but who change the very questions that are asked. This is a high bar, but we want to encourage schools and departments to pursue such candidates.

These new funds augmented our \$50 million, five-year [Faculty Excellence and Diversity Initiative](#) (FEDI), launched in November 2015, described in detail in the introduction to this report, and further discussed in Standard 6. They also come on top of increases in the number of FAS faculty that were made to accommodate the anticipated increase in undergraduate enrollment.

As in all areas of Yale’s academic planning and governance, the development of our priorities has relied—and the effective execution of them will depend—on the work of faculty-led advisory committees.

The [University Science Strategy Committee](#), chaired by Vice President and Deputy Provost Scott Strobel, was convened to prioritize “big ideas” for investment in the STEM disciplines university wide, and to suggest organizational structures to support Yale’s excellence in these areas. Its report, released in June 2018, proposes five ideas for top priority investment (integrative data science, quantum science, neuroscience, inflammation science, and environmental/evolutionary sciences), five additional priority ideas (climate solutions, computer science, conquering cancer, precision medicine, and regenerative medicine), and four areas for cross-cutting investment (graduate student support, diversity across the STEM pipeline, instrumentation development, and core facilities). It also outlines recommended changes to organizational structure.

The full report was distributed to the campus community in June 2018, and President Salovey issued a response accepting the committee’s recommendations in November 2018. These communications are posted on the [provost’s website](#) and included in the appendix. Our projections in Standard 6 reflect the committee’s call for greater and better-integrated support for postdoctoral associates. In Standard 8, we describe new financial support for graduate students in the STEM disciplines announced according to the committee’s recommendations.

The [University Humanities Strategy Committee](#), chaired by Dean of the FAS Humanities Division Amy Hungerford, was convened to create a campus-wide strategic plan for investment in the humanities. This group was charged by the provost to “consider Yale’s comparative advantages, including our world-class arts schools and collections...recommend redirecting existing efforts or structures...[and] consider...enterprises that require ongoing resources of time and funds that have largely fulfilled their purpose, from which we can step away and forward to new endeavors.” It will develop prioritized lists of ideas that could be accomplished at the current level of resources and with planned additional investments, and suggest organizational structures and behaviors that could buttress and extend Yale’s leadership in the humanities.

A [University-wide Committee on Data-Intensive Social Science](#) will make recommendations regarding teaching, organizational structures, and key priorities for data-intensive social science. Announced in President Salovey's [spring 2018 update on academic priorities](#), and chaired by Dean of the FAS Social Science Division Alan Gerber, the committee is carrying out its work by soliciting input from faculty members across campus, reviewing current strengths and resources, and evaluating how peer institutions are meeting challenges and opportunities in the social sciences.

III. Projection

Our projections for Standard 2 build on significant improvements in the rigor and consistency of Yale's planning processes. We also signal next steps related to the university's strategic priorities for academic investment.

- Looking forward, we will seek new ways to plan for efforts that span natural organizational boundaries, enabling Yale to capitalize more fully on its breadth of resources. These will include ongoing improvements to budget processes, as well as the introduction of forums for even more robust strategic discussion outside the formal budget planning processes. In 2019, the Senior Vice President for Operations Jack Callahan created a new Business Operations Council to enhance communication across units, prioritize initiatives to improve quality and service, and tighten the alignment between the academic business units and central operating staffs. In fiscal year 2020, this group of leaders from central operations and academic business operations will develop a set of changes to planning processes that will move Yale toward the goal of enhancing planning across organizational boundaries.
- The Office of the Provost is leading the implementation of the University Science Strategy Committee's recommendations. In November 2018, Vice Provost for Research Peter Schiffer announced initial plans to enhance internal graduate student funding in science and engineering (see Standard 5), and to improve and expand Yale's core research support facilities by coordinating an [inventory of existing facilities](#) and upgrading equipment.
- The reports of the University Humanities Strategy Committee and the University-wide Committee on Data-Intensive Social Science are expected in fall 2019.

Standard 3: Organization and Governance

II. Description

Yale is overseen by President Salovey and the university's board of trustees, who comprise the governing and policy-making body known more formally as the Yale Corporation. The institution is also led and supported by the Vice Presidents Council—Yale's administrative leadership team—and by the University Cabinet, an advisory body convened by the president, which consists of the deans, vice presidents, and other senior academic and administrative leaders.

Yale's [trustees](#), the individuals comprising the Yale Corporation, act as fiduciaries to ensure that our academic and administrative leadership are guided by sound policies and practices, and equipped with adequate resources, to further Yale's mission. In this work, the trustees balance the needs of today's faculty, students, alumni, and staff with those of future generations. The board has [seventeen regular members](#): the university president, who chairs the board; ten appointed successor trustees, each limited to two six-year terms; and six elected alumni fellows, chosen by alumni for staggered six-year terms.

Successor trustees and alumni fellows carry the same responsibilities and duties. A senior trustee, or "senior fellow," selected by the president from among the current trustees in consultation with the board, serves as a primary link between the trustees and the president and presides at board meetings in the absence of the president. In addition, the governor and lieutenant governor of Connecticut are board members *ex officio*.

The board has twelve [standing committees](#) whose responsibilities are outlined in the by-laws: Audit, Buildings & Grounds, Compensation, Development & Alumni Affairs, Educational Policy, Finance, Honorary Degrees, Institutional Policies, Investments, Investor Responsibility, School of Medicine, and Trusteeship. The trustees convene in person at least five times a year to review and discuss issues with Yale's academic and administrative leaders, and to vote on matters such as faculty and senior leadership appointments, the conferral of degrees, major building projects, and operating and capital budgets. During and between meetings, trustees consider issues of strategic importance, offer guidance, and gather information that supports the stewardship of the university.

While on campus, the trustees meet with members of the Yale community, including faculty, staff, and students. Some meet formally, in regular meetings with student government and faculty; and others informally, at lunches, university teas, and campus events. Off campus, trustees represent the university at events and engage on issues of importance to Yale and higher education in general. The [Office of the Secretary and Vice President for Student Life](#) facilitates the board of trustees' meetings, retreats, elections, and other projects.

The secretary and vice president's office also supports the engagement of student leadership with the university administration. Secretary and Vice President Kimberly Goff-Crews meets monthly with the president and vice president of the [Yale College Council](#) (YCC), and also holds a monthly meeting with both the president of the [Graduate Student Assembly](#) (GSA) and the chair of the [Graduate and Professional Student Senate](#) (GPSS). President Salovey and Secretary Goff-

Crews each attend meetings of the YCC, GSA, and GPSS when they are invited, usually once per year. Secretary Goff-Crews's office also facilitates annual meetings for each of the three student advisory bodies with the members of the board of trustees who serve as liaisons to students. The secretary and vice president further meets four times each year with her Student Advisory Committee and with a Student Advisory Group on Diversity, Equity, and Inclusion.

The university's goal in all of these interactions is for student leaders to understand Yale as an institution, how decisions are made, and the necessary trade-offs in running a major global research university. To this end, the groups also receive regular opportunities for detailed information, including a yearly briefing on the university's budget by the provost and the chief financial officer and other special sessions such as a presentation on the university's upcoming capital fundraising campaign (see Standard 7). The YCC, GSA, and GPSS also advise the university leadership on populating dedicated undergraduate, graduate, and professional student seats on many university committees.

III. Appraisal

The period since our 2014 interim report largely corresponds to the early years of President Salovey's administration. Since assuming his role in 2013, President Salovey has devoted significant time to articulating a vision for the university (as described in Standard 1), hiring and developing a leadership team to execute that vision, and marshaling support and resources to realize that vision. In the pages that follow, we also will examine efforts toward increased transparency of and community engagement by the board of trustees; the renewal of the university's leadership team through a number of new appointments; and the early impact of the creation of a Faculty of Arts and Sciences dean and organizational structure. Finally, we will look at the plan, now under way, to create the Yale Jackson School of Global Affairs.

Board of Trustees Outreach Efforts

In 2017, the senior trustee designed and implemented a more formal program of regular engagement with the community by all trustees. Trustees are paired with members of the university's decanal ranks to build closer relationships and to deepen trustee understanding of Yale's academic enterprise. In many cases, trustees use the relationship with the dean as a launch point for engagement with faculty and students in that school. The pairings are changed each year. The trustees also participate in a new program of university teas with students, and in other events on campus. The majority of the trustees participate in multiple events each year.

The [board's website](#), redesigned for greater transparency, now describes the trustees' commitment to being accessible to the community. The board's schedule of meetings is posted publicly on the site's home page; the site also enumerates the [board roles and selection process](#), the scope and process of [board meetings](#), and a small library of [governance documents](#). A web-based form allows any member of the campus community or the public to [send a message to the trustees](#).

Finally, in a parallel effort, public university documents—including the University Commencement program and other ceremonial materials—have been updated to clarify that the Yale Corporation (a term long found opaque by students and many others) is, in other words, the university's board of trustees.

Trustee Orientation, Development, and Review

New members of the Yale Corporation visit campus for orientation meetings with the president and other university leaders. The orientation agenda is customized to the new trustees' previous engagement with the university to foster knowledge and relationships that they do not already have. Separately, the senior trustee meets at least once with each new trustee before the first board meeting of the year.

New trustees are also given reading materials, including documents from previous board meetings, that provide a foundation for ongoing strategic conversations. They are encouraged to read the previous two years' meeting minutes for the Corporation and the committees on which they will serve to familiarize themselves with the issues that are being addressed. Details on trustee review and renewal can be found in the appendices to this report.

Comprehensive Institutional Assessment

In spring 2018, the trustees undertook a comprehensive institutional assessment, a practice that is carried out approximately every five years. The trustees interviewed approximately one hundred faculty and staff members and students, including all members of the University Cabinet. In one-on-one and group meetings, the trustees heard feedback about the well-being of the university and its outlook for the future. A website was also available for alumni and campus community members to comment, with more than 250 individuals providing input through this mechanism.

The president and trustees are now using the strategic themes arising from this assessment to inform their focus as a board. They have reshaped the content and structure of board meetings to ensure that they have ample time to work on advancing the issues that emerged as most critical to the future of the university.

A New Organizational Structure for the University

Following his appointment, President Salovey undertook an effort to realign the university's organizational structure in support of implementing Yale's mission and goals. The vice presidents meet weekly with the president as the Vice Presidents Council, serving as the key decision-making group for university operations. Most of the vice presidents now report to the president either through the provost, the senior vice president for operations, or the senior vice president for institutional affairs and general counsel. Those three senior leaders meet regularly with the president. This new organizational structure allows for more nimble strategic leadership of the university.

The University Cabinet, whose membership is outlined in the introduction to this chapter, has been a notably beneficial addition to our organizational structure. This group meets monthly to discuss key initiatives, especially academic strategy. The cabinet brings the deans into closer collaboration with each other and with the larger university, and is an important forum for advancing Yale's major initiatives and investments. (Separately, the provost holds monthly meetings with the deans to discuss more operational issues, such as policy, budget, human resources, and facilities.)

Name	Position	Appointment
<i>Deans: 7 out of 16 (soon to be 8 out of 16) women; 3 out of 16 people of color</i>		
Robert Alpern	School of Medicine ¹¹	2004 to present
Deborah Berke	School of Architecture	2016 to present
Robert Blocker	School of Music	1995 to present
Jeffrey Brock	School of Engineering & Applied Science	2019 to present
James Bundy	School of Drama	2002 to present
Indy Burke	School of Forestry & Environmental Studies	2016 to present
Kerwin Charles	School of Management	2019 to present
Marvin Chun	Yale College	2017 to present
Lynn Cooley	Graduate School of Arts and Sciences	2014 to present
Tamar Gendler	Faculty of Arts and Sciences	2014 to present
Heather Gerken	Law School	2017 to present
Jonathan Holloway	Yale College	2014 to 2017
Ann Kurth	School of Nursing	2016 to present
Marta Kuzma	School of Art	2016 to present
Gregory Sterling	Divinity School	2012 to present
Sten Vermund	School of Public Health	2017 to present
<i>Vice Presidents: 4 out of 12 women; 1 out of 12 people of color</i>		
John Bollier	Facilities and Campus Development	2018 to present
Jack Callahan	Senior Vice President for Operations	2016 to present
Alexander Dreier	Senior Vice President for Institutional Affairs and General Counsel	2015 to present
Kimberly Goff-Crews	Secretary and Vice President for Student Life	2012 to present
Pericles Lewis	Global Strategy	2017 to present
Janet Lindner	Human Resources and Administration	2017 to present
Stephen Murphy	Finance	2015 to present
Nathaniel Nickerson	Communications	2019 to present
Eileen O'Connor	Communications	2016 to 2018
Joan O'Neill	Alumni Affairs and Development	2014¹² to present
Ben Polak	Provost	2013 to present
Scott Strobel	West Campus Planning and Program Development	2011 to present

¹¹ On September 12, 2019, Yale [announced](#) the appointment of Nancy Brown, a researcher in cardiovascular pharmacology and current chair of medicine at Vanderbilt University, as the next dean, effective February 1, 2020.

¹² Joan O'Neill was initially appointed to the vice presidential rank in 2012; her appointment to the newly expanded role of vice president for alumni affairs and development was announced by President Salovey in December 2014.

Renewal of the University Leadership

The period of President Salovey’s tenure, from 2013 to the present, has seen significant renewal among the ranks of Yale’s deans and vice presidents—primarily due to retirements of long-serving university leaders. The chart on the preceding page shows all deans and vice presidents, with appointments made by President Salovey indicated **in bold**. (For reference, individuals appointed beginning in 2013 who have since left Yale are included in the chart, with departure dates listed in the right-hand column.)

Recent appointments have created new ties spanning Yale’s academic and administrative leadership: the new positions of [vice president for global strategy and deputy provost for international affairs](#), and of [vice provost for research](#); the appointment of University Librarian Susan Gibbons as [vice provost for collections and scholarly communication](#); and Scott Strobel’s continued work as both [vice president for West Campus planning and program development and deputy provost for teaching and learning](#).

We also have developed a team to carry out our ambitious plans for scientific investment and advancement across the university, as described in Standard 2. In 2017, Peter Schiffer was appointed as the inaugural vice provost for research. In the Faculty of Arts and Sciences, we hired an inaugural dean of science, Jeff Brock, who began his appointment in January and was appointed to the dual role of dean of the School of Engineering & Applied Science in August. In the School of Medicine, we hired a new dean for scientific affairs, Michael Crair, and appointed Linda Bockenstedt as deputy dean for faculty affairs. Together, these outstanding individuals will contribute to a robust scientific enterprise.

In keeping with our overall emphasis on advancing diversity and inclusion, as described in the introduction to this report, there is always more we can do to create a university leadership that fully reflects the diversity of our campus community. It is, thus, worth noting that seven of the ten deans hired by President Salovey have been women—as is our new director of athletics, [Victoria M. Chun](#), the first woman to hold that title at Yale.

In addition to the deputy provost for faculty development and diversity (whose work is described in the introduction to this report) and school-specific diversity officers also mentioned in the introduction, the Faculty of Arts and Sciences appointed a new dean of diversity and faculty development (see Standard 6) and each school has designated [specific resources](#) related to diversity and inclusion. The diversity of Yale’s vice presidents remains an area of needed focus, with women and especially people of color poorly represented. In the previous chart, numbers of women and of people of color are noted *in italics*.

Faculty of Arts and Sciences

Without a doubt, Yale’s most transformative step in the past decade from a university organizational perspective was the reorganization of the Faculty of Arts and Sciences and the concomitant creation of the role of dean of the FAS. The inception of this change can be traced to 2007, when FASTAP—the Faculty of Arts and Sciences Tenure and Appointments Policy, Yale’s tenure-track system—was implemented. (The FAS dean’s office recently completed a comprehensive review of the original tenure-track policies; the resulting updates to FASTAP are treated in detail in Standard 6.) The policy’s introduction

brought with it a significantly heavier workload for the deans of Yale College and the Graduate School of Arts and Sciences in shepherding cases through the promotion process. Meanwhile, the educational and related issues in the college and graduate school also required considerable decanal attention, which was challenging in a system in which the cognizant deans also had responsibility for FAS faculty affairs.

Prior to the FAS deanship, the deans of the professional schools could advocate for the needs of their faculties and had budgets (provided by the provost, except in the case of self-supporting schools) for which they were accountable. The FAS did not have an analogous advocate. Rather, the provost provided its resources and then was accountable for the use of those resources. This meant that the lion's share of the provost's attention was spent on issues of the FAS and Yale College, diverting time from the other schools and from overall university strategy. In this way, Yale's Office of the Provost was very different from its counterparts at other universities.

In the first year of his presidency, President Salovey convened a faculty committee to consider a proposal to create a new position of dean of the Faculty of Arts and Sciences who would report to the provost alongside the deans of Yale College and the graduate and professional schools. This new dean would have charge of FAS appointments, promotions, and tenure; oversee the faculty budget, leave system, and many other aspects of the faculty lifecycle; chair the various FAS senior appointment committees; oversee the governance and budgets of the FAS academic departments; and engage in strategic oversight of the FAS as a whole.

The faculty committee, led by then-Department of Philosophy Chair Tamar Gendler, was charged with assessing that proposal, generating alternatives, and ultimately recommending a new leadership structure. In its report, the committee endorsed a structure that included an FAS dean; the new role was adopted by the FAS faculty and approved by the trustees. In 2014, Gendler was appointed as the inaugural dean of the Faculty of Arts and Sciences.

In its first five years, the new structure has afforded the provost the capacity to devote greater strategic attention to the university as a whole. It has provided visible and appropriate leadership for the FAS, including local oversight of the FAS budget. The dean created a governance structure that includes deans for each of the FAS divisions (humanities, social science, science, and engineering and applied science) and a dean of diversity and faculty development, and spearheaded a number of new and important initiatives including a faculty development and leadership program, as well as a review of the FASTAP tenure clock and promotion process mentioned above and detailed in Standard 6.

The FAS Senate

In the 2015-16 academic year, the [FAS Senate](#) was created to provide a more organized voice for Yale's faculty in the arts and sciences, to highlight and investigate issues of FAS concern, and to foster greater communication between the members of the FAS and the university administration. Its twenty-two members are elected from all ranks and divisions within the FAS; a seven-member executive council (including the senate chair and deputy chair/secretary) convenes and determines the agenda for the FAS Senate's meetings.

In contrast to some universities' faculty senates, the FAS Senate functions in an advisory capacity. Thus it is able to designate its own agenda, rather than devoting the majority of its time to issues such as curriculum or appointment and tenure processes (all of which, at Yale, are managed by other faculty committees). It also is highly inclusive compared to analogous entities at our peer institutions: from the start, it has included non-ladder faculty members in its focus, bringing a broader perspective to faculty-wide discussions.

Because the group meets as a whole only eight times each year, much of the substance of the FAS Senate's work occurs in its seven standing [subcommittees](#) or in various ad hoc committees to address timely topics. Both in its regular schedule and in specially convened meetings, it provides a sounding board connecting members of the university administration with the voices of faculty members across the arts and sciences.

Creating the Yale Jackson School of Global Affairs

Yale has long been a leader in educating students on global affairs and in conducting research relevant to the most pressing issues facing the international community. The [Jackson Institute for Global Affairs](#) was founded in 2010, enabled by a generous gift from John Jackson '67 and Susan Jackson. In 2017, approaching the tenth anniversary of the institute's founding, President Salovey and Provost Polak convened a [faculty committee](#), chaired by the William S. Beinecke Professor of Management and Professor of Economics, Judith Chevalier, to explore the future focus and scope of the Jackson Institute. In particular, the committee was asked to consider questions ranging from the ideal size of the Jackson Institute to what fields should be included in its educational and research programs. The committee solicited feedback from faculty members in relevant areas and schools, and its members visited peer institutions to learn how they organize education and research in these areas. They also studied the institute's current offerings and met with its students, faculty, and staff.

In November 2018 the committee released a [report](#) recommending the creation of a School of Global Affairs at Yale—one that is deliberately small, excellent, and deeply academically grounded; is governed by ladder faculty; is interconnected with the rest of the university; and pursues scholarship that has applications in solving global challenges. After the report's publication, the president and provost invited community feedback through a [web-based form](#) as well as in faculty meetings. In April 2019, the board of trustees considered the committee's proposal and voted to create the Yale Jackson School of Global Affairs.

IV. Projection

Our projections for Standard 3 reflect plans for periodic strategic assessment of the university overall—and of key sub-areas of Yale's organization.

- A faculty committee will be appointed by the president to perform an initial five-year review of the Faculty of Arts and Sciences dean's office and organization.
- The Yale Jackson School of Global Affairs is slated to open in fall 2022, once endowed funds of an additional \$200 million are secured to make the school fully gift funded. The president and provost will appoint a transitional committee to govern the Jackson Institute over the next three years.

Standard 4: The Academic Program

I. Description

Yale's programs of academic study are overseen by the fourteen schools that make up the larger university. Yale College offers undergraduate instruction in the liberal arts and sciences leading to a bachelor's degree. The Graduate School of Arts and Sciences encompasses degree programs leading to the M.A., M.S., M.A.S., M.Phil., or Ph.D. The twelve professional schools offer degrees and certificates in architecture, art, divinity, drama, engineering and applied science, forestry and environmental studies, law, management, medicine, music, nursing, and public health. Each school is overseen by a dean (appointed by the president) in collaboration with its respective faculty. The Faculty of Arts and Sciences (FAS), also led by a dean since 2014, comprises the departments and programs that provide instruction to the students of Yale College and the Graduate School of Arts and Sciences, including their ladder, instructional, and research faculty members.¹³ The FAS spans four broad intellectual areas: humanities, social science, science, and engineering and applied science.

Basic information about the academic program of each school is published annually in the [Bulletin of Yale University](#), which includes an academic calendar, lists of faculty, official details on programs of study, course descriptions, conditions of admission, degree and major requirements, costs, financial aid, and additional regulations. Detailed information about subjects of study can be found on [departmental websites](#). Information about individual courses, including syllabi, can be found through each school's online course catalog.

a. Assuring Academic Quality

The routine work of monitoring the integrity and quality of our academic programs is carried out by faculty committees appointed by the dean of each school. The standing committees of Yale College, the Graduate School of Arts and Sciences, the Faculty of Arts and Sciences, and each professional school provide rigorous and ongoing oversight of the curriculum. These committees are composed primarily of faculty members, generally are chaired by a senior faculty member, and report regularly to the faculty of each school, thus ensuring substantial faculty engagement and transparency.

Yale College

In the college, faculty committees are ordinarily chaired by a senior member of the faculty and include other faculty, usually from all divisions and from all professorial ranks, as well as administrative staff and students. Yale College standing committees—the Course of Study Committee; Committee on Majors; Teaching, Learning, and Advising Committee; and Committee on Honors and Academic Standing—play leading roles in assuring academic quality at the undergraduate level. To provide oversight of the areas of distributional credit described below, four faculty committees—the Writing Center Advisory Committee, Quantitative Reasoning Council, Science Council, and Language Study Committee—collaborate closely with the Course of Study Committee.

¹³The faculty of the School of Engineering & Applied Science is appointed in the FAS. The Graduate School of Arts and Sciences faculty spans beyond the FAS to include, for example, appointments in the School of Medicine.

The standing committees make recommendations and report regularly on their work at monthly faculty meetings. To communicate their charges and purviews to the faculty and student bodies, Yale College maintains a [comprehensive listing of ad hoc and standing committees](#). Because these committees play a principal role in monitoring educational effectiveness at the undergraduate level, their work and outcomes are described comprehensively in Standard 8.

Graduate School of Arts and Sciences

In the graduate school, the dean and members of her team meet annually with the leadership of each doctoral program to review data to assess the health of each program. These data include admissions metrics—such as number of applicants, admit rate, and yield—all contextualized longitudinally; attrition and completion information; quality of pedagogical training; and placement data for the last five cohorts. (A graduate school [program statistics website](#), treated in detail in Standard 8, makes admissions, enrollment, and outcomes data available to the public.) The purpose of these reviews is to assess the relative quality of the program, and to determine on that basis what the total program size will be in the coming year. That number in turn determines how many students the program will admit each year. The dean also uses these reviews to determine how best to support the mission of each program with central resources. Finally, the dean appoints a Graduate School Executive Committee, composed of students and faculty members, to advise her on new initiatives and proposals for new graduate programs and qualifications. All new programs must in turn be approved by the graduate faculty and by the university's board of trustees.

Faculty of Arts and Sciences

The Faculty of Arts and Sciences Steering Committee—comprising the deans of the FAS, of Yale College, and of the Graduate School of Arts and Sciences, as well as divisional deans and associate deans—meets every week to discuss a range of topics, including issues related to the quality of education. Academic quality in the FAS departments is further supported by a process of regular external review. Each year, the FAS Dean's Office selects three academic departments to undergo such review. The process begins with a self-study, includes a visit from a panel of experts in the discipline from outside of Yale, and culminates in conversations between administrators and the department about how to address recommendations made by the external review committee. The self-study and external review examine factors such as faculty research profiles and areas in which the unit might recruit new faculty, graduate and undergraduate programs, mentoring, diversity at all levels, and unit governance and climate. The purpose of these reviews is to evaluate the condition of each unit as a whole, to determine strengths and weaknesses, and to provide guidance about the direction the department should take in the future.

Professional Schools

In the professional schools, the curricula for degrees are overseen within each school. When a graduate school degree is offered within a professional school (e.g., a Ph.D. in the School of Management or the School of Forestry & Environmental Studies), the curriculum and degree requirements are proposed by the school for approval through the review process of the Graduate School of Arts and Sciences, which awards those degrees. Those professional schools that participate in [specialized accreditation](#) coordinate their internal self assessment around these external review schedules.

As described in Standard 3, new deans have been appointed to the Schools of Architecture, Art, Engineering & Applied Science, Forestry & Environmental Studies, Law, Nursing, and Public Health since 2016. Each new dean engages the school's faculty in internal reviews and strategic planning exercises. In 2018, the School of Public Health's review exercise led to adding a health informatics concentration within the existing master of science degree to reflect faculty strengths and to support student demand. Based on [its 2017 strategic plan](#), the School of Forestry & Environmental Studies implemented new specialized curricular areas and learning communities within existing master's degree programs focusing on industrial ecology and green chemistry, water, conservation, energy, climate, policy, conservation, nature and society, and business and the environment. Each specialization has a faculty coordinator who advises students, develops curricular and co-curricular initiatives, and organizes student activities. Details on these and other curricular planning exercises are included in the Data First forms.

b. Undergraduate Degree Programs

Yale College offers a liberal arts education, one that aims to cultivate a broadly informed, highly disciplined intellect without specifying in advance how that intellect will be used. Such an approach to learning regards college years as a phase of exploration, a place for the exercise of curiosity, and an opportunity for the discovery of new interests and abilities. The college does not seek primarily to train students in the particulars of a given career, although some students may elect to receive more of that preparation than others. Instead, its main goal is to instill knowledge and skills that students can bring to bear in whatever paths they eventually choose to pursue. Yale's undergraduate program promotes the notion that acquiring facts is important, but learning how to think critically and creatively in a variety of ways takes precedence.

A student working toward a bachelor's degree takes four or five courses each term and normally receives the B.A. or B.S. degree after completing thirty-six term courses, comparable to 144 semester hours, over eight terms of enrollment.

To ensure that study is neither too narrowly focused nor too diffuse, the college promotes the values of both breadth and depth, and each candidate for the bachelor's degree is required to fulfill distributional requirements as well as the requirements of a major program. Thus, undergraduate study at Yale is characterized, particularly in the earlier years, by a reasonable diversity of subject matter and approach and, in the later years, by concentration in one of the major programs.

c. General Education

Yale's approach to general education is described through, and regulated by, our distributional requirements for the bachelor's degree. These requirements were last thoroughly reviewed and revised in 2003 through the work of the Committee on Yale College Education (CYCE). That [committee's report](#) provided a blueprint for Yale's general education requirements and called for a number of curricular innovations that have had enduring positive reverberations.

The distributional requirements are intended to ensure that all graduates have an acquaintance with a broad variety of fields of inquiry and approaches to knowledge. These requirements are the only specific rules limiting the selection of courses outside a student's major program.

Combined, they comprise roughly a dozen courses, or one-third of a student's overall program of study. Depending on the number of courses required for a student's chosen major, most students have up to another dozen courses that are considered electives, designed to allow students to explore potential majors in their early years or to enroll in courses of interest outside their major later on.

Students must fulfill disciplinary area requirements by taking no fewer than two course credits in the humanities and arts, two in the sciences, and two in the social sciences. Students must also fulfill skills requirements by taking at least two course credits in quantitative reasoning, two course credits in writing, and a minimum of one course (depending on previous study, and more typically three courses for a newly-learned language) to further their foreign language proficiency; this requirement is founded on the principle that people who fail to develop these skills at an early stage unknowingly limit their futures. In each skill, all students, whatever their previous training, are required to travel some further distance from where they were in high school, so that each competence matures and deepens. That is, no student is permitted to "place out" of a skill requirement based on high school coursework or standardized tests. This approach recognizes that the best high school writer is still not the writer he or she could be, and that students who do not use their mathematics or foreign language skills in college can lose abilities they once had and graduate knowing less than when they arrived.

While some courses can in principle provide credit to either a skill or an area, no single course can be used to satisfy more than one requirement. Depending on their level of accomplishment in foreign languages at matriculation, students may fulfill this last requirement with one, two, or three courses or by certain combinations of course work and approved study abroad.

The following brief descriptions enumerate the philosophy underpinning each of the distributional requirements for the bachelor's degrees.

Area Requirements:

Humanities and Arts | The study of the humanities and arts cultivates an appreciation of the past and enriches our capacity to participate in the life of our times. Rigorous and systematic study in these areas fosters tolerance for ambiguity and sophisticated analytical skills that provide essential preparation for careers in most areas of contemporary life.

Sciences | Acquiring a broad view of what science is, what it has achieved, and what it might continue to achieve is an essential component of a college education. Study by observation and experimentation develops critical faculties that citizens need to evaluate natural phenomena and the opinions of experts, and to make, understand, and evaluate arguments about them.

Social Sciences | The disciplines of the social sciences, using a variety of methodologies and both qualitative and quantitative analysis, teach us about who we are and help us to appreciate the perspective of others as well as the particularities of society. Study in the social sciences prepares students for civic engagement and develops a nuanced sense of the world around them.

Skills Requirements:

Foreign Language | The study of languages has long been one of the distinctive and defining features of a liberal arts education, and is essential in today's global society. Competence in more than one language fosters heightened sophistication in the use of one's own language, unmediated access to texts otherwise available only in translation, and the ability to recognize and cross cultural barriers.

Quantitative Reasoning | An educated person must be able to use quantitative information to make, understand, and evaluate arguments; the mental rigor resulting from quantitative study and the application of quantitative methods is critical to many disciplines. Mathematics and statistics are basic tools for the natural and the social sciences, and are useful in the humanities as well.

Writing | The ability to write well is indispensable to advanced research in most disciplines. We encourage students to take at least one writing course in the first year, usually through an introductory writing seminar or literature course, and then to consider another writing course connected to their chosen field of study. Writing courses are offered across many departments, including the sciences and engineering.

Finally, in keeping with our commitment to the values of a liberal arts education—and reflecting Yale's emphatically multidisciplinary approach (see page 31)—two dedicated programs for first-year students encourage broad and innovative exploration across the curriculum. The longstanding program in [Directed Studies](#) enrolls up to 125 first-year students in a three-course, year-long interdisciplinary program in Western civilization. More recently, the [First Year Seminar Program](#), established in 2004, expanded the number of opportunities for students to have a small-class experience in their first year and has been a valuable addition to the curriculum. In addition to its appeal to students, the program has proven to be a good laboratory for faculty to design new courses, and many departments and programs—especially smaller and lower-profile ones—have used it to introduce their offerings early in a student's undergraduate career. Since its inception, the program has grown from ten to more than eighty seminars each year, with courses representing over thirty departments and programs across all academic divisions. The First Year Seminar Program recently was secured in perpetuity by a donor-funded endowment.

d. The Major or Concentration

Studying a subject in depth can be one of the most rewarding and energizing of human experiences and can form the basis of the interests and occupations of a lifetime. Such study also sharpens judgment and acquaints a person with processes by which new knowledge is created.

All candidates for a bachelor's degree in Yale College must elect a major program from among the eighty-one undergraduate majors currently offered across four divisions: arts and humanities, social sciences, life sciences, and physical sciences and engineering. A [listing of majors](#), together with the learning goals and requirements of each one, is published annually in the [Yale College Programs of Study](#).

For each major, a member of the faculty is appointed by the dean of Yale College to serve as the director of undergraduate studies (DUS). The DUS oversees the undergraduate curriculum,

placement matters, and advising resources for the major, often in consultation with a faculty committee and a student advisory committee within the department or program.

A major in Yale College usually includes at least twelve term courses in the same area, progressing from introductory to advanced work, which become the focus of a student's program in the junior and senior years. Majors are offered by departments, interdepartmental programs, or interdisciplinary programs. In many departments and programs, at the discretion of the DUS, a limited number of courses in related departments may be offered in fulfillment of the requirements for the major.

In all majors, the student must satisfy a capstone senior requirement, usually a senior essay or senior project. These requirements are usually fulfilled within the context of a senior seminar or through independent study; depending on the major, they can be completed over the course of one or two terms. In most majors, students enroll in some version of a research methods course during the junior year to prepare them for their senior essay or project.

Yale College also offers the option of a special divisional major for students whose academic interests cannot easily be met within one of the existing major programs. Such students may, with the approval of the Committee on Honors and Academic Standing, design special majors of their own in consultation with members of the faculty.

e. Graduate Degree Programs

In the Graduate School of Arts and Sciences (GSAS), fifty-six departments and programs offer courses of study leading to the Ph.D. degree. Eighteen programs terminate in the master's degree. GSAS also offers joint degree programs with three of our professional schools: Yale Law School, the School of Management, and the School of Medicine.

The content and structure of graduate programs varies widely according to discipline and degree. Nonetheless, GSAS sets basic structural guidelines. All doctoral students complete at least a year of coursework and meet a minimum grade requirement, take a qualifying exam, constitute a dissertation committee, submit a prospectus, and write a dissertation. At the master's level, all students complete a minimum of seven courses, with a minimum of one year of residency. The GSAS [Programs and Policies](#) detail the rules governing each of these stages and requirements.

The GSAS Teaching Fellow Program provides the principal framework in which graduate students learn, under faculty guidance, to become effective teachers and to evaluate student work. Such learning is integral to the preparation of graduate students for professional lives of teaching and scholarship. In order to obtain the greatest benefit from this training, teaching fellows are urged to participate in the [programs offered by the Poorvu Center](#) (see Standard 6) designed to prepare them for the variety and complexity of classroom environments that they will encounter. Graduate and professional school students who complete a series of teaching workshops are eligible to receive a Certificate of College Teaching Preparation, which recognizes completion of a comprehensive training program in effective college teaching.

Students in the graduate school are permitted to participate in one of several exchange programs with partner institutions in the United States and abroad. The [Exchange Scholar Program](#), also

known as the Ivy Plus Exchange, enables doctoral candidates to register as students at the University of California-Berkeley, Brown, the University of Chicago, Columbia, Cornell, Harvard, the Massachusetts Institute of Technology, the University of Pennsylvania, Princeton, and Stanford. Students may also participate in one of many [international exchange programs](#).

In addition to the Graduate School of Arts and Sciences, Yale offers more than two dozen degree and certificate programs through its twelve professional schools. (See appendix for a complete listing of these programs.) Several of the schools also offer doctor of philosophy (Ph.D.) degrees through the Graduate School of Arts and Sciences, and three of them (the Schools of Forestry & Environmental Studies, Music, and Public Health) offer combined five-year degree programs with Yale College. In the box on page 31, we look at the many innovative joint graduate degree collaborations among the professional schools.

Generous opportunities for practical and off-campus experiences are offered to enhance on-campus study in the professional schools. The School of Architecture offers a fully funded summer program to study the history of architecture on site [in Rome](#) and a fully funded exchange program with the University of Cambridge; it also requires all first-year students to participate in a building project whose outcome is a newly built house in New Haven, in partnership with non-profits that address homelessness. The School of Drama operates the [Yale Repertory Theatre](#), in which students and faculty members run every aspect of mounting five professional theatrical productions each year. School of Music students and faculty members organize the [Music in Schools Initiative](#) to provide musical education to students in the New Haven Public Schools and other exceptional young musicians. Yale Law School's [extensive clinics](#) have produced student-driven work of real-world significance on, for instance, immigration policy. Experiential learning that engages professional school students and faculty with experiences in practice, the professional field, clinical work, and international contexts is important to all of Yale's professional schools.

f. Integrity in the Award of Academic Credit

Integrity in awarding academic credit is governed by the dean and faculty of each school.

Yale College

In Yale College, oversight of the integrity in awarding academic credit falls primarily to the Course of Study Committee (see Standard 8) in collaboration with the relevant department or program chair and DUS. This committee, chaired by a senior faculty member and composed of faculty from all divisions, as well as administrative staff from the Yale College Dean's Office and the University Registrar's Office, is responsible for reviewing all new courses in Yale College and any substantial changes to existing ones. This process includes a review of the proposed title, course description, assignments, means of assessment, and grading rubrics.

To inform this review, course instructors are expected to supply a comprehensive list of texts used, the amount of weekly reading required, and (where appropriate) the number and page length of papers or of problem sets or other assessments. Instructors must also indicate whether the course is designed to be a seminar or lecture, the meeting day and time pattern, plans for providing feedback on every student's academic progress by no later than midterm, and the culminating end-of-term assignment. In addition, instructors must provide specific information

about their plans to discuss expectations related to collaboration, using sources properly, understanding and avoiding plagiarism, and other matters related to academic honesty. Finally, if an instructor is teaching in Yale College for the first time, the committee requires the instructor's curriculum vitae and a complete course syllabus.

Regulations governing the award of credit in Yale College for incoming transfer students, or awarding outside credit to a currently enrolled student, either from an institution in the United States or abroad, follow published guidelines in the [Yale College Programs of Study academic regulations](#) and is overseen by the Yale College Dean's Office and University Registrar's Office. Yale College admits around twenty-five new transfer students annually, from a range of institutions. Up to eighteen course credits (equivalent to seventy-two semester hours, or up to one-half of the credits required for a bachelor's degree) from a fully accredited post-secondary institution are eligible for transfer. Approved courses must be comparable to courses taught in Yale College departments and programs; pre-professional or physical education courses are not eligible for transfer credit. Outside credit for currently enrolled students is reviewed either by the study abroad office (for foreign study) or by the Yale College Dean's Office, often in consultation with the relevant academic department (for domestic study). Students on a term or year abroad may earn up to four or nine course credits, respectively, toward their Yale degree. Apart from these arrangements, students are permitted no more than two outside course credits from another U.S. university.

Regulations governing degree requirements and the requirements for promotion and maintaining academic good standing in Yale College are also published in the *Yale College Programs of Study academic regulations*, as are the circumstances that generate academic warning, as well as the conditions for reinstatement following an academic, personal, or medical withdrawal.

Graduate School of Arts and Sciences

In the Graduate School of Arts and Sciences, oversight of the integrity in awarding academic credit falls primarily to the graduate faculty, all of whom have the appropriate credentials and experience for creating curriculum. The school sets minimum degree requirements, all of which meet NECHE policy. These requirements are described in the [GSAS bulletin](#). Academic credit is established for each course based on the Carnegie Unit of one hour of faculty interaction and two hours of outside preparation per credit, per week, of the academic term. It is understood that at the graduate level, students spend a great deal more time on research and writing than in classroom study. The award of credit is based on policies developed and overseen by the faculty within each graduate program and the academic administration. No credit is awarded for work completed at other institutions, although Yale course requirements may be reduced by one term for appropriate graduate level work, with the approval of the program faculty and the academic administration. Credit hour standards apply equally to non-degree students, who participate in the same courses as degree-seeking students.

Residency requirements have been set by the GSAS administration to ensure that doctoral students complete a minimum of three years of residency and that master's students remain on campus for the duration of their programs. The faculty determines, at each stage of study, whether or not the degree requirements have been met. Individual instructors determine this at

the course level; at the exam, prospectus and dissertation levels, the departmental faculty as a whole vote to assess the student.

All GSAS students are required to attend an hour-long session on academic integrity at the start of their first term of study. They are then required to complete an online module that reinforces the importance of academic honesty and proper citation of sources. In cases of academic dishonesty, faculty must report any allegations of misconduct to the relevant administrative officers for referral to the [disciplinary procedures detailed on the school's website](#).

Professional Schools

For information on credit requirements for each professional degree program, please refer to the Data First forms. Further details can be found in the [bulletins of the twelve professional schools](#).

II. Appraisal

The practices, policies, and principles outlined in the preceding pages—some of them more recently introduced, many of them longstanding—have proven effective at ensuring the quality and integrity of our academic enterprise spanning every degree program and level of study. Crucial to this efficacy are faculty oversight and a constant expectation of self-improvement—the pursuit of President Salovey’s “more excellent Yale.” In Standard 8 we explore the metrics and mechanisms that support our educational effectiveness, and later in this chapter we discuss the need for periodic large-scale evaluation of our academic programs.

Meanwhile, a number of initiatives across the university over the past decade have had, or will have, a significant impact on our academic programs at every level. They are presented here according to the areas of academic priority described in Standard 2; many (where indicated) are treated in detail in other sections of this report. A display box on page 31 presents a snapshot of initiatives emphasizing cross- and interdisciplinary education.

Science (and Technology, Engineering, and Mathematics)

Our institutional commitment to recruit more first-generation, low-income students from under-resourced high schools is described in the introduction to this report. These efforts have succeeded in increasing the diversity of our students, but they also have increased the need to provide better and more precise placement advice to incoming students—and to develop more flexible entry points in a number of subjects. Two recently established programs offering holistic attention to this cohort—the First-Year Scholars at Yale summer program, and the Poorvu Center’s Academic Strategies Program—are detailed in Standard 8 and Standard 6, respectively.

The need for new means of support is particularly acute in fields of study that rely heavily on quantitative skills. In 2014, we created a new online summer program, [Online Experiences for Yale Scholars](#) (ONEXYS), for incoming first-year undergraduates. The program provides both a diagnostic assessment and tutoring resources across a range of quantitative skills and, because it can be conducted online, students can complete the program without leaving their homes or giving up valuable summer jobs, research opportunities, athletic competitions, or other pursuits.

In addition, several departments have begun to reconsider their introductory course sequences to provide a better foundation for a wider range of students. In fall 2017, the Department of

Mathematics introduced a new entry-level calculus sequence, “Integrated Precalculus and Differential Calculus” ([MATH 110/111](#)), that combines a review of precalculus with an introduction to single-variable calculus. The course covers in two terms what our standard entry-level calculus class teaches in one term. In fall 2012, a new, full-year interdepartmental introductory biology sequence was created to ensure that students who plan to pursue advanced study in the life sciences have shared foundational knowledge. And in 2015, we revised the year-long general chemistry sequences to accommodate students with different levels of preparation. Students with standard high school experience in chemistry ordinarily take “General Chemistry” (CHEM 161/165), and students with advanced preparation take “University Chemistry” (CHEM 163/167) or organic chemistry. In 2010, we introduced a new introductory physics course, “University Physics for the Life Sciences” (PHYS 170/171).

Another area of curricular innovation has been in computer science. In the fall of 2015, Yale launched a teaching partnership with Harvard, beginning with a new “[Introduction to Computer Science](#)” course. Designed both for majors and non-majors, irrespective of prior programming experience, this course introduces students to abstraction, algorithms, data structures, encapsulation, machine learning, resource management, security, software engineering, and web development. This course has led to partnerships between the Department of Computer Science and other departments on campus to distribute coding skills across the curriculum.

The new [Yale Science Building](#) (see Standard 7) will have a dramatic effect on undergraduate science teaching. Opened in August 2019, it contains state-of-the-art teaching and research facilities and provide an integrated space for faculty and students in the sciences. This building, combined with the major overhaul and expansion of undergraduate science teaching labs in the Sterling Chemistry Laboratory building in 2016 and the new Greenberg Engineering Teaching Concourse the following year, will vastly improve the functionality of science classrooms and labs. (See Standard 7 for additional details on our investments in university science facilities.)

Social Science

The [Jackson Institute for Global Affairs](#), founded in 2010, is home to three degree programs in global affairs that were not previously offered at Yale: the interdisciplinary [undergraduate major](#), [master of arts degree](#), and [master of advanced studies](#). As described in Standard 3, the institute—which is poised to become a school in 2022—is a key facet of Yale’s commitment to greater investment in the application of empirical social science to public policy problems and questions.

In 2017, we announced our [transformation](#) of the former statistics department into the [Department of Statistics and Data Science](#) (“DS²”). The department’s [undergraduate major](#), designed to acquaint students with the fundamental techniques in the field, encompasses coursework in both mathematical and practical foundations. Currently DS² is building connections to departments to offer data science courses in a variety of disciplines beyond STEM; it also has plans to create more accessible and applicable quantitative reasoning courses for non-STEM majors. One example is a new course, “[YData: An Introduction to Data Science](#),” designed to instruct students from all backgrounds and majors on how to use data science methods in a variety of applications and fields of study.

Fostering a Culture of Multidisciplinary Collaboration

As President Salovey described in his [November 2016 announcement](#) of academic priorities for the university, Yale is emphatically multidisciplinary and collaborative. This emphasis is a defining characteristic, distinguishing us from many of our peers. Our commitment to fostering a multidisciplinary approach is reflected in a wide array of Yale’s academic programs and resources.

In the last decade, Yale College has introduced new interdisciplinary majors in [Computer Science and Economics](#), [Global Affairs](#), [Neuroscience](#), [Physics and Geosciences](#), [Statistics and Data Science](#), and [Urban Studies](#), as well as undergraduate multidisciplinary academic programs in [Education Studies](#), [Energy Studies](#), [Global Health Studies](#), and [Human Rights Studies](#). These new majors and programs join other interdisciplinary majors in Yale College such as [Computer Science and Psychology](#); [Computing and the Arts](#); [Ethics, Politics, and Economics](#); [Ethnicity, Race, and Migration](#); [Mathematics and Philosophy](#); [Physics and Philosophy](#); and [Women’s, Gender, and Sexuality Studies](#).

Yale also offers many combined, joint, and dual-degree programs across schools. In addition to the undergraduate combined degree programs mentioned on page 27, Yale offers combined programs in the graduate and professional schools including:

- School of Forestry & Environmental Studies [joint masters degrees](#) in development economics; with the Schools of Architecture, Divinity, Engineering, Law, Management, and Public Health; and with the Jackson Institute for Global Affairs;
- School of Management [“cross-Yale education” degrees](#) in combination with the graduate and other professional schools;
- Yale Law School [degree collaborations](#) with the Graduate School of Arts and Sciences, the School of Management, and (by individual students’ design) in divinity, forestry, and medicine;
- School of Public Health [joint degrees](#) with many of Yale’s graduate and professional programs;
- a three-year [program](#) leading to the master of science in nursing and the master of arts in religion;
- a [joint M.A. in global affairs](#) with the M.B.A., M.F., M.E.M., M.E.Sc., M.F.S., M.P.H., M.S.N., or J.D.; and
- the [M.D.-Ph.D. program](#), sponsored jointly by the Graduate School of Arts and Sciences and the School of Medicine.

Facilities to support interdisciplinary study, research, and other collaborations include:

- The [Center for Engineering Innovation and Design](#)—Yale’s “maker space”;
- The [Tsai Center for Innovative Thinking at Yale \(Tsai CITY\)](#) (see Standard 5); and
- [West Campus](#), a significant new hub for teaching and research that spans the arts, sciences, humanities, a professional school (the School of Nursing), and beyond (see Standard 7).

The [Center for the Study of Race, Indigeneity, and Transnational Migration](#), launched in 2016, is devoted to advancing intellectual work related to ethnic studies fields; to intersectional race, gender, and sexuality research; and to Native and diasporic communities, both in the United States and in other countries.

Humanities

The plans to convert the Hall of Graduate Studies to [320 York as a new hub for the humanities](#) by 2020 will provide an integrated space for faculty and students in the humanities. As described in Standard 7, the completely renovated building complex will bring together the majority of humanities departments in one location for the first time in many decades, and will provide new programming space for humanities departments and the Whitney Humanities Center.

The digital humanities—coupling digital methods with humanistic inquiry—have become an exciting area of growth for our faculty, graduate students, and undergraduates. In 2018, the Yale Digital Humanities Lab (DHLab) was reborn as the [Franke Digital Humanities Laboratory](#) and relocated to a new permanent home on the first floor of Sterling Memorial Library. The [renovated space](#) contains flexible workstations, high-definition monitors, and a glass research cube equipped for digital humanities computing. The walls of its main room are lined with digital humanities books, acting as both a reference collection and a source of inspiration.

We also continue to invest in our support of foreign language study. With the addition of courses in [American Sign Language](#) in 2018, Yale currently provides instruction in over thirty-five languages. The [creation of certificates of “advanced language study”](#) later that same year enables students to follow a set of requirements in a number of foreign languages to demonstrate advanced proficiency. The FAS dean’s office has charged a committee to consider how Yale can offer less-commonly taught languages, such as Navajo or Tibetan, likely in consortium with other schools. And with the substantial growth of [Yale Summer Session abroad](#), Yale now offers roughly twenty-five summer programs throughout the world, most of which are language- and culture-based.

Meanwhile, the [Shared Course Initiative](#), a three-way partnership with Columbia and Cornell, allows Yale to offer more than a dozen additional less-commonly taught languages for credit through the use of video conferencing technology. The initiative was [renewed for a new five-year term](#) in 2018. The expansion of [Directed Independent Language Study \(DILS\)](#) and the [Fields](#) program allow students to study more than sixty other languages independently. These courses do not earn graduation credit but are valuable for undergraduate and graduate student research purposes.

The Arts

Our most dramatic investments in the creative and performing arts—both current and planned—center on facilities projects, as described in Standard 7. The renovation of Hendrie Hall and opening of the [Adams Center for Musical Arts](#) in 2017 transformed opportunities and collaborative potential for students of music in Yale College as well as the School of Music. Our plans to build a new theater complex, supporting not only the School of Drama but also theater in the college and across Yale, will serve a similar function on creating new connections within and among the artistic enterprises on our campus. The Schwarzman Center, detailed in Standards 5 and

7, will host a wide range of artistic programs for students and the wider campus community. The [Center for Collaborative Arts and Media](#), launched in 2017, is also described in the next chapter.

In 2015, we established the [Creative Arts Advisory Committee \(CAAC\)](#), including faculty from the FAS and the arts professional schools, to advise the dean of the Faculty of Arts and Sciences on curricular needs. The committee meets with leadership from FAS departments where teaching and research in the arts is housed, and with the leadership from the professional schools as appropriate, to discuss strategy and standards for developing Yale's resources in the creative arts.

III. Projection

In Standard 5, we will look at the changing demographics of our student body, a vibrantly diverse cohort from all parts of this country and every corner of the globe. Our projections for Standard 4 underscore the importance of continuing to adapt our academic programs—across the university—to new societal imperatives, and to the evolving needs and pursuits of our students.

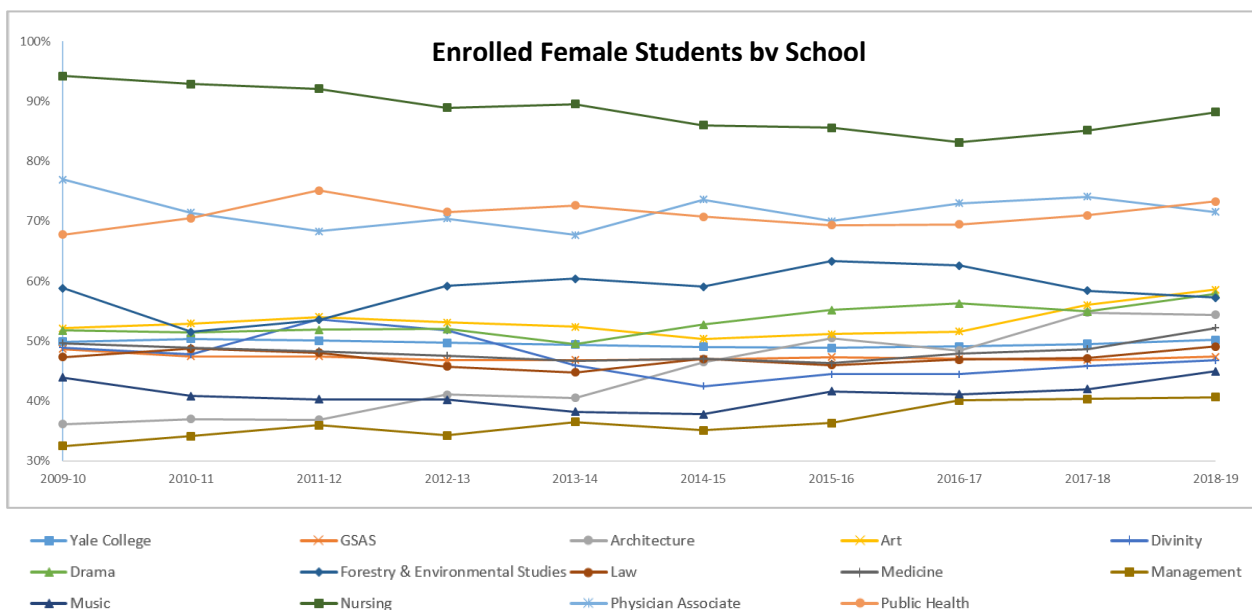
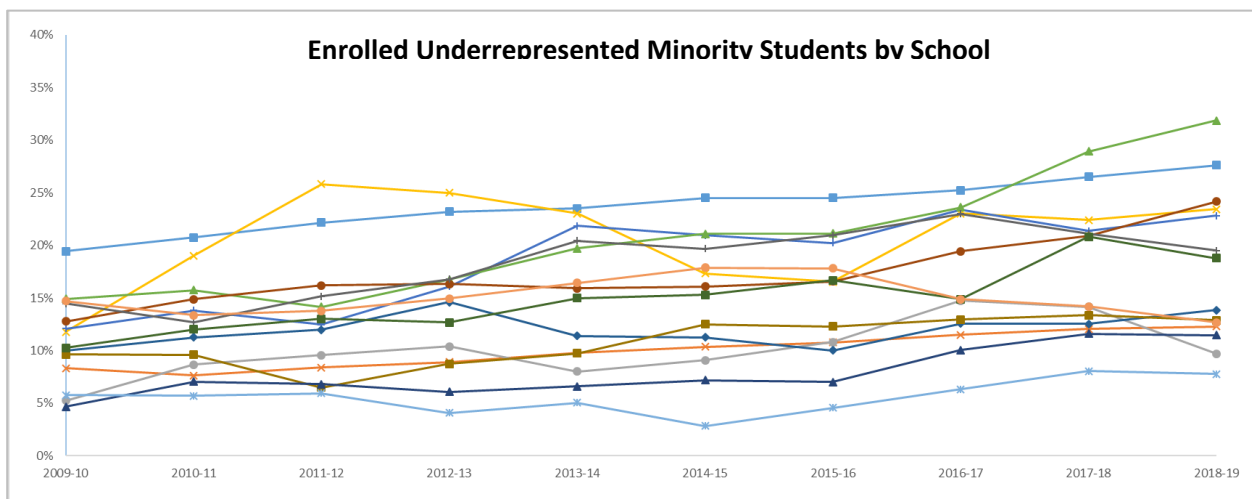
- Yale College is considering two key questions: (1) Does its curriculum today meet the needs of all of our undergraduate students? and (2) Is the curriculum accountable to our mission to improve the world and educate leaders for all sectors of society? We have begun to explore new structures—e.g., certificates, multidisciplinary academic programs, and guided pathways through blocks of courses—that may benefit our students. The Committee on Teaching, Learning, and Advising is reviewing data on introductory and gateway courses to determine whether they are meeting our goals, enabling us to consider whether the new introductory sequences that have been created in several disciplines are properly aligned with the preparation and interests of our students. Other areas ripe for investigation include new modes of communications to organize and deliver instruction, and emerging realms of knowledge and skills that will require new courses, programs, or pedagogical approaches.
- The Graduate School of Arts and Sciences will continue to examine how well we are equipping humanities Ph.D. students for an ever-tightening academic job market. Two new interdisciplinary certificates—in environmental humanities, and in film and media studies—provide models for future programs. In the sciences, the school will continue to monitor admissions yields to determine how best to support doctoral programs' recruitment efforts.
- In 2020 the Divinity School will begin accepting applications to two new tracks of specialization: (1) an executive master of sacred theology, with half of credits toward the degree fulfilled through weeklong intensive programs rather than in residence, and (2) a concentration in practical theology within the master of arts in religion degree program.
- The Schools of Architecture, Forestry & Environmental Studies, Nursing, and Public Health, are considering new tracks or specializations within their degree programs to respond to emerging areas of scholarship and student interest.

Standard 5: Students

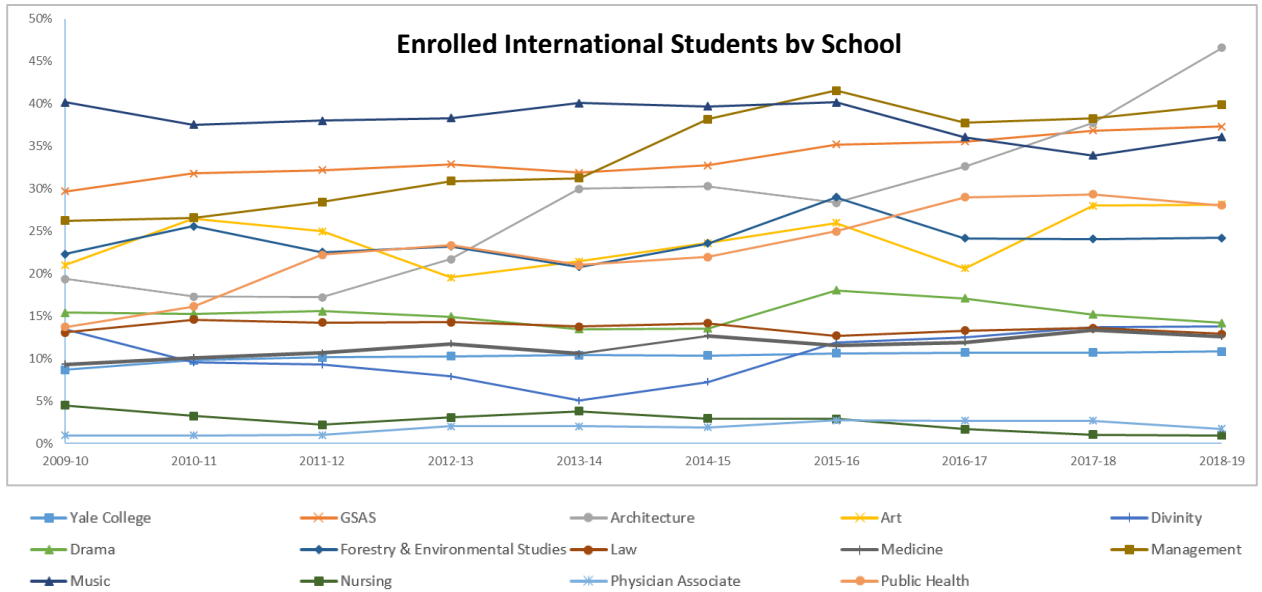
I. Description

Our 13,433 students across the university—from Yale College to the Graduate School of Arts and Sciences to the twelve professional schools—are the heart of Yale’s mission to improve the world. They are the next generation of leaders that we are preparing for society in all its dimensions. They embody the diversity and excellence that are essential to this pursuit.

In recent years, we have given considerable attention to the changing composition of our student body. If we are to excel in twenty-first century education, we must first understand who the student of the twenty-first century is. The figures below show percentages of underrepresented minority students, women, and international students by school over the past five years.¹⁴



¹⁴ Data for the current academic year will become available on November 1, 2019.



With the most diverse student community in Yale’s history, the principles of diversity and inclusion are more crucial than ever before. Over the past several years, we have seen our students take a particularly active role in shaping our campus culture. Student advocacy beginning in fall 2015 helped bring to the fore the need to improve inclusion and belonging in all facets of the campus community—from residential life to classrooms to co- and extracurricular areas. In the intervening years, we have undertaken difficult but vitally important conversations about how to wrestle with the legacies of slavery on our campus, how to honor Yale’s commitment to full freedom of expression in an atmosphere of reciprocity and respect, and how to ensure that Yale today offers a full sense of belonging to every member of its diverse student body.

The demands of an ever more global, interdependent, and interdisciplinary society require innovation in the resources we provide, and in the expectations we set, for our students. Even as we celebrate major milestones for women at Yale (2019 marks [fifty years of coeducation in Yale College and 150 years at the graduate level](#)), we recognize that we are at a similarly transformative moment today: the dramatic demographic shifts in our student population mean that we face both important challenges and unprecedented opportunity. Thus, we must recommit ourselves to meeting the evolving needs of our students, preparing them to be both local and global thinkers and actors, instilling in them all the benefits of a liberal arts education, and preparing them for the world they will encounter beyond our campus. Our efforts in admissions, financial aid, residential and student life, student services, and co-curriculum must align toward these goals.

a. Admissions

Yale College has never been more desirable as a destination for students in the United States and around the world. The number of applications is at an all-time high, increasing by 14 percent over the five-year period from 2013 to 2018. (We received 35,300 applications for admission to the Class of 2022.) In 2017, despite offering 300 more students admission following the opening of the two new residential colleges, we enjoyed our second-highest yield rate in decades.

Through its web portal and its multi-pronged approach to outreach, our [Office of Undergraduate Admissions](#) works to encourage talented students from around the country and around the world to apply to Yale College. Its [Yale Admissions Viewbook](#) is a comprehensive guide to the lives, studies, places, and pursuits that comprise a Yale College education. For a detailed appraisal of current undergraduate admissions activities and priorities, see the next section of this chapter.

The Graduate School of Arts and Sciences (GSAS) [admissions office](#) supports the work of the faculty, programs, and deans of the school by providing a centralized admissions process for attracting, admitting, and recruiting talented and diverse scholars and researchers to Yale. For entry in the 2018-19 academic year, GSAS considered 11,216 candidates for admission and extended 1,499 offers of admission; a total of 696 students accepted these offers, and twenty-eight students deferred their admission. (Further data on GSAS admissions can be found in the appendices to this report.) In the next section of this chapter, we highlight areas of challenge and opportunity related to graduate admissions.

Information about admissions to degree programs in the professional schools can be found in the Data First forms and in the schools' [bulletins](#) and [websites](#).

b. Student Life

The appointment, in 2012, of Yale's first university-wide officer for student life ushered in a period of significant opportunity for enhancing our most fundamental work to support the scholars we are educating. During the 2015-16 academic year, President Salovey, Provost Polak, and the deans reviewed a proposed vision, mission, and priorities for student life developed by Secretary and Vice President for Student Life Goff-Crews. These discussions led to a shared vision for student life across the university. Detailed in the right-hand sidebar, this vision articulates what we hope students will experience during their time at Yale.

Our Vision for University-Wide Student Life at Yale

The following vision statement identifies the intended hallmarks, or desired outcomes and achievements, of the Yale student experience for any student, regardless of academic status or school of enrollment:

All undergraduate, graduate, and professional students and scholars will have a Yale experience that enables them to:

Succeed in, and take maximum advantage of, the academic programs in which they are enrolled to develop intellectually, professionally, and personally;

Explore the breadth of their intellectual curiosity, the depth of their humanity, and the rigor of purposeful scholarship or creative practice;

Take responsibility for their personal growth and development, seeking well-being and balance in their lives;

Cultivate their connections to others, the university community, New Haven, our society, and the larger world; and,

Prepare for a lifetime characterized by learning, service, and ethical conduct.

In 2014-15 we created an [Advisory Committee on Student Life](#) (ACSL), which expanded the previous Graduate (and Professional) Student Affairs Advisory Committee. ACSL is a collaborative network of faculty, administrators, and staff members who direct and support student life programs and services. The committee allows its members to share information, continue their training, and leverage best practices.

As described in Standard 3, the [Office of the Secretary and Vice President for Student Life](#) works with the three main student leadership groups (the [Yale College Council](#), [Graduate Student Assembly](#), and [Graduate and Professional Student Senate](#)), connecting them to university administration and supporting their goals for life at Yale.

Student Organizations

The 2016 launch of [Yale Connect](#), powered by OrgSync, was an important step toward fostering enhanced communication with and among students. Yale Connect is an online platform that supports student life in Yale College, the Graduate School of Arts and Sciences, and the professional schools; it combines a centralized database, a searchable website, and streamlined registration system for student organizations. (The organizations can update membership and leadership, save important documents, and post events on a centralized event calendar.) The site also enables university offices to share news, events, and resources with students.

The adoption of an online portal system is just one of a number of recent efforts to increase our support for [registered student organizations in Yale College](#). Changes include the addition of a new staff member, revisions to the registration process, expanded peer support, and workshops and leadership training. Participation in organized groups is one of the most important parts of the student life experience in Yale College—there are currently more than 600 registered organizations and, as President Salovey writes in his Opening Assembly letter to incoming undergraduates, “if you do not find exactly what you want, you can start your own group!”

Athletics

For many students, participating in athletics—whether at the varsity and club levels or recreationally—is a key component of the Yale experience. Our student-athletes’ success is highlighted by a graduation rate of 99 percent, and in competition, it is exemplified by our winning teams. In 2017-18 our men’s lacrosse and heavyweight crew were national champions; baseball, men’s golf, football, co-ed sailing, and volleyball all earned Ivy League championships; and our gymnastics team triumphed in the Eastern College Athletic Conference finals. Our student-athletes also shine individually—from [Ben Reeves](#) ’18, who became Yale’s first winner of lacrosse’s prestigious Tewaaraton Award, to the [eight alumni](#) who competed in the 2016 Olympic Games, to countless others.

The [Yale University Athletic Department](#) provides comprehensive recreation and fitness facilities and programming available to all students (as well as other scholars, faculty, and staff members). Our thirty-five varsity sports span three competitive seasons and involve approximately 850 scholar-athletes each year. Non-varsity athletic activities are available at both intramural and club levels. Graduate and professional students have nine organized intramural leagues, with participants competing in over 550 contests; undergraduates have the opportunity

to represent their residential colleges and take part in twelve intramural sports, combining for more than 2,000 participant occurrences per year. We have broadened our club sports offerings to allow higher-level intra- and intercollegiate competition across fifty sports in over 300 events annually. The department also offers activities for regeneration, relaxation, and renewal, including fitness classes, yoga, meditation, dance, swimming, spinning, and martial arts. These group classes enroll 2,500 participants each year.

The Residential Colleges

Yale's residential college system, now over eighty years old, is the cornerstone of the Yale College mission to bring together and educate exceptionally promising students of all backgrounds. Each community contained within the [fourteen residential colleges](#) represents Yale in microcosm, offering students a sense of intimate social and intellectual connection, as well as a space of civic and moral responsibility. The very texture of daily life in the undergraduate community is fundamental to the university's educational mission. The free-flowing interaction with contemporaries similar to oneself in talent and energy, but different in background and outlook, has a powerful capacity to open, enliven, and stretch the mind.

The colleges are also dynamic spaces allowing for organic creative, intellectual, group, and personal leadership development. They feature activities and opportunities ranging from college student councils to special academic and cultural programs such as the [Residential College Seminar Program](#), [Senior Mellon Forum](#) presentations, college teas, creative and performing arts events, and intramural athletic competitions. The [heads of college](#), typically members of the senior faculty drawn from across the university, preside over the colleges and actively shape the social and intellectual life of the communities. The residential [college deans](#) serve as chief academic officers overseeing students' academic progress during their time at Yale. Both heads and deans live with their families in the colleges and advise students. Together with the associate heads, college staff, fellows, graduate affiliates, and enthusiastic alumni, they work to make the residential colleges warm and supportive communities in which diverse students may learn from each other and experience all that Yale and the city of New Haven have to offer.

The impact of our recent expansion of the residential college system—with the opening of Pauli Murray College and Benjamin Franklin College enabling the increase of the undergraduate student body by 15 percent—is treated in detail in the introduction.

c. Campus Culture, Climate, and Community

Attention to a healthy campus climate begins before students' arrival in New Haven. In recent years, our approach to introducing incoming students to Yale College has shifted to a focus on community values and to the expectations for our student citizens both in the residential colleges and in the city of New Haven. Programming begins in the summer months with a series of emails and information that go both to students and to their parents or caregivers; it culminates during orientation on campus.

Orientation Programs

Yale's first-year orientation program includes sessions on financial aid and student employment; panel discussions for family members; open houses and other gatherings in the residential colleges; workshops on community values, health and sexuality, and other essential topics;

academic placement exams and advising sessions; introductions to student life activities and the New Haven community; and meetings with members of the student’s constellation of advisers described in Standard 8. Optional preorientation programs—[Cultural Connections](#), [First-Year Outdoor Orientation Trips](#), [Harvest](#), [Orientation for International Students](#), and [FOCUS on New Haven](#)—give students an additional way to navigate the first year at Yale, providing an additional small-community experience organized around a shared thematic element.

Resource Offices

The past ten years have seen significant changes to a number of the resource offices around campus that support student life, well-being, and community. Our [Resource Office on Disabilities](#) facilitates individual accommodations for all students with disabilities across Yale’s campus, working to remove the physical and attitudinal barriers that may prevent students’ full participation in the university community. From the appointment of a part-time director in 1982, with 24 students receiving services in 1983-84, the office has grown dramatically in its services while remaining a small and compact operation. By 2018, the office was supporting 1,375 students (936 in Yale College and 439 from the graduate and professional schools) and included a full-time director, two associate directors, and an administrative assistant. In the appraisal section of this chapter, we address the challenges of rising demand for services with the increase in size of the student body.

The [Office of Gender and Campus Culture](#) draws on research on gender disparities in academic and other institutional settings, and on effective strategies for creating change, to collaborate with students, administrators, faculty, and staff on related programming. The office’s current core initiatives focus on addressing sexual misconduct and creating a safer, more respectful sexual culture. It houses the [Communication and Consent Educator program](#) (described earlier in this chapter) and partners with student groups, the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the university’s Title IX office (see Standard 9). The office shares staff with the [Alcohol and Other Drugs Harm-Reduction Initiative](#) to ensure close coordination of projects. Recent efforts include the establishment of a Yale College medical emergency policy so that those who seek assistance with alcohol or other drug emergencies will not face disciplinary charges, but instead will receive counseling and education in line with our public health policies; the creation of an online alcohol educational program for incoming first-year students; the expansion (under way) of both mandatory and voluntary educational programs (e.g., the sophomore bystander intervention program and the team culture programs with athletes and other student groups); and collaboration with the graduate and professional schools on training and workshops for both students and faculty members.

The university [Chaplain’s Office](#) appointed its first full-time coordinator of Muslim life (now director of Muslim life) in 2008. This appointment was followed in 2013 by the addition of a Hindu life advising position—a role that was transformed into a full-time director of Hindu life four years later. In 2011, the office opened Breathing Space, a non-denominational creative, text study, and meditation space, and in 2013 Yale opened a Buddhist shrine in Harkness Chapel. Finally, to further engage students in its outreach efforts, in 2012 the Chaplain’s Office launched the Chaplaincy Fellows program: a core group of students from across the residential colleges who help to engender an ethos of reflection, non-judgmental conversation, and respectful curiosity about divergent worldviews.

Yale's [Office of LGBTQ Resources](#) provides programming, education, and outreach to the university community on issues of sexual orientation and gender identity. In August 2017, we relocated and expanded this office, which is now housed in a dedicated, renovated, 2,200-square-foot space. Designed with input from students, it includes a drop-in lounge, a full kitchen, a multipurpose room for dinners, screenings and discussions, and all-gender restrooms.

For details on the role of Yale's [cultural affairs centers](#)—the [Afro-American Cultural Center](#), the [Asian American Cultural Center](#), [La Casa Cultural](#), and the [Native American Cultural Center](#)—and our recent initiatives to expand their services, see the introduction to this report.

Community Engagement

A hallmark of the Yale experience—one whose importance was reinforced in President Salovey's [seven overarching goals for the university](#) (also described in Standard 1)—is that it extends beyond work and study to include a multi-faceted engagement with the community. This spirit of partnership and service extends beyond campus to our home city and wider region, and students find myriad ways to work with organizations and neighborhoods in New Haven and beyond. [Dwight Hall at Yale](#) is a central hub of outreach opportunities for undergraduates; it fosters civic-minded student leaders and promotes service and activism through programs including AIDS Walk New Haven, Camp Kesem, and Special Olympics. In the Graduate School of Arts and Sciences, the Public Service Fellows help connect students with organizations, events, and volunteer opportunities in the greater New Haven community, including tutoring positions in the New Haven Public Schools and the New Haven Reads literacy program, as well as on campus through the Dixwell-Yale Community Learning Center and the Office of New Haven & State Affairs' science outreach office. Students in the professional schools—from the Law School's [Jerome N. Frank Legal Services Organization](#) to the School of Medicine's [Haven Free Clinic](#)—contribute to the goal of a stronger New Haven. For students in all schools, the [President's Public Service Fellowship](#), established in 1994, provides expanded opportunities for students to work on behalf of economic development, human development, and neighborhood revitalization efforts with public sector and non-profit organizations in the city of New Haven. We believe firmly that the benefits of such exchange run in both directions: by fostering a culture of service, we aim not just to support our community but also to teach our students the profound lessons that can only come through civic engagement.

d. Student Health and Wellness

An essential part of our commitment to all Yale students' well-being, our student health services and wellness programming are designed to be comprehensive and accessible, continually evolving to meet the changing needs of our student population. Student health services and wellness initiatives are detailed below; in the appraisal section of this chapter, we assess and explore our growing challenges in meeting the mental health needs of our student community.

Health Services

For all Yale students enrolled in degree programs, the [Yale Health Center](#) provides basic health services with a health fee embedded in student tuition costs. These services, provided to all students regardless of their health insurance coverage, include primary and gynecological care, mental health services, acute care (with twenty-four hour, year-round walk-in services),

infirmery, and certain laboratory and diagnostic imaging services. Yale also offers health insurance coverage to students through the Yale Health Plan (see appendix).

Varsity Athletic Medicine is a clinical department dedicated to the care of Yale's student athletes. This partnership of clinical staff includes Yale Health primary care sports medicine physicians and nursing staff, as well as specialists from Yale Orthopaedics, cardiologists, neurologists, and others. Yale Athletics trainers also work under the direction of Yale physicians.

Mental Health and Wellness

In 2013 and 2014, the Yale College Council, the Graduate Student Assembly, and the Yale Law School Mental Health Alliance all released reports on mental health and wellness at Yale. (See appendix.) In these reports, student leaders, on behalf of their peers, made recommendations to improve campus culture and access to information about clinical services and institutional resources. The university responded with an initiative to promote and encourage wellness in students' lives across the university. The [Yale Well website](#) serves as a hub to resources across the university and beyond. Grants are available to students for programs and events that foster wellness.

Supported by Yale Well and the Yale College Dean's Office, the [Good Life Center](#) was established in 2018 as a space for wellness-related student meet-ups, student-run wellness study breaks, and peer-to-peer support. It maintains a robust [calendar](#) of events, classes, and gatherings. Meanwhile, peer [Wellness Champions](#) are students—undergraduate, graduate, and professional—who help their classmates think deeply about individual and collective wellness. (See appendix.)

In the appraisal section of this chapter, we review the clinical mental health counseling provided to undergraduate, graduate, and professional students by Yale Health; our projections signal next steps toward responding to the recent surge in demand for these services.

e. Co-Curricular Resources and Extracurricular Programs

Earlier in this chapter we focused particular attention on point-of-entry programs—i.e., those that support our students on arrival. Yet acclimation to campus is only the first step of the Yale journey, whether at the undergraduate, graduate, or professional level. Over the course of their years here, our students face new challenges and opportunities, and we must respond to their evolving needs. Among the resources to support education outside the classroom are offices and initiatives dealing with international experience, career advising and preparation, and the arts.

International Experience

Yale's [Center for International and Professional Experience](#) (CIPE) offers guidance and support for students and alumni, and a range of academic programs and experiential activities for and in partnership with students, faculty, and alumni. Recent enhancements to the CIPE include major expansions of [study abroad](#) and international [fellowships](#), as well as the [Visiting International Student Program](#) (Y-VISP), launched in 2011. The CIPE's rapid expansion in the decade since it was established during the 2007-08 academic year has relied on a comprehensive program of assessment and realignment—crucial measures to meet the evolving needs of our students and enhance Yale's educational effectiveness. These aspects of the center's administration will be

treated in detail in Standard 8. The center's most recent annual report is included in the appendix, and [previous reports are available online](#).

Career Advising and Preparation

The past five years have seen a key evolution in Yale's student career services through the establishment of the expanded and unified Office of Career Strategy (OCS). Whereas prior to 2014, this office served undergraduates only, OCS now supports students and alumni of Yale College and the Graduate School of Arts and Sciences (GSAS), as well as postdoctoral scholars. It offers career advising, experiential learning programs, event management, employer engagement, and graduate and professional school advising. (See appendix.) The office also carries out a robust program of data collection on Yale students' summer and postgraduate activities. In Standard 8, we look at students' educational outcomes as represented by employment and further study.

The Arts

As described in Standard 2, Yale's world-class Schools of Architecture, Art, Drama, and Music are distinguishing features of the university, enriching the educational and co-curricular experience for undergraduates as well as for students enrolled in those schools. Since 2014 we have also made important developments in our administration of and communications about the arts, enabling our students around the university to more fully access these cultural riches. A crucial underpinning of these improvements has been the development of better web tools for communicating about the arts to the Yale community and beyond. The [Yale Arts Calendar](#), launched in 2011, brings under one umbrella all arts activities across campus; a Yale College Eventbrite account, created in 2016, has centralized ticketing for Yale College arts performances; and the [Yale College Arts website](#) debuted in 2018.

In 2017, the former Digital Media Center for the Arts was reviewed, renovated, and reborn as the [Center for Collaborative Arts and Media](#), with a renewed focus on its original mission to serve as an interdisciplinary research center. The center bridges diverse arts disciplines and fosters critical inquiry at the intersections of visual art, design, film, music and sound, performance, and computer science. Its resources include a motion capture studio, a video studio, creative suites, a media lab, and an equipment loan center. In its first year, the center saw a 480 percent increase in event participation; overall, from 2014 to 2018, there was an increase of 800 percent, to roughly 1,500 participants during the 2017-18 academic year. (See appendix for further data.)

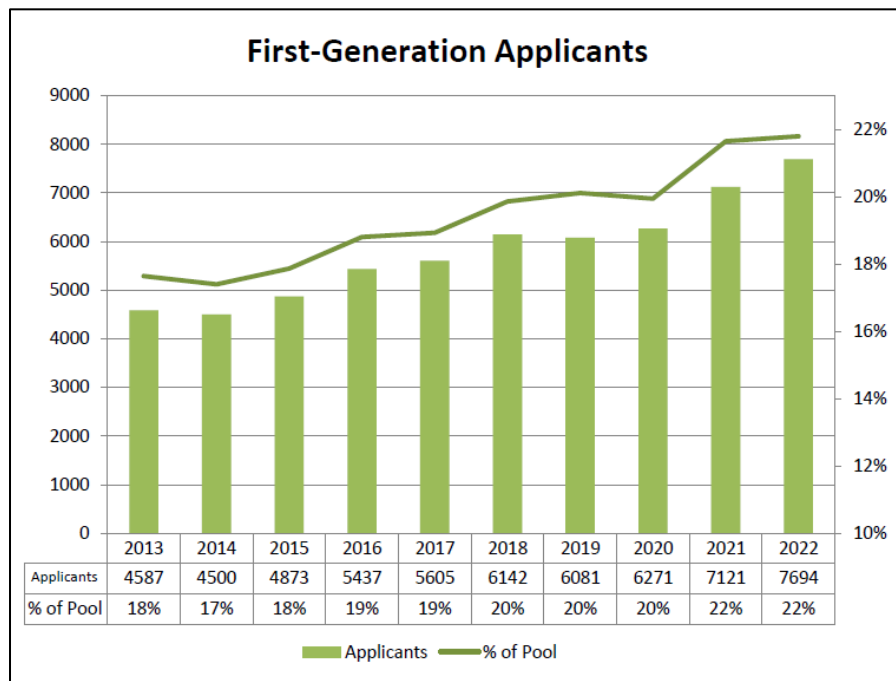
II. Appraisal

As described in Standards 1 and 2, providing *access* to a Yale education is perhaps our greatest imperative. We are constantly working to improve and extend our admissions efforts and financial aid to make it possible for the most intellectually promising students from around the world to join our campus community. By the same token, the services and co-curriculum we offer to our students must constantly evolve just as those students do. Our initiatives and areas of focus strive to make Yale's abundant resources available to all of our students and reflect the fact that a true liberal arts education cannot be achieved in a vacuum: it continues well beyond the classroom and requires students to engage with those who bring widely varying backgrounds and experiences.

Admissions: A Changing World, A Changing Yale

Changes in national and international demographics, increased recruitment and financial aid, and concerted efforts by the Office of Undergraduate Admissions have led to a significantly larger and more diverse pool of applicants to Yale College. The entering first-year class has increasingly reflected these changes, which align with many of Yale’s institutional priorities. Applications from underrepresented minorities have risen 120 percent—a rate nearly three times the overall increase in applications. Applications from those who identify as African American and Latino have risen 118 percent and 107 percent, respectively. Applicants from both groups combined now make up more than 21 percent of the pool, up from 14 percent a decade ago. Applications from first-generation college students have grown 90 percent, from 16 percent of the pool for the Class of 2012 to 20 percent for the Class of 2021, as illustrated below.

Since 2013, Yale has mailed thousands of postcards each admissions cycle to high achieving low-income students as part of a campaign highlighting affordability and accessibility. In the first year of this effort, we distributed 15,000 postcards; by 2017, that number had doubled. We credit this campaign with helping to increase the percentage of applicants who would be the first in their families to attend college.

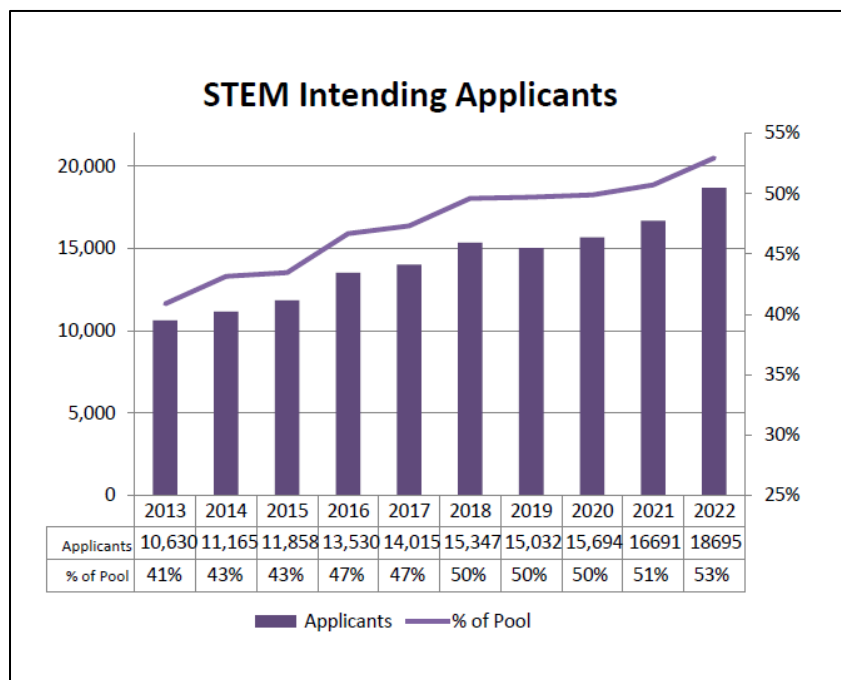


The Office of Undergraduate Admissions has continued to expand the scope of its student ambassador program, established in 2004, which engages current Yale students to spread awareness to high school students who might not normally consider Yale during their college application process. In 2017, more ambassadors than ever reached more high schools than ever, with a continued emphasis on visiting areas where admissions officers are unlikely to travel.

In the next section of this appraisal we review our financial aid programs; look at the significant increases in federal Pell Grant-eligible undergraduates and first-generation college students; and provide additional statistics and details of our comprehensive effort to support first-

generation/low-income (FGLI) students. Responding to the needs of this cohort of our undergraduate body also will figure significantly into our projections later in this chapter.

For more than ten years, the admissions office has responded to the president and trustees’ directive to improve the university’s strength in science, technology, engineering, and mathematics (STEM). New outreach and recruitment initiatives—including STEM-focused publications and videos; dedicated science and engineering tours for campus visitors; specialized STEM forums featuring Yale faculty in targeted cities across the country; and a three-day VIP event for the 100 strongest STEM applicants—have been well timed to capitalize on national trends. In the 2007-2008 admissions cycle, only 40 percent of applicants (just over 9,000) listed one of Yale’s science or engineering majors as their intended Yale major. In the most recent cycle, more than 16,000 applicants chose a science or engineering field. As shown in the graph below, applicants intending to major in science or engineering now make up 51 percent of the entire applicant pool, an increase of 83 percent over ten years ago.



Yale’s rate of admission to the Class of 2022 was 6.3 percent. This level of selectivity, combined with the strength and diversity of the applicant pool, gives Yale an unprecedented ability to assemble a truly excellent class of virtually any composition we care to specify. Since the two new colleges opened, the admissions committee (a group comprising professional admissions officers, faculty members, and deans in Yale College) has been able to select a larger class of students without compromising diversity or academic strength.

These increased numbers meant that we had to expand our yield programming in 2017 to allow more students to visit campus after being admitted. To accommodate the additional demand and prevent over-crowding, we created a one-day program, “Bulldog Saturday,” to supplement our traditional three-day “Bulldog Days” program. This had the intended effect of keeping Bulldog Days crowds manageable while also enabling a higher proportion of admitted students to visit

campus. We also moved the Yale Engineering & Science (YES) Weekend program from February to the weekend preceding Bulldog Days. The yield on YES Weekend participants—who are among the most talented young scientists and engineers in the country, and thus have many college options—jumped to 51 percent from a five-year average of just 34 percent.

In March 2019, Yale learned that it was one of several colleges and universities affected by a nationwide admissions fraud scheme. A former Yale women’s soccer coach pleaded guilty to fraud-related charges after admitting to federal authorities that he had participated in a bribery scheme run by the CEO of a California-based college preparatory company. One student was discovered to have been admitted to Yale College based on a falsified application, and that student’s admission was rescinded.

In response, the university initiated an internal review of Yale College’s admissions practices. Conducted by outside legal counsel at the university’s request, the four-month process included a review of thousands of documents and interviews with coaches and administrators in university athletics and undergraduate admissions; it found no evidence that anyone at Yale other than the previously identified former soccer coach had participated in the bribery scheme.

Meanwhile, Director of Athletics Victoria Chun and Dean of Undergraduate Admissions Jeremiah Quinlan initiated a series of changes to safeguard the integrity of Yale’s processes for identifying and evaluating prospective varsity student-athletes. The resulting new protocols support closer coordination and extensive communication in the recruiting process for each of Yale’s varsity sports teams. For example, all potential student-athletes with a coach’s endorsement now will receive a preliminary review by both the admissions and athletic departments to verify their athletic credentials, and the athletic department will conduct interviews with recruited athletes who do not appear on the roster at the start of their first academic year or who leave their teams before concluding their Ivy League eligibility.

Yale also engaged an external auditing and consulting firm to review the university’s policies and procedures surrounding athletic recruiting and admissions and to recommend changes that would help prevent fraud. The firm has suggested additional protocols and improvements in Yale’s admissions process, including an annual audit of a sample of applications and systems for monitoring aspects of the admissions process that may be at higher risk for fraud. The university is now considering how to integrate those recommendations into the changes already instituted over the past six months. The new protocols will supplement the admissions office’s existing processes, which include gathering information from multiple sources, requiring official high school transcripts and standardized test reports, and frequently contacting high school officials.

Throughout Yale’s response to the admissions fraud scheme, President Salovey has provided regular updates to the campus and alumni. Copies of all communications are included in the appendices to this report.

In 2017, the Graduate School of Arts and Sciences’ admissions office successfully implemented the [Slate admissions system](#) and overhauled many aspects of its technology and communications. Slate has provided a more modern and streamlined application platform and workflow tool, as well as advanced relationship management and reporting capabilities. As the popularity of the

system has grown among GSAS programs, the school has quadrupled the number of application types supported through Slate (e.g., diversity programs, exchange programs, National Science Foundation programs). Meanwhile, a new [GSAS program statistics website](#), treated in detail in Standard 8, makes admissions, enrollment, and outcomes data available to the public.

In our 2009 self-study and 2014 interim reports we discussed early steps toward considering the future directions for graduate education at Yale. A major area of introspection, led by the GSAS dean, is the matter of overall doctoral program enrollments and, more broadly, the purpose of graduate education in the twenty-first century. Given the national conversation about universities’ responsibilities to the Ph.D. students they educate, we recognize that there is a delicate balance between fostering a robust scholarly pipeline within each academic program and committing to the successful outcomes of the students to whom we offer admission. As we train the next generation, it is incumbent on us to consider the education we offer and the kinds of positions within and outside of the academy for which we are preparing our students. In Standard 8, we discuss the GSAS Graduate Program Review, initiated during the 2015-16 academic year.

Financial Aid: An Emphatic Commitment to Access

More than fifty years ago, Yale College was the first in the nation to institute a policy of need-blind admissions, backed by a commitment to meet the full demonstrated need of its students. In the decades since, we have not wavered from that promise, refining and expanding our policies to attract students from varied backgrounds and to provide generous scholarship support. Notably, the policy extends to non-U.S. applicants, a measure that not only expanded the socioeconomic diversity of our student body but also dramatically diversified the cohort of undergraduates who come to Yale from around the world.

Every year, thousands of undergraduates receive need-based financial aid from Yale, which substantially reduces their cost of attendance. In 2018-19, university expenditures for need-based undergraduate financial aid totaled \$165 million. The median recipient in 2017 paid less than \$13,000; students with family incomes below \$50,000 typically paid \$1,700 or less. Eighty-four percent of students in the Class of 2017 graduated with no loan debt. The figure below shows median financial aid for families of first-year students in the Class of 2021 who applied for aid.

Annual Income Range	Median Net Cost*	Median Scholarship	Percentage Who Qualified for Aid
Less than \$65,000	\$4,450	\$70,686	98%
\$65,000-\$100,000	\$6,488	\$64,402	99%
\$100,000-\$150,000	\$15,352	\$54,249	96%
\$150,000-\$200,000	\$29,953	\$39,275	88%
\$200,000-\$250,000	\$43,015	\$25,427	64%
Greater than \$250,000**	\$50,957	\$16,979	23%

*The difference between estimated cost of attendance (tuition, room, board, books, travel and personal expenses) and a student’s scholarship grant(s) from all sources.

** Most who qualify have multiple children in college.

Yale College is, thus, one of the most affordable colleges in America for lower- and middle-income families, but there is an information gap about what it actually costs a family for a child to attend. In an effort to change perceptions and ensure that students never miss an opportunity to apply for admission because of incorrect assumptions about costs, we have undertaken a number of initiatives—including the mailing campaign highlighting affordability and accessibility described earlier in this chapter—designed to share the figures and help prospective students and families understand how need-based financial aid makes a Yale education affordable.

But there is always more that we can do to keep a Yale College education affordable. The university constantly reviews its policies on financial aid and works to consider ways to make the college experience even better for students. In 2016, responding, in part, to the release of an excellent report from student leadership (see appendix), the provost convened a group to discuss issues related to Yale College financial aid policies—in particular, the share of the estimated cost of attendance that the family of a student receiving need-based aid is expected to be able to contribute. In this respect, Yale's has remained incredibly competitive and generous compared to other U.S. universities, but undergraduates expressed concern that a family's expected share of the costs had risen steadily from 2009 to 2015—and that those with the highest levels of need required additional financial aid resources. The university director of financial aid and the dean of admissions presented a range of options and analyses, and the provost consulted with the university president before making final decisions.

The result was a suite of initiatives to enhance the experience and opportunities for students receiving need-based financial aid from the university. Overall, the adjustments—representing a \$3 million expansion of the Yale College financial aid budget—have brought a reduction in the expected student share of \$1,350 for all students on financial aid over four years and a reduction of \$4,050 over four years for those students with the highest financial need. Students with the highest need also have access to significantly increased start-up funding, currently set at \$2,000; 215 students received these funds in the 2018-19 academic year. Meanwhile, the expected student share is now the lowest it has been since 2009, not adjusting for inflation.

In the Graduate School of Arts and Sciences (GSAS), our funding is designed to support graduate students throughout their degree programs. With very few exceptions,¹⁵ we offer a full funding package for all incoming Ph.D. students for a minimum of five years, with some students eligible for a sixth year of funding in programs in the arts and sciences. The package includes full tuition and a generous annual stipend, which, in 2018-19, was at least \$31,000. Following the recommendations in the University Science Strategy Committee's report (detailed in Standard 2), in December 2018 the vice provost for research and the GSAS dean announced plans for enhanced funding of graduate study in science and engineering. The measures included:

[Twelve-Month University Fellowships](#) | University Fellowships (UFs) in science and engineering, which previously supported students during the nine-month academic year, were expanded to cover twelve months, effective in June 2019. Because the majority of UF support is for first-year graduate students, this change relieves burdens on external grants and affords students additional time to explore research opportunities.

¹⁵ Law students receive three years of funding; those in investigative medicine receive four years of support.

[Funding for Combined Award Top-Ups](#) | The Graduate School Combined Award policy allows students' stipends from external fellowships to be supplemented to the Yale stipend level, and also to be increased to \$4,000 above the standard GSAS stipend. Beginning in July 2019, funding for this "top-up" is covered by the university for Ph.D. students in the Faculty of Arts and Sciences science and engineering departments, as well as those in the School of Forestry & Environmental Studies.

The funding for these two changes represented a substantial commitment by the university (approximately equivalent to the return from a \$40 million endowment) to improve internal support for graduate students.

Student Financial Literacy and Emergency Funding

Providing need-based aid is just one step toward supporting our students' financial security. In 2018 we rolled out a [new financial literacy website](#) to educate students about budgeting and fiscal planning. The site, subtitled "Managing Your Money at Yale," includes free access to the video-based [LIT Financial Education](#) program—a source both of prudent advice and of inspiration, given that it was created by an alumna of the Yale College Class of 2011 who was herself a first-generation, low-income student. In the first month following its launch, nearly 200 students registered for the LIT program.

The site also directs students to [Yale College Safety Net](#), a web-based system that gives eligible students a centralized, highly accessible, clear, and consistent means of requesting emergency funding due to unexpected financial hardship. In the past, financial resources of this type were scattered and often administered within a specific residential college—making it difficult for college administrators, let alone students in need, to navigate the options. By bringing information about these resources under one umbrella, Yale College Safety Net addresses a long-standing need in the college to handle such situations equitably and transparently. The data we are collecting from Safety Net has helped us, for the first time ever, to quantify with great precision where our students experience greatest need in times of financial hardship—thus giving us the ability to address such needs at the institutional level. For example, after the first year of running the site, it is clear that winter clothing is, by far, the largest area of need.

In the Graduate School of Arts and Sciences, a new [Dean's Emergency Fund](#) was created in spring 2019 to assist Ph.D. students who face unanticipated financial hardship that would likely hinder their academic progress. Developed in consultation with the Graduate Student Assembly, the fund is open to all full-time GSAS doctoral students and provides a one-time award of up to \$2,000 that does not require repayment.

Updates to Undergraduate Orientation

In recent years we have made a number of significant changes to our Yale College orientation, preorientation, and related programs. Some of these updates respond to the opening of the two new colleges—for example, the [First-Year Counselor Program](#), detailed in Standard 8's description of undergraduate advising programs, has expanded to accommodate the 15 percent increase in our student population. Others reflect our commitment to evolve in step with the needs and interests of our students.

In 2018 we expanded our formal slate of undergraduate preorientation offerings to include a fifth program called [FOCUS on New Haven](#). Run by the students in Dwight Hall (described above), the program introduces incoming first-year students to the city and places them with some of the city's most innovative not-for-profit organizations. We also set up voter registration tables on move-in day to help students learn about their voting options while they are away from home, and the Yale College Council partnered with the Office of the Secretary and Vice President for Student Life to launch Yale Votes, an initiative to make sure Yale students are informed about their voting options and know how they can engage with local and national government.

We also are working to move more basic orientation information (e.g., information on Yale Health services) out of the on-campus program and into an online video format, thus making it more readily and broadly accessible (including to parents and caregivers). These videos currently include "[Welcome to New Haven](#)," [a student walk-through of Yale Health](#), a [campus safety orientation](#), an overview of [sexual misconduct policies and resources](#), and an introduction to the resources and services available on campus for [addressing discrimination and harassment](#).

Although it is not formally a part of our orientation or preorientation activities, The First-Year Scholars at Yale (FSY) program—a five-week summer introduction to study and life at Yale for first-generation/low-income (FGLI) students—bears mentioning here. As described in the introduction to this report, the expansion of support for FGLI students has been a central aspect of our work to foster a more inclusive university community. In Standard 8, we treat FSY programming and outcomes in detail. Our projections at the end of this chapter include an emphasis on expansion, assessment, and enhancement of FGLI programming.

Rising Demand for Accessibility Services

With the expansion of undergraduate enrollment we have seen a corresponding increase in demand for the services provided by our [Student Accessibility Resources](#) office. In the three-year period from 2015 to 2018, the number of students supported by the office increased by 91 percent, from 720 to 1,375. Peer data show that Yale has a significantly higher student-to-staff ratio (currently 374:1). A 2017 survey by the [Association on Higher Education and Disability](#) revealed that, among all institutions that responded, fewer than 10 percent had a ratio similar to Yale's or higher. The office proctors approximately 3,500 exams per year and arranges other academic and housing accommodations. In addition to the demands presented by the low staff-to-student ratio, another key challenge is the lack of physical space for proctoring those exams, as the office has no dedicated space for testing.

Supporting Our Growing International Student Community

In fall 2018, we had the largest international student enrollment in Yale's history, with 2,996 students (including non-degree and visiting students), or 21.9 percent of Yale students, from 123 countries. International student enrollment has increased by 54 percent in the last ten years and by 13.7 percent in the last two years. Within these total figures, Yale College has seen a 45 percent increase in the last ten years and a 10.8 percent increase in the last two. The increase in international students in the graduate and professional schools has been even larger, with a 57 percent increase in ten years and a 14.6 percent increase in the last two years. (See appendix for charts noting growth by school and by degree program.)

With the frequent changes and unrelenting rhetoric about immigration policy in the United States, Yale's [Office of International Students & Scholars](#) (OISS) has focused on making sure the international student community is informed and feels supported during these uncertain times. While the numbers continue to grow and the world-wide interest in a Yale education remains intact, international students, faculty, and staff, both current and prospective, express apprehension about challenges to their legal status, their ability to travel internationally, and their ability to work in this country on a temporary basis. The general counsel's office, OISS, and others have closely followed recent developments in the nation's immigration policies, and OISS has made it a priority to communicate and explain these new developments through outreach to students, scholars, faculty members, and department liaisons, holding multiple open meetings, increasing appointment hours, and posting announcements on a regular basis.

OISS continues to provide a diverse offering of cultural and social programming that complements the efforts of many others around campus. The office also has enhanced its pre-arrival support and provides an in-person orientation for all new students. Its collaborations with Yale College and the graduate school (through the McDougal Center) are strong and expanding, and efforts have been made to offer targeted programs for students in the professional schools. Working with the Office of Career Strategy, OISS has offered additional workshops on options after graduation, including employment in the United States and elsewhere, and arranged multiple presentations by immigration attorneys. In addition, the [Community Connections program](#) has seen a resurgence, with increased placements for Thanksgiving hosting, hosting of Yale College students during the spring break period, and involvement in OISS's English conversation groups and spouse and partner programs.

Enhanced Resources for Graduate and Professional Students

In fall 2014, President Salovey received a report, jointly authored by the Yale College Council, the Graduate School Assembly and the Graduate and Professional Student Senate. It was the first time that all three student governments had come together to make recommendations on student life; the groups uniformly and unanimously recommended that Yale find a way to create a "hub" on campus where students could congregate. They pointed out the absence of any central place where students from Yale's graduate and professional schools could gather or meet with Yale undergraduates. They emphasized that a campus-wide center need not be at the expense of the culture of the residential colleges or the communities of the professional and graduate schools.

The following spring, the president announced a \$150 million gift to Yale by alumnus Stephen A. Schwarzman (Yale College Class of 1969) to create a world-class campus center by renovating the historic Commons and Memorial Hall. Scheduled to open in 2020, the center will encompass educational, social, and cultural programs. It will provide, for the first time, a center dedicated to cultural programming and student life at the center of the university. It will be designed to draw together students and faculty from all of Yale's schools and colleges, and with the help of state-of-the-art technology, enable virtual engagement with the outside world in a dynamic and unprecedented way. A feature box in Standard 7 details these plans.

For students in the Graduate School of Arts and Sciences, the McDougal Graduate Student Center is the on-campus home base outside the lab or library. Formerly located at 320 York

Street (which is now being transformed into a central home for the humanities, as described in Standard 7), it is now housed in renovated space in Founders Hall, 135 Prospect Street. This location places it close to Hillhouse Avenue; near the social science departments, engineering, and Science Hill; and a short shuttle ride or walk from other parts of campus or residential areas. This central location has positioned the McDougal Center even more strategically to support our graduate students across the disciplines.

As described in the previous section, the establishment of a unified career services office has further enhanced our support for graduate students and postdocs. Supported by McDougal, OCS provides a robust portfolio for graduate students and postdocs; it offers an extensive array of career resources and programming, including skill-building workshops, networking opportunities, and online resources. In addition, five McDougal Graduate Career Fellows from Ph.D. programs in the humanities and STEM fields work with OCS to develop programs for their peers. In 2017, the 3-Minute Thesis competition was established, bringing together the larger Yale community to support Ph.D. students in the challenge of presenting their complex research projects in a clear and engaging way. Similar enhancements have occurred through McDougal's partnership with the [Poorvu Center](#) (treated in detail in Standard 6), where [graduate student teaching development](#) and the [Graduate Writing Lab](#) both are now based.

As a part of its commitment to helping students balance their academic and family lives, and in line with Yale's new parental benefits policy for faculty members (see Standard 6), in 2018 the Graduate School of Arts and Sciences announced an expansion of its Parental Support & Relief Policy (see appendix). Under the previous policy, the school provided parental relief for one Ph.D. student parent from academic, research, and teaching duties for at least eight weeks for the birth or adoption of a child. Students received an incremental term of registration, a full stipend, and the GSAS Health Fellowship (see appendix) while on parental relief. Under the new policy, both parents, if Ph.D. students, are eligible for all of the benefits of parental relief. This policy change, announced in November 2018, was retroactive to the beginning of the 2018 fall term.

Responding to a key area of concern among graduate and professional students, in 2015 we announced our plans to build a new graduate student residence hall at 272 Elm Street. This [new facility](#), which opened for occupancy in summer 2018, was designed to better meet graduate student needs, with more common areas, private bathrooms, and kitchen space in each unit, a small gym, and a convenient central campus location. Our housing options for graduate and professional students were further expanded after the new residential colleges opened, when [Baker Hall](#) (on Tower Parkway) transferred to Yale Law School. Formerly used as "swing space" for undergraduates, the building was renovated for use by law students and, as space permits, by other graduate and professional students. Other improvements include substantial recent renovations of existing graduate student housing facilities around campus.

Finally, the [Office for Graduate Student Development & Diversity](#) fosters a community of mutual support and respect in which graduate students are empowered in their intellectual pursuits and professional goals. Its work is described in detail in the introduction to this report, and further information is included in the appendices.

Health and Wellness: Rising Demand for Student Mental Health Services

Mental health service is free to all students. This is an important and emphatic commitment on Yale's part, and an area that brings continued challenges as we respond to student demand. With double-digit yearly increases in numbers of students presenting with mental health concerns (which mirrors the experience at institutions around the country), we have added staff each year, with just over twenty-five full-time-equivalent psychiatrists, psychologists, and clinical social workers in fiscal year 2018 compared with 21.5 in fiscal year 2015. The Department of Mental Health & Counseling (MHC) now employs a total of 31 mental health clinicians. Further augmentations of service include an increase in group therapy options, which supported 1,346 students in fiscal year 2018 compared to 480 students three years prior. To keep wait times to a minimum, the department now refers appropriately screened students into the local provider community for psychotherapy with psychologists and social workers.

Nonetheless, access to clinical mental health services remains an issue of concern for students. The sheer numbers place a strain on the traditional psychotherapy model, with too many students to serve in a timely way with lengthy appointments. With referral into the community, we face the risk that our small town and limited provider community will saturate as well. These same community providers care for faculty and staff members, who do not have the in-house mental health counseling options offered to students. Students also have raised questions about diversity and inclusion in the provision of clinical mental health services, despite MHC's report that 40 percent of its clinicians identify as racial or ethnic minorities. And concurrently with the overall increase in students seeking mental health services, there are more students with serious mental health conditions, meaning more psychiatric hospitalizations and more students unable to complete the semester. The appendices to this report contain further information on our student mental health services and the related challenges we face.

With the announcement that the longtime chief of Mental Health & Counseling would retire in summer 2019, Yale Health initiated a search for a successor in this role. We anticipate that the demand for mental health services will continue to grow, and we look forward to finding opportunities to better integrate mental and physical health for our students.

Creating New Connections in our Thriving Arts Programs

The opening of the renovated and expanded Adams Center for Musical Arts (described in Standard 7) in 2017 ushered in major improvements to our support of undergraduate arts programs. The three Yale College musical ensembles (the Yale Glee Club, Yale Symphony Orchestra, and the Yale Bands) were incorporated into this state-of-the-art space, which is shared with the Yale School of Music. Ensemble facilities were completely renovated, and the Yale Symphony Orchestra, which previously had no designated rehearsal space, now rehearses in a new orchestra room. The new music facilities also enabled us to launch the Yale Jazz Initiative (within the School of Music), which includes the Yale Jazz Ensemble, a combo coaching program, and a saxophone studio. All of these resources are available both to undergraduates and to graduate students. (See appendix.)

Other steps include hiring an additional staff member (technical director) for undergraduate production to support the Yale College expansion; the anticipated ninety-six-seat film screening facility that will be housed in the basement of the new humanities hub at 320 York Street (see

Standard 7); and new dance studios, which bring us on track to meet student need by 2020. The residential colleges continue to support all forms of artistic creativity. New dance studios were constructed in Pauli Murray and Benjamin Franklin colleges, the larger of which is available equitably to all undergraduate dance groups. Another new dance studio, scheduled to open with the Schwarzman Center in 2020, will be the first at Yale also available to graduate dance groups.

These achievements in the arts notwithstanding, we do face some unresolved challenges. In general, our arts facilities are still not available to all students. Many physical art resources are located in residential colleges, where access is based on college affiliation rather than on student demand or qualifications because of security and maintenance. There are also opportunities to improve our equipment for filmmaking, our space for audio recording and training, our support for visual arts, and our space for theater rehearsals and performance (see appendix). The financial burdens associated with art courses and majors—for example, costly equipment such as cameras or art supplies—often keep low-income and financial aid recipients from being able to participate. We are beginning to address this issue through the Safety Net portal, described earlier in this chapter.

Fostering Innovation Across the Curriculum

The [Center for Engineering Innovation & Design](#) (CEID), launched in 2012, has grown into one of the best university “maker spaces” in the country, with programs that are emulated by schools around the world. In 2017 we announced plans to build on the CEID’s success by situating a new arm of our innovation initiatives—the Tsai Center for Innovative Thinking at Yale ([Tsai CITY](#))—on the adjacent plaza. We broke ground on the new facility for Tsai CITY in summer 2018; it is scheduled to open in early 2020.

Meanwhile, Tsai CITY’s [programs](#), which launched in fall 2017, are already well under way. The center’s guiding principle—inclusivity of students from diverse backgrounds and disciplines—has informed its structure and programming, which includes workshops, mentorship programs, co-curricular projects, hackathons, and visiting lecturers and alumni from a wide range of fields. In early 2018, the center launched a series called [CITY Intensives](#) designed to give students an opportunity to explore timely topics (from hands-on biotech to blockchain to starting a food business) that fall outside the traditional curriculum. Later that year, Tsai CITY partnered with Yale’s Asian American Cultural Center (described earlier in this chapter) to confer five [Arts & Media Innovation Awards](#) for student projects addressing issues of Asian American representation in media and the arts.

Together, Tsai CITY and the CEID will serve as the anchor for a vibrant corridor of discovery, creation, and new ideas. To date, Tsai CITY’s programs have engaged more than 1,000 students across the university, while the CEID’s orientation program (a requirement to use the space) has enrolled roughly 1,000 people each year, representing nearly one hundred undergraduate and graduate degrees and all of the professional schools.

III. Projection

Meeting our commitment to a holistic liberal arts education—one that prepares our students for every kind of leadership and service to the world—begins with sustained recruitment and admissions efforts, and continues with specific and constantly evolving resources to ensure that

the best and brightest students don't just come to Yale, but thrive across every dimension once they are here. Our projections for Standard 5 respond to these imperatives.

- Our 2018 update on Yale's participation in the [American Talent Initiative](#) (see appendix) shows our five-year commitments through 2021 and details our progress to date. In the 2020-21 academic year (once we have reached full expansion of the undergraduate student body), the president, dean of Yale College, and dean of undergraduate admissions will initiate a comprehensive reassessment of undergraduate admissions.
- We will continue to assess and advance our initiatives to meet the needs of first-generation/low-income (FGLI) students. First-Year Scholars at Yale is undergoing steady expansion, beginning with a 20 percent increase in program size and the addition of a quantitative reasoning component to its curriculum in 2019. Meanwhile, in its first year, the new Safety Net portal received more than 500 requests for funding from undergraduates experiencing financial hardship and emergencies. We expect that Safety Net will eventually expand to include non-emergency funds. Beginning in fall 2019, we are making the Safety Net process more transparent to students by providing them with data from the past year and offering clearer guidelines on the types of requests that may be considered for funding. Finally, the Yale College Dean's Office has committed to develop academic-year resources to support the FGLI community, beginning with the appointment in 2018-19 of a [Woodbridge Fellow](#) jointly employed by the Poorvu Center's [Academic Strategies Program](#) (see Standard 6) and the Yale College Office of Student Engagement. This partnership is enjoying such strong success that we anticipate a need for further expansion.
- Yale Health is working to recruit a new chief of Mental Health and Counseling to begin in late 2019. The new director will face continued growth in demand for services: at the end of 2018, the number of students seeking MHC services was up by nearly 20 percent compared with the same point in the previous year. The new director will need to strive to achieve the right balance between sufficient staffing levels and a sufficient network of external providers to deliver care to this growing population, and will need to prioritize the services provided by MHC, collaborating with the Yale administration to seek additional campus solutions for student social, personal, and academic issues that are not primarily psychiatric.

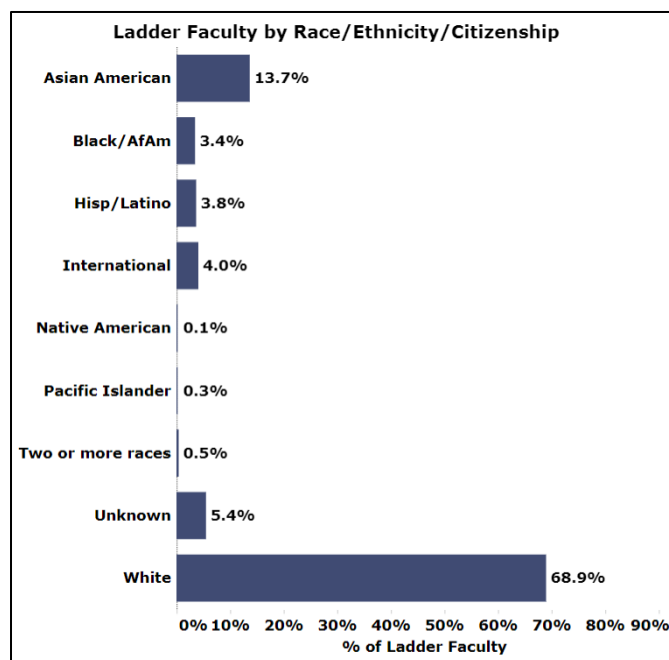
Standard 6: Teaching, Learning, and Scholarship

I. Description

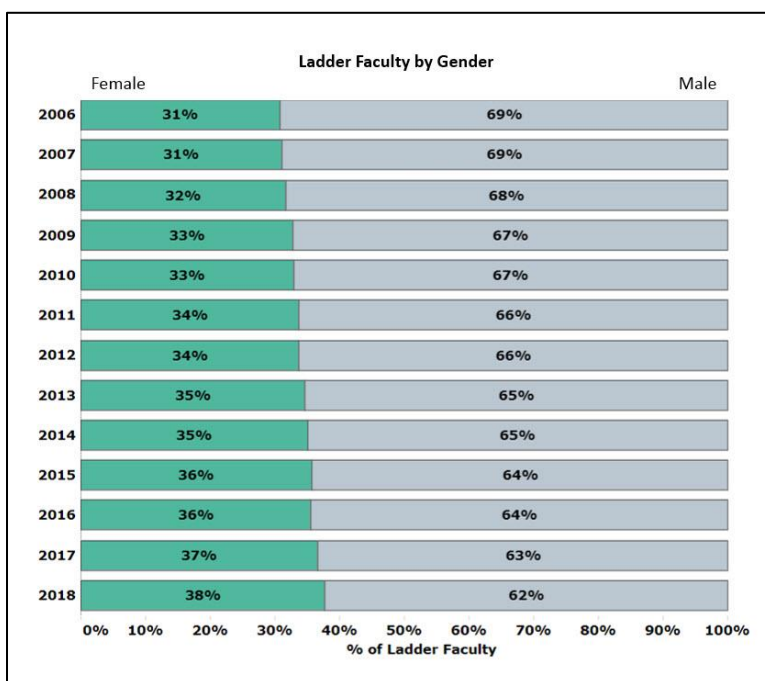
Nothing is more central to Yale's purpose as an institution than the trifold pursuit of teaching, learning, and scholarship. It is no accident that Provost Ben Polak, the university's chief academic officer, often refers to education and research as Yale's core *mission* (singular). This reflects our conviction that the two enterprises go firmly hand in hand. Just as faculty members' work in their research labs or on academic writing informs their work in the classroom, so too does engagement in teaching lend new insights to their scholarship. By the same alchemy, Yale students' learning during course hours is only the beginning of their education, and our programs to support teaching and learning must reflect that reality. It is worth repeating here our proud identity as the global research university most committed to teaching and learning.

Across its campuses, Yale has 4,804¹⁶ faculty members in total, with 2,821 (59 percent) in the School of Medicine (which includes the faculty of the School of Public Health) and 822 (17 percent) distributed among the other professional schools. Education of students in Yale College and the Graduate School of Arts and Sciences is carried out primarily by the 1,164 members of the [Faculty of Arts and Sciences](#) (FAS), which accounts for roughly one-quarter of the university-wide faculty. At the time of our last comprehensive self-study report, the FAS ladder faculty numbered 659 in total, with 427 tenured professors and 232 term appointments (assistant professors or associate professors on term); today, there are 673 members of the FAS ladder ranks, of whom 494 are tenured and 179 are on term.

The following figures, maintained on the interactive Yale [faculty demographics website](#), show the distribution of the Yale faculty by race, ethnicity, and citizenship, and by gender.



¹⁶ All faculty headcounts and statistics are as of fall 2018. Data for the current academic year will become available on November 1, 2019.



Our defining institutional commitment to undergraduate education is reflected in the expectation that all FAS faculty members will teach Yale College classes. Including instructional (non-ladder) faculty, our current ratio of faculty to undergraduates is 1:6. President Salovey’s goal (see Standard 1) to be the research institution most committed to teaching and learning has increased recognition of Yale’s educational quality both internally and externally. At the same time, the university is regarded internationally as a world-class institution for the quality of its research contributions and faculty excellence. Yale is consistently ranked near the top of the *U.S. News & World Report* [rankings for colleges](#), and many of our graduate programs are also [highly ranked](#). Our arts professional schools all are listed among the world’s foremost such institutions, and the Schools of Medicine, Nursing, Law, and Management appear regularly within the top tier of global rankings. (For example, Yale Law School placed first in the 2018 *U.S. News* rankings.) From Divinity to Engineering, Forestry & Environmental Studies, Nursing, and Public Health, Yale’s unparalleled array of schools attracts scholars and students from around the world. In the appraisal section of this chapter we discuss challenges and opportunities to integrating the faculty of the professional schools more broadly into the undergraduate educational mission at Yale’s educational mission.

The [Yale University Faculty Handbook](#), maintained by the Office of the Provost, presents the most important university policies and practices that apply to our faculty in the FAS and across the professional schools. These policies constitute essential employment understandings between members of the faculty and the university, and the handbook is thus a key component of our annual [university-wide faculty orientation program](#). The handbook undergoes regular review and revision, and a memorandum highlighting significant changes is distributed to faculty with each new edition. Major changes to its content are also communicated to the faculty community via campus-wide email announcements.

a. Faculty Search, Appointment, and Tenure Procedures

The past ten years have been a period of significant change for our policies and procedures governing FAS faculty appointments. In this section, we look first at the steps that led to the creation of the Faculty Resource Committee, which oversees the process for approving faculty searches in the FAS. We then examine the robust reconfiguration, in 2017, of the FAS tenure and appointments policy (“FASTAP”). There is no doubt that the reorganization of the FAS five years ago (described in detail in Standard 3) has allowed not only for the deans of Yale College and the Graduate School of Arts and Sciences to focus more attention on the quality of undergraduate and graduate education, respectively, including academic curriculum and student life; it has also ensured that matters of faculty recruitment, appointment, tenure, promotion, and overall excellence receive the dedicated and centralized attention they require.

Faculty Searches

In 2012 an ad hoc Committee on Faculty Resources and Budgeting for the Faculty of Arts and Sciences, chaired by Sterling Professor of Economics William Nordhaus, released a report recommending that the allocation of faculty positions across divisions and departments be established in an academic review every ten years to ensure the healthy evolution of the core mission of the FAS. In response, later that same year, President Salovey (then provost) announced the appointment of an [Academic Review Committee](#) chaired by Steven Berry (now the David Swensen Professor of Economics), and charged it with carrying out that review; he also asked the committee to follow up on recommendations of the Nordhaus committee concerning the accounting and management of faculty positions.

In its April 2014 [report](#) (also included in the appendix), the Academic Review Committee outlined a process by which the allocation of faculty resources would be driven by academic excellence, with decisions made and overseen by members of the FAS faculty. It proposed the establishment of a Faculty Resource Committee (FRC), guided by the FAS divisional committees, to make final decisions on search requests. Under its recommendations, departments and other academic units would manage their own dedicated faculty slots, with the FRC approving appropriately high-quality faculty search requests but delaying some slots to maintain an appropriate level of slot vacancy. The FRC would also manage a new pool of common faculty slots, deploying them strategically to meet FAS academic priorities. The committee’s report also detailed proposed measures for ensuring a flow of faculty slots into this common pool, and for allocating them according to a range of strategic considerations (e.g., academic excellence and opportunities, needs for quality teaching and mentoring, and success in meeting departmental goals).

In September 2014, Dean Tamar Gendler announced the formation and membership of the new [Faculty Resource Committee](#), now responsible for overseeing ladder search requests in the FAS.

Appointment and Tenure Policies

The original FAS tenure and appointments policy went into effect in 2007, creating a genuine tenure track for the first time in Yale’s history. The policy (now referred to as “FASTAP 2007”) introduced two crucial elements into Yale’s promotion and tenure process: it detached issues of “slot” resources from questions of promotion to tenure, and it reduced the tenure clock from ten

years (with consideration in the ninth) to nine years (with consideration in the eighth). The [report establishing FASTAP 2007](#) recommended a review of the policy after ten years.

In 2015, the establishment of the FAS dean's office created an opportunity to begin this review slightly ahead of schedule. The provost, citing "substantial changes...in the governance structure of the university; in the demographics of the professoriate and of our student body; in the appointment, promotion, and tenure policies and patterns at other American and international universities; and in the social and economic climate of the nation and the world," charged the [FASTAP Review Committee](#) with articulating "a process and set of standards for ladder faculty appointments, promotions, and tenure that will secure Yale's continuing place in the world wide intellectual community as a leader in the creation, preservation, and dissemination of knowledge."

Between spring 2015 and fall 2016, the committee conducted extensive consultation and outreach within the FAS as well as with peer institutions, and in fall 2016, its [report](#) (also included in the appendix) was endorsed by a vote of the FAS faculty. The resulting policy is known as [FASTAP 2016](#).

On recommendation of the FASTAP Review Committee, an [Implementation Advisory Committee](#) was established to consider how best to put into practice various elements of the new tenure and promotion system. That committee met extensively during the 2016-17 academic year, and the FAS ladder faculty community had opportunities to submit feedback and suggestions anonymously, through a public message board, at open houses, and through individual meetings. Representatives of the committee met with the FAS chairs, two sub-committees of the FAS Senate, and the Office of General Counsel to receive feedback and guidance on its draft recommendations. The committee issued its [final report](#) in June 2017.

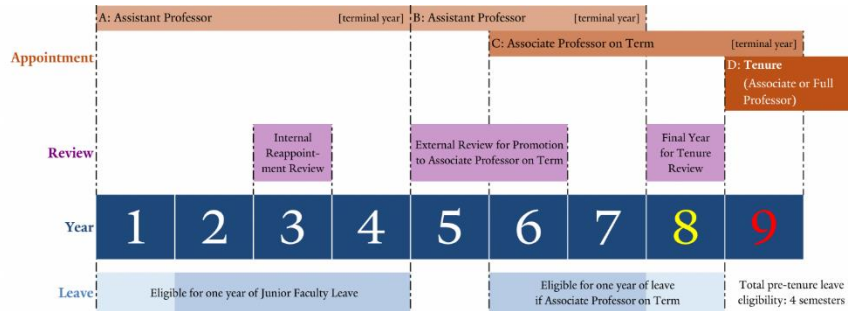
The key changes introduced with FASTAP 2016 included:

- reduction of the tenure clock from nine years to eight years (with review in year seven);
- elimination of associate professor on term as a rank to which assistant professors can be promoted;
- introduction of an assistant professor reappointment review, conducted in the fourth year and designed to produce substantive, in-depth consideration of and feedback on a faculty member's work; and
- updates to the criteria for initial promotion to tenure and for promotion within the tenured ranks to full professor.

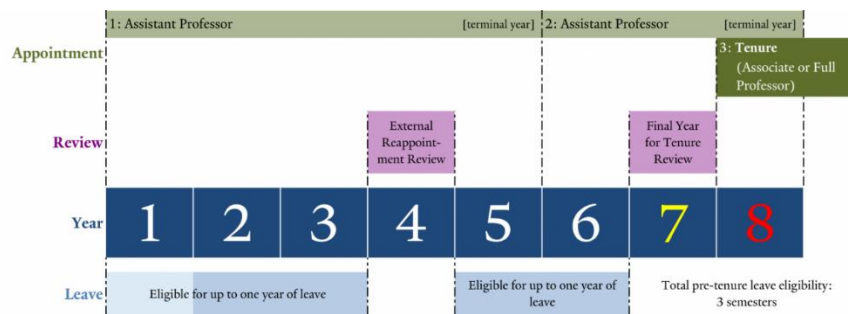
Because of the shortened tenure clock, the number of semesters of paid research leave for which tenure-track faculty members are eligible was reduced from four to three. However, additional flexibility was added, allowing pre-tenure one-semester leaves to be taken as a full year of half-time teaching.

The figures on the following page illustrate the previous and current tenure clock timelines under FASTAP 2007 and FASTAP 2016, respectively.

FASTAP 2007



FASTAP 2016



In early summer 2017, the FAS dean’s office notified all members of the FAS faculty who were eligible to choose between remaining under the policies of FASTAP 2007 and moving to those governed by FASTAP 2016. As of July 1, 2017, all new faculty searches in the FAS are conducted under FASTAP 2016.

b. Faculty Development and Diversity

In our 2009 self-study, we reported that “faculty diversity in the Faculty of Arts and Sciences remains a distinct challenge, and...increasing faculty diversity has been a major objective. We have also focused on faculty mentoring...which helps retain faculty.” Five years later, we reported that the university had been able to meet some, but not all, of the objectives for faculty diversity laid out in a 2005 announcement by the president and provost (then Richard C. Levin and Andrew Hamilton).

Today, as then, we still have significant work to do. In the appraisal section of this chapter, we look at progress toward—and specific challenges in meeting—our goal of a faculty community as diverse and vibrant as the world around us. The 2015 [Faculty Excellence and Diversity Initiative](#) (whose parameters and outcomes to date are enumerated in the introduction to this report) reaffirmed the centrality of these efforts to achieving our mission of education that is carried out “in an ethical, interdependent, and diverse community of faculty, staff, students, and alumni.” As President Salovey and Provost Polak wrote to the campus community: “An excellent

faculty in all of these dimensions is a diverse faculty, and that diversity must reach across the whole of Yale—to every school and to every department.”

c. The Role of Instructional (Non-Ladder) Faculty at Yale

Our educational mission is supported not only by our tenured and tenure-track faculty, but also by the 268 lecturers, 98 lectors, and others (e.g., adjunct or visiting appointments) who comprise Yale’s instructional (non-ladder) faculty in the arts and sciences.

Non-ladder faculty appointments are made on the advice of the [Teaching Resource Advisory Committee](#) (TRAC), created in 2014 as a cousin to the [FAS Steering Committee](#), which handles matters of policy in the FAS. Charged by the FAS dean, TRAC is responsible for the allocation of resources for teaching appointments and related considerations. It brings together those responsible for resources (i.e., the FAS dean’s office) and those responsible for the curriculum (i.e., members of the Yale College, Graduate School of Arts and Sciences, and School of Engineering and Applied Science leadership) to achieve informed resource decisions. Recent TRAC initiatives have included teaching resource planning associated with opening of the new residential colleges; proposal of the new rank of senior lecturer II, which was approved by the Yale Corporation in June 2018 (see appendix for the criteria governing promotion to this rank); a pilot program of conference travel grants for instructional faculty; and the introduction of non-ladder professional development leaves (one-course release for pedagogical projects) beginning with the 2017-18 academic year. Further details on these initiatives are in the appraisal section of this chapter.

In 2017 a committee of the FAS Senate (described in Standard 3) released a [report](#) (also included in the appendix) on the status, pay, and conditions of non-ladder faculty in the arts and sciences. Prompted by two principal concerns—first, that the increase in class sizes, student mentoring, and advising duties brought about by the Yale College expansion would disproportionately burden members of the non-ladder faculty, and second, that a perceived lack of inclusion of non-ladder faculty in their departments and programs, undermines the university’s stated goals—the report recommended improvements to administrative structure and record-keeping, enhancements to compensation and benefits, expansion of opportunities for career advancement and recognition, and greater inclusion in faculty governance and campus life.

d. A University-Wide Center for Teaching and Learning

At the start of the 2014-15 academic year, the provost announced that Yale would create a comprehensive, university-wide center for teaching and learning, designed to provide cohesive leadership—and, ultimately, a unified physical space—for the many programs and resources across campus that support faculty, graduate students, and postdocs in their pedagogy, curriculum planning, and development as teachers. Moreover, the new center would bring under the same umbrella a wide range of programs and offices that support student learning and writing skills at both the undergraduate and graduate levels.

The provost’s message also announced Scott Strobel’s appointment to the newly established position of deputy provost for teaching and learning (alongside his continuing role as vice president for the West Campus), providing leadership vision to the project. To provide on-the-ground direction to the center, Jennifer Frederick—formerly director of Yale’s Center for

Scientific Teaching—was named the center’s inaugural executive director. Lucas Swineford joined the leadership team soon thereafter as executive director for digital education.

Unified programming for the new center began immediately, from a temporary location inside 320 York Street. By the time it moved into its permanent home across the street—occupying 24,000 square feet along the western side of Sterling Memorial Library—thousands of students and hundreds of faculty members had already participated in activities and events run by the center, including classroom observations, technology workshops, seminars on diversity and inclusion, meetings with writing tutors, and global online learning initiatives.

The decision to create a university-wide center for teaching and learning—and to position it at the heart of campus—was an emphatic statement of our commitment to Yale’s educational mission. The center’s activities and growth to date are detailed in the next section of this chapter.

II. Appraisal

Our most vital current challenges and opportunities related to teaching, learning, and scholarship fall along four thematic lines. The first three of these address issues of attention to and support for our faculty at all ranks and across the university: in the following pages we will look at our progress and challenges in improving faculty diversity, the necessity of strengthening Yale’s inclusion and support of instructional (non-ladder) faculty, and opportunities and caveats as we consider how to further integrate the professional schools into the university’s educational mission. We will also look in detail at the early impact of our new university-wide center for teaching and learning, the Poorvu Center.

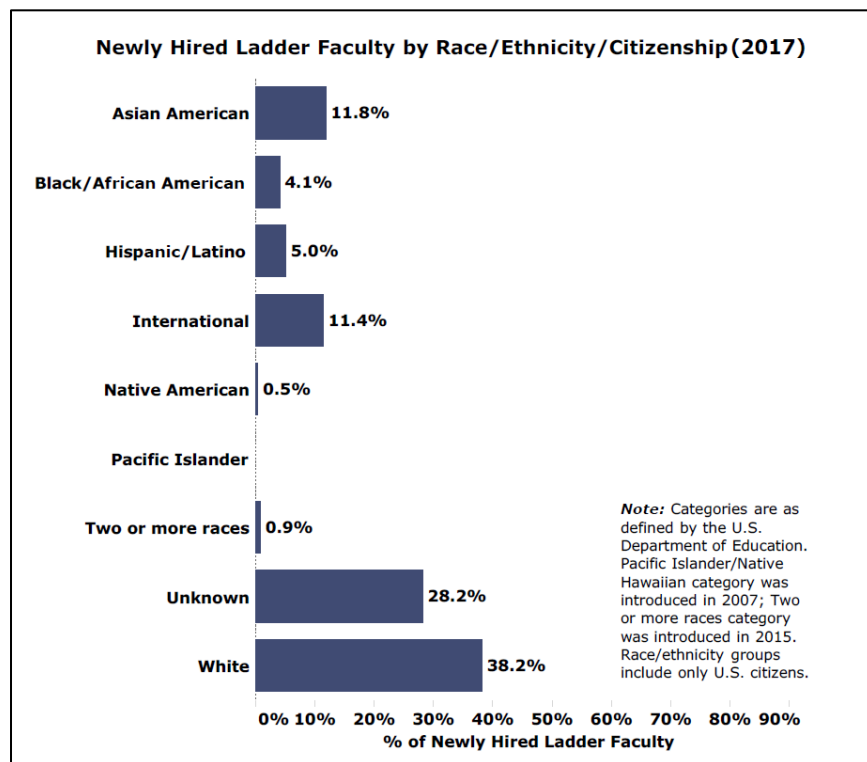
The introduction to this chapter described the role—and regular process of review—of Yale’s [Faculty Handbook](#). The most recent major revision to the handbook occurred in November 2015, when the newly created [Faculty Standards of Conduct](#) were published. Our faculty, like all members of the Yale community, are responsible for adhering to the highest ethical and professional standards. Whereas many of these standards were already stated explicitly in the handbook and other records of university policy, others had not previously been articulated in any Yale document. This meant that the university’s published statements were not fully reflective of our shared commitment to the highest ethical standards. To address this shortcoming, in May 2014, the president and provost convened an ad hoc committee chaired by the John M. Musser Professor of Psychology, Margaret Clark. The committee reviewed existing Yale policy language and relevant materials from peer institutions, considered anonymized examples of troubling faculty behaviors, and produced a draft document describing the ethical principles that should be the foundation for faculty members’ engagement in their teaching, research, and university service.

The draft was reviewed by the University Cabinet (described in Standard 3) and circulated to solicit broad faculty input. A number of comments called for the creation of companion procedures to enforce the standards. Others made suggestions about language in a few sections that seemed to be unclear or misleading. The final version of the standards, found in Section II.B. of the *Faculty Handbook*, reflected this input. The most recent updates to the handbook, released in October 2018, clarified policies related to parental benefits (Sections III and XVII) and related to short- and long-term medical disability (Section XXI).

Progress and Challenges in Improving Faculty Excellence and Diversity

A world-class faculty is the essential foundation for educational excellence across every dimension. To recruit and retain diverse and exceptional scholars to our faculty ranks, we offer generous benefits including a homebuyer program, financial counseling, and child and eldercare support. Our location, between New York City and Boston on the northeast corridor, makes Yale an attractive place to work for many. Yet, like many of our peer institutions, we experience significant faculty turnover each year. In the 2017-18 academic year, for example, we recruited sixteen new members to our tenured faculty in the Faculty of Arts and Sciences, but failed to retain ten tenured FAS colleagues who left for other universities. The limitations of our home city likely are one factor: despite proximity to major northeast metropolises, New Haven is relatively small, with limited transportation and travel options. Our distance from other major institutions can make spousal or partner hiring a barrier to entry.

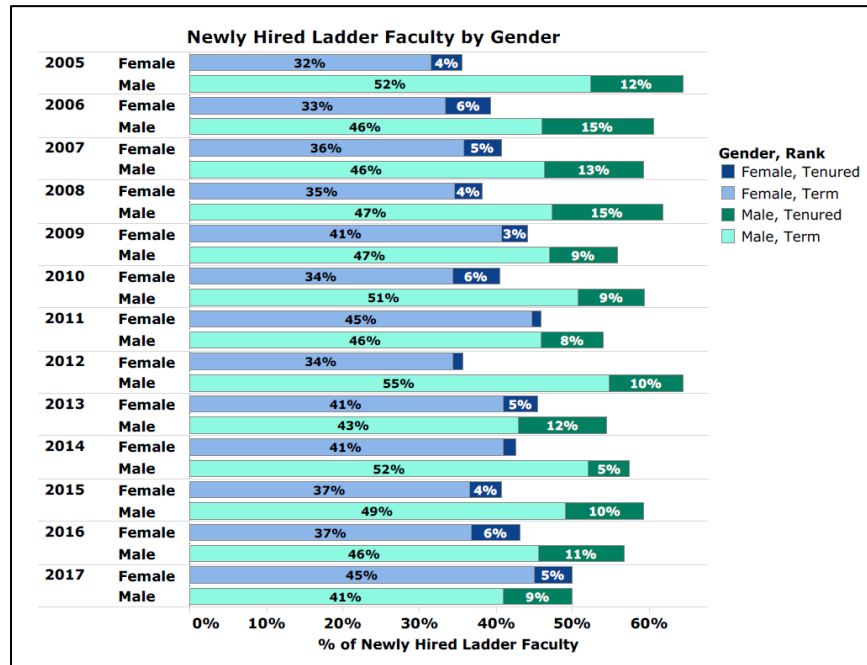
The provost's [Office of Faculty Development and Diversity](#), led by Deputy Provost (and Professor of Anthropology and of Ecology and Evolutionary Biology) Richard Bribiescas, oversees university-wide faculty development, including working with deans and others to identify, recruit, and promote outstanding faculty. The office provides support and advice to search, tenure, and appointments processes; assists with faculty spouse and partner hiring and community building; is responsible for developing and deploying the university-wide [Faculty Excellence and Diversity Initiative](#) (outlined in the introduction to this report); and works with [liaisons in each of Yale's schools](#) who contribute to Yale's faculty diversity efforts.



The table above, taken from university-wide [ladder faculty demographics](#) site, shows that in 2017 our new ladder faculty hires across the university, of those who reported their race or

ethnicity, were 11.8 percent Asian American, 4.1 percent Black/African American, 5 percent Hispanic/Latino, and 0.5 percent Native American; just under 1 percent of new ladder faculty self-identified as having two or more races.

Since 2014 we have hired 312 women faculty members to the ladder ranks across all schools, compared to 388 male faculty members over the same time period. In the projection section of this chapter, we will discuss plans and commitments to improve our success in both recruitment and retention of women and minority faculty members.



The creation of the Faculty of Arts and Sciences dean’s office (see Standard 3) has meant that for the first time our faculty diversity and development leadership includes dedicated oversight of these priorities in the FAS. In 2016, Dean Tamar Gendler appointed Kathryn Lofton (professor of religious studies, American studies, and history) as interim deputy dean of [FAS diversity and faculty development](#). Guided in part by a 2016 FAS Senate [report](#) on diversity and inclusion, Lofton chaired an [Advisory Committee for Diversity and Faculty Development](#) that developed a set of [recommendations](#) for the FAS to implement. Under Lofton’s leadership, the FAS has also initiated a series of “cluster hires” to attract communities of scholars, thereby attracting leading faculty but also augmenting scholarly strength overall.

Supported by the FAS dean’s office, the Advisory Committee for Faculty Development and Diversity led a search for an inaugural dean of diversity and faculty development, and in January 2019 [Larry Gladney](#) joined the FAS faculty as professor of physics and dean of diversity and faculty development. In this role, Gladney serves alongside the academic divisional deans of humanities, social science, and science and engineering, and sits on key FAS governance bodies including the FAS Steering Committee and the FAS Faculty Resource Committee.

Faculty development programs (many of which are described later in this chapter in our appraisal of the Poorvu Center) and [work/life resources](#) are also essential if we are to retain those whom we recruit to our campus. In 2018, with support from an anonymous donor, the FAS launched a new program, [Scholars as Leaders; Scholars as Learners](#) (SAL2), to support faculty members' growth as scholars, teachers, and university citizens. The initiative provides nearly half a million dollars annually over a five-year period to fund faculty development programs. Through SAL2, faculty have opportunities to spend a semester away from teaching to attend classes as students, learn from their peers through "mini-courses," to visit other institutions to investigate promising programs there, and develop sophisticated leadership skills. The initiative also includes funding to support individual faculty coaching and proposals for additional SAL2 programs.

A commitment to faculty development and retention also depends on helping our faculty balance their work, academic, and personal lives. To this end, in 2018 the provost announced that Yale would increase and streamline its support for members of the ladder faculty welcoming new children into their families. These policies are designed to support academic excellence, faculty development, fairness, and equality. The new benefits (outlined in full in the [Faculty Handbook](#), Sections III.F and XVII.D) include a simplified and more flexible policy concerning eligibility for teaching relief, allowing for the possibility of co-caregivers. In the case where both parents are ladder faculty members, each of them is eligible to take a full semester of teaching relief, either in the same semester or in different semesters; both also are now eligible to receive a full one-year tenure clock and contract extension on their current appointments, regardless of whether they took a semester of teaching relief. Ladder faculty members may also request unpaid leaves to care for newborn or newly adopted children or to care for seriously ill family members.

Strengthening Inclusion and Support of Instructional (Non-Ladder) Faculty

Many of the issues of concern outlined in the FAS Senate's 2017 report on instructional (non-ladder) faculty (see the description section of this chapter) persist to this day. These faculty members' integration in the lives of their departments varies. Departments differ in practices such as including non-ladder faculty in faculty meetings, curriculum discussions and decision-making processes, and departmental committees. Earlier in this chapter, we gave an overview of the FAS Senate's recommendations to address the needs of this group.

Challenges notwithstanding, the past five years also have included notable advances in our support of instructional (non-ladder) faculty colleagues. The Scholars as Leaders; Scholars as Learners initiative described above includes many programs that are open to both ladder and non-ladder faculty—for example, the [Teaching Relief for Learning](#) opportunity, in which three faculty members each semester receive relief from teaching responsibilities, without loss of salary or benefits, enabling them to enroll on a non-credit basis in 2-3 courses at the graduate or undergraduate level.

Beginning in the 2017-18 academic year, we also introduced a new Center for Language Study [Professional Development Fellowship](#). The fellowship program enables language lectors to work on a project closely related to their teaching by providing a one-course reduction in teaching load in one term of the faculty member's choice with no reduction in compensation. It is being run as an ongoing pilot program, comprising a cohort of up to three fellows for the fall term and up to three fellows for the spring term each year. All lectors who have held a full-time,

multi-year FAS appointment for at least three years, and whose current appointment extends through the year following the proposed fellowship, are eligible to apply. A lecturer awarded this fellowship must wait a minimum of six terms before reapplying. The fellowship is independent of the existing [Professional Development Leave for non-ladder faculty](#).

Integrating the Professional Schools into Yale's Educational Mission

Having an exceptional liberal arts college in proximity to twelve highly ranked professional schools creates valuable opportunities for collaboration. President Salovey often describes the university's (relatively) small scope as one of our greatest assets: the intimacy of our campus environment fosters rich interaction that might not happen at an institution of a larger scale.

The geographical integration of our professional schools with the Yale College campus extends the wealth of options available to undergraduate students and provides opportunities for them to explore and prepare for the realities of post-graduate study in a professional school. In addition, this integration contributes additional dimensions of diversity to the Yale College experience through exposure to new professional and academic areas as well as faculty and students within them. The undergraduate major in environmental studies is supported by the School of Forestry & Environmental Studies, and majors in art, architecture, music, and theater studies all rely in part on the faculty and resources of our arts professional schools. In the 2017-18 academic year, 636 individual undergraduate students enrolled in professional school courses. (Some of these students took more than one such course.) These numbers represent a 62 percent increase since 2009-10, when 392 undergraduates enrolled in courses in the professional schools.

Yet a number of challenges have stood in the way of fully leveraging these rich opportunities. Professional school faculty may have different expectations about availability for office hours and other student contact outside of class, in addition to providing guidance to graduate student teaching fellows. Their appointments often combine teaching with professional activities away from campus, resulting in reduced access for their students. Professional school curricula may not always align with Yale College's commitment to the liberal arts, and the schools' commitment to teaching undergraduates varies. Students interested in professional school courses often face logistical obstacles such as incompatible class schedule patterns and bureaucratic requirements when courses are not cross-listed. At the school level, variation in tuition means that students from different schools pay different rates for the same course. Schools that are self-supporting make decisions to invest income where it will bring revenue. Collaborative efforts on creative interdisciplinary initiatives will be facilitated by thoughtful attention to how such activities are rewarded and incentivized for participating schools.

Early Impact of the Poorvu Center for Teaching and Learning

Since [moving into its permanent quarters](#) in Sterling Memorial Library in 2017, our new university-wide center for teaching and learning has rapidly taken its intended place as a vibrant hub for our community of scholars. In November 2018 we [announced](#) that a generous Yale family had established a permanent endowment for the newly named Poorvu Center.

Today the Poorvu Center encompasses programming to support every facet and every member of our scholarly enterprise—from faculty and postdocs to undergraduate, graduate, and professional students. Its resources for educators welcome all instructors, regardless of appointment or rank;

its programs for doctoral students span orientation, fundamentals of teaching courses, advanced teaching workshops, and preparation for an academic career, and has been expanded to include postdocs as well; its unified array of tutoring and other offerings for Yale College students has led to a dramatic rise in the number of undergraduates availing themselves of those services.

[Support for Faculty Members](#)

At Yale, we signal the importance of teaching to our faculty from the very outset, including programs on teaching in the university-wide new faculty orientation program organized by the Office of the Provost. Since 2014, more than 250 new faculty members from across the academic disciplines have received an introduction to teaching at Yale through the Poorvu Center's orientation resources. More than one-third (38 percent) of orientation participants then avail themselves of the offer for individual teaching consultations provided by the center.

In addition to this focus on supporting incoming professors, the Poorvu Center works with hundreds of others each year through a wide range of programming, from Faculty Bulldog Days (see page 67) to teaching and learning lunches, Canvas course site consultations, and many other activities. Throughout their careers, faculty members can call on the Poorvu Center for strategic assistance with course design, section planning, effective use of technology, assignment development, mid-semester classroom observations and feedback, interpreting student evaluations, and addressing challenges in the classroom. The center's [online resources to support teaching](#) are extensive, including a robust collection of [ideas to foster innovation and efficacy in teaching](#). The Poorvu Center's faculty teaching initiatives team also meets with school deans and department and program chairs to increase faculty awareness of the center's pedagogical offerings and to receive input on areas of need to inform future program development.

The center's [Faculty Teaching Academy](#), available to both ladder and non-ladder faculty members, supports faculty in their first three years of teaching in developing high-impact teaching abilities. All new faculty members who regularly teach Yale College undergraduates are eligible to participate, including those whose primary appointment is in one of the professional schools. The program—comprising a summer course design institute, a six-week learning community, peer classroom observations, individual teaching consultations, attendance at teaching-focused events, and a final program portfolio—engages participants in structured conversations in communities of practice with peers. Through the Faculty Teaching Academy, new faculty members advance their knowledge of scholarly approaches to teaching excellence; learn, practice, and extend foundational teaching skills; and learn to articulate a self-development trajectory for subsequent teaching growth. The center has committed to extensive and ongoing assessment of the outcomes and efficacy of this program.

Throughout the academic year, the center funds teaching projects carried out by faculty members and graduate students. Its [Instructional Enhancement Fund](#) offers grants of up to \$500 to support the integration of learning activities into an existing undergraduate course. Meanwhile, five to ten [Rosenkranz Grants for Pedagogical Advancement](#) are awarded annually, providing up to \$10,000 to each recipient to further teaching innovation drawing on educational technology. (The Digital Education Innovation Grant for graduate student teachers is detailed in the next section of this chapter.)

Fostering a collective commitment to great teaching requires celebrating teaching activities regularly and visibly—and encouraging instructors to learn from one another. The Poorvu Center has developed a number of mechanisms for showcasing teaching excellence, from in-person recognition to email bulletins to a [digest on its website](#). The center’s [Faculty Bulldog Days](#) (whose name evokes the Bulldog Days program for admitted applicants to Yale College), held once per semester, has grown to encompass more than 120 open courses across the FAS and several professional schools (divinity, management, forestry, and architecture). As a part of the program, faculty members open their classrooms to their peers in the spirit of making teaching more public. The result is not only an opportunity to observe the wealth of deep knowledge addressed in Yale’s classrooms every day, and to become more engaged in our campus’s community of scholars. It is also, as President Salovey once described, an opportunity to “see the process of offering a Yale education in an entirely new light.” Over 50 percent of the faculty members who register to visit a peer’s course are ladder faculty. Post-event surveys reveal that classroom visits are motivated by pedagogical interest as well as general intellectual curiosity.

Support for Graduate Students

The suite of Poorvu Center teaching development programs for graduate and professional students spans orientation (the Graduate School of Arts and Sciences now requires training for all first-time teaching fellows), education on the fundamentals of teaching, advanced workshops, and preparation for life in academia. Beyond a robust array of [pedagogical and career development offerings](#), students also benefit from writing support, including [individual consultations](#) for help with dissertation chapters or journal articles, in the [Graduate Writing Lab](#).

Yale’s [Certificate of College Teaching Preparation](#) program, launched in 2009, has been completed by more than 300 graduate students to date. The program’s goal is to equip graduate and professional students (as well as postdocs across the disciplines) with skills that are valuable while on the job market and for careers involving teaching and mentoring. Program objectives are adapted from the Center for the Integration of Research, Teaching and Learning (CIRTL) [learning outcomes](#); participants will understand and be able to do the following:

- Articulate learning goals for students, the nature of learning, and effective teaching strategies that can support specific learning goals.
- Design processes to assess what students have learned.
- Use relevant literature, including research about high-impact teaching.
- Describe learning theories.
- Create opportunities for learning communities.
- Use and promote strategies that value diversity and impact classroom equity.
- Develop scholarship of teaching and learning within the context of higher education.
- Leverage communities including classrooms, institutions, departments, and the nation to impact teaching and learning.

Students pursuing the certificate—which requires a total commitment of roughly forty-five hours over a period of months or years—tailor their training according to their interests and convenience. They may take advantage of the online training opportunities and learning communities of the [CIRTL Network at Yale](#). Those who wish to design and apply curriculum and assessments may choose to conduct a [Teaching as Research program](#) project.

The [Associates in Teaching](#) (AT) program—the product of a collaboration between the Poorvu Center and the graduate school—enables advanced Ph.D. students to expand their range of teaching experiences and responsibilities. Participating students work jointly with a cooperating faculty member to conceptualize or redesign, plan, and deliver an undergraduate course. The benefits to a participant are twofold: first, he or she has the opportunity to be an instructor of record for that course (co-teaching it with the faculty member); second, the program entails close work with a teaching mentor, with the faculty member offering direct feedback on curriculum, leading discussions, lecturing, demonstrating, or other teaching practices.

Nearly a decade into the program, evidence shows both its popularity and its success. Many faculty members propose courses year after year—an indicator that participation is valuable to them. To collaborate on an AT course, a faculty member must provide evidence of success in teaching and in working with teaching fellows. An AT course must provide the graduate student with a full range of experience in course design and classroom teaching. Courses developed through this program typically treat specialty topics that draw relatively small enrollments. Most are taught only once, and they are generally rated highly in course evaluations.

Since 2015, supported by the Rosenkranz Fund (see above), the [Digital Education Innovation Grant](#) program has awarded competitive, \$1,000 grants to support the creation of new and innovative educational opportunities using digital and/or online platforms. In addition to the grant funds, recipients benefit from weekly professional development workshops, support from Yale digital education and educational development staff, and invitations to participate in a campus-wide public showcase of developed projects. Recent initiatives funded by these grants include a cloud-based app for teaching about infectious diseases, a project to lower the barriers to using computers in chemistry, and an app to prevent plagiarism in the classroom.

[Support for Undergraduates](#)

The Poorvu Center offers a host of undergraduate writing and tutoring programs, from drop-in “office hours” with [writing partners](#) to snack-fueled and tutor-staffed [writing study halls](#) to sessions with [quantitative reasoning and science tutors](#). As mentioned above, creating a unified hub of these resources in the center of campus has precipitated a notable uptick in the number of students using them. For example, use of drop-in writing tutoring grew from 1,400 visits in 2015-16 to over 3,900 in 2018-19; during that same time period, the center’s staff of undergraduate writing partners rose from sixty to 115. Meanwhile, course-based peer tutoring in the STEM disciplines had over 5,800 visits in 2018-19, up by at least 1,200 visits since 2015-16.

Launched with a pilot in 2016, the [Academic Strategies Program](#) is one of the most vibrant new resources developed by the Poorvu Center. Part of our efforts to respond to the evolving needs of our student body and improve our effectiveness in educating all of our undergraduates, this program offers mentoring, workshops, and advising to help students adjust to—and thrive in—all aspects of academic life at Yale. Each Academic Strategies [workshop](#) offers both metacognitive and practical approaches to students’ academic work. Led by junior and senior Yale College students, these workshops address common academic challenges for many Yale students, including managing their time; cultivating faculty mentorship; learning effective strategies for lectures, seminars, and exams; managing a heavy reading load; and creating plans for a senior

thesis. Academic Strategies [peer mentors](#) offer individual peer consultations to help students develop approaches to their academic work tailored to their specific strengths, needs, and challenges. Students often use these meetings to plan their work in busy periods of the semester, such as midterms and finals, or to get advice on new approaches to their work for particularly challenging courses. The program's website offers [advice for students](#) on academic resources, finances, and other matters, and [advice for faculty members](#) on supporting students' learning efforts and acclimation to college. In only its fourth year, the Academic Strategies Program now works with thirty part-time staff members, makes more than 800 student contacts, and engages in twenty collaborations with other units of the university annually.

In 2015, our computer science department hired Yale's first group of Undergraduate Learning Assistants (ULAs) to support the teaching of our introductory course in computer science (see details in Standard 4). The ULA program has been a significant stride forward in our teaching efforts, and the Poorvu Center provides resources and support to the departments, individual faculty members, and students who participate. With training and guidance, ULAs can serve as a considerable instructional resource, since students who struggle with the curriculum often find their peers more approachable than faculty or graduate students. The benefits of this approach are felt in both directions: by helping their peers, ULAs deepen their own understanding of the course content and enrich their college experience. From a single course in the pilot year, ULAs now work with additional courses in computer science and in statistics and data science, and the Poorvu Center maintains comprehensive [Guidelines for Teaching with Undergraduate Learning Assistants](#). Between fall 2016 and spring 2019 the total number of ULAs trained by the Poorvu Center has grown from eight to more than 250. (These figures do not include the ULAs for the introductory computer science course, who are trained and supported by that course's instructional team.) In spring 2018 the faculty voted to approve ongoing use of ULAs in Yale College courses.

III. Projection

Our projections for Standard 6 focus on key areas identified in the preceding pages. Yale's excellence in teaching, learning, and scholarship depends on continued and expanded attention to issues of faculty diversity, inclusion across all ranks and parts of campus, collaboration across academic units, and resources to foster pedagogical confidence and expertise.

- The provost's office will continue to oversee and monitor the results of the Faculty Excellence and Diversity Initiative, with emphasis on retention and pipeline support.
- The Poorvu Center will conduct reviews of the Certificate of College Teaching Preparation and Associates in Teaching programs; report on the impact of its emphasis on supporting new faculty; and work to expand its services (particularly in writing) to students in the professional schools. Responding to the report of the University Science Strategy Committee (see Standard 2), it will undertake measures to provide greater and better-integrated support for postdoctoral associates. The center also will conduct a survey of faculty members based at West Campus to determine their needs and consider programs to better serve their participation in Yale's teaching mission.

Standard 7: Institutional Resources

I. Description

The human capital, financial stability, and physical and information resources of the university are essential foundations for our success in achieving Yale's educational mission. Recognizing this, in the past five years we have initiated important projects to streamline our administrative systems, bring our financial state back to equilibrium following the economic downturn of ten years ago, and transform our campus in support of our academic priorities. In this chapter, we review our progress in implementing the new financial and human resources record-keeping and reporting system, Workday; fostering a culture of innovative cost savings; and building and renovating facilities to support excellence in research and teaching. We also look at two areas of perhaps unparalleled resources at Yale: our university collections, the library system in particular, and the West Campus, a rapidly growing hub of research and scholarship. On page 74, we discuss fundraising activities to date and future capital campaign planning, and on page 75 we review plans for the Stephen A. Schwarzman Center.

a. Human Resources

In July 2015 Yale moved its human resources, academic, and payroll records into [Workday](#), replacing our previous administrative software (Oracle eBusiness), which had reached the end of its useful life. The launch of the new system was largely successful: during its first ninety days, Workday was used to execute more than 100,000 payroll transactions for faculty and staff; hire 830 faculty and staff and more than 1,000 student workers; and complete more than 2,900 academic appointment business processes, including 1,397 reappointments. The implementation of Workday also means that employees have greater control and access to personal information over a secure network. Its self-service functions simplify administration by allowing employees to update their contact information, view pay slips and deductions, access and update benefits, search the Yale directory, and review additional human resources information.

Two years later, the addition of Workday financials brought our human resources, academic, payroll, purchasing, financial and expense reporting, effort certification, and grant processing activities into a single system. This launch was a complex undertaking that required more than 170 systems across the university to be updated or retired, and it has not been without its challenges. We continue to experience challenges stemming from the migration process, particularly with respect to [reporting](#).

In 2017 and 2018, respectively, the university successfully negotiated new contracts with Yale's [service, clerical, and maintenance workers](#), and with the Yale [police union](#). By the time the new agreements expire in 2022, the university will have seen nearly two decades of labor cooperation. (Yale considers graduate students to be students, not employees. Petitions filed in 2016 calling for [graduate student unionization](#) were withdrawn in 2018.)

b. Financial Resources

Yale's ability to pursue its educational mission depends on prudent planning for and allocation of our financial resources. In the past five years, led by the provost, we have worked to develop a culture of budget mindfulness across the university's schools and units.

At the midpoint of each fiscal year, the president, provost, senior vice president for operations, and chief financial officer issue a campus-wide communication describing in detail the financial state of the university, with the goal of fostering “strategic choices that help us to advance Yale’s mission while preserving our ability to plan for the future.” (See appendix.) In 2017, responding to questions and interest from constituencies across campus and beyond, the provost created a new [university budget website](#) offering easily navigable information about Yale’s finances and endowment. As described in Standard 2, our financial processes encompass three main areas:

Long-Range Plan | The objective of Yale’s ten-year, strategic long-range plan is to monitor financial resources that will enable the university to sustainably achieve its mission. From any given base year, the long-range plan is grown by a set of parameters approved by the Yale Corporation. Our Office of Financial Planning & Analysis also develops and maintains long-range planning sub-models in areas including fringe benefits, endowment revenue, university assessments and allocations, and cost recoveries, which are layered into the ten-year model. These sub-models are updated continuously to reflect changes in assumptions and future outlooks from units.

Operating Budget | The annual operating budget process begins in each school or major unit, which assembles its own budget proposal for the year ahead. The provost makes budget decisions after consulting with a group of advisors—including the senior vice president for operations, the vice president for finance, other senior administrators, and tenured faculty members—who meet with the dean or director and financial team of the school or unit to review the proposed budgets. The provost, senior vice president for operations, and vice president for finance present a proposed university-wide budget to the president, who requests approval from the board of trustees.

Capital Budget | The capital budget covers buildings, renovations, and equipment; it must be calibrated in relation to its impact on the operating budget. The Office of Financial Planning & Analysis translates capital spending into operating impact, primarily interest and amortization; prepares annual interest and amortization/cash management budgets; and monitors actual costs. It works in conjunction with the Office of Facilities to construct the university’s five year capital plan and anticipate costs resulting from future projects.

c. Information, Physical, and Technological Resources

Beginning in 2017 our [Information Technology](#) group underwent significant reorganization under new leadership. The new chief information officer, John Barden, reports jointly to the provost and the senior vice president for operations. Since his arrival, he has overseen major initiatives to revitalize the university’s information technology resources, including a redesign of student service systems to improve support to students and faculty, the recruitment of a new chief information security officer in 2018, the modernization of Yale’s phone systems, the creation of a comprehensive plan to upgrade the university’s network infrastructure, and a collaboration to enhance technology support for research. (See the appendix to this report for further details on information technology projects and future plans.)

At Yale, the provost is responsible for the overall allocation of space, with decisions driven by the university’s strategic plans and academic priorities. President Salovey’s November 2016

campus announcement, entitled, “University priorities and academic investments” (see appendix), was, thus, the starting point for our current facilities plan. In the first half of 2017, Provost Ben Polak, working with his deputies and with the Office of Facilities, developed a long-term campus plan responding to the president’s academic priorities. The resulting facilities agenda was presented to the University Cabinet in August 2017 and to Yale’s board of trustees in October 2017. It provides a broad framework for decisions about the allocation of specific buildings and other spaces on the central campus.

The university’s purchase of additional facilities at 25 Science Park and 244 Winchester a decade ago was a crucial step toward leveraging central campus space in support of our academic mission. The construction and opening of the Poorvu Center for Teaching and Learning (treated in detail in Standard 6) in the western wing of Sterling Memorial Library would not have been possible without the move of the library’s cataloging, preservation, and conservation operations and staff to 344 Winchester. Parallel functions and staff members at the Beinecke Rare Book & Manuscript Library also were moved to 344 Winchester, bringing similar roles into proximity and freeing up space in the Beinecke proper that has been reallocated to teaching. The transformative outcomes that began with our acquisition of the property now known as Yale West Campus in 2007 are described in detail on page 77.

II. Appraisal

Thanks to concerted efforts led by the provost, senior vice president for operations, and chief financial officer, and carried out by budget personnel and staff members across the university, Yale’s financial position is significantly improved since the time of our last report. The effective marshaling of resources in support of our academic priorities has enabled us to move forward on key facilities projects in the sciences, humanities, and arts. And our university library system is playing a leading role in responding to the changing technologies and educational imperatives of the twenty-first century.

A Return to Financial Equilibrium

In the first few years after the economic crisis of 2008-09, the university implemented extensive cost reductions across the campus, and important strategic investments were put on hold until we could return to a stronger financial position. By 2013, these actions had resulted in closing much of the \$350 million gap between anticipated revenues and expenses created by the downturn, but our projections at the time still showed a long-term operating deficit of \$50 million or more per year. This continuing financial challenge meant that key strategic investments—including the two new residential colleges and a new building for the sciences—remained on hold.

These challenges were felt in other important ways both on campus and from the perspective of external parties. For the fiscal year ending June 30, 2013, Yale reported a GAAP deficit of \$39 million on a consolidated basis, its first deficit in over a decade. Our projected ongoing structural deficit of \$50 million—roughly half generated in the medical school and half in the central university—in fact told only part of the story. Our real fiscal challenge was even larger because our projections included (1) no financial flexibility to fund new initiatives, and (2) insufficient contributions to fund pension and retiree health liabilities. In light of our situation, the credit rating agencies, Moody’s and Standard & Poor’s, expressed concern about Yale maintaining its Aaa/AAA rating.

Yale has grown financially more robust in the years since that low point. Our revenues of \$3.8 billion in the fiscal year ending June 30, 2018, represented a 31 percent increase from 2013. This growth has been spread across all major revenue sources, including endowment (up 25 percent), medical services (up 57 percent), sponsored research (up 15 percent), and all other revenues including tuition, net of aid and gifts (up 31 percent). Our endowment performance continues to be strong, with returns of 12.3 percent in fiscal year 2017-18 bringing its total value to \$29.4 billion. Medical services have risen rapidly with clinical expansion at the School of Medicine, and sponsored research increased during a highly competitive period as our faculty continued to secure grant funding.

Following the operating deficit in 2013, we have posted surpluses in each of the subsequent years. Importantly, these overall surpluses include within them an improvement in financial flexibility: our level of unrestricted reserves now stands at \$227 million (6.2 percent of revenues), up from \$129 million (4.4 percent of revenues) in 2013—and significantly up from 2008, the year immediately preceding the downturn, when they totaled just \$51 million, or 2.1 percent of revenues. These positive operating results were fueled by a major effort to improve our cost structure: in fiscal year 2015, we initiated a multi-year program to generate administrative productivity, now underway, which has already achieved savings of 7 percent (\$45 million of annual cost savings relative to inflation). Because of these and other actions, and despite the considerable growth in the size of the university, we have been able to keep staffing levels (excluding faculty) roughly flat.

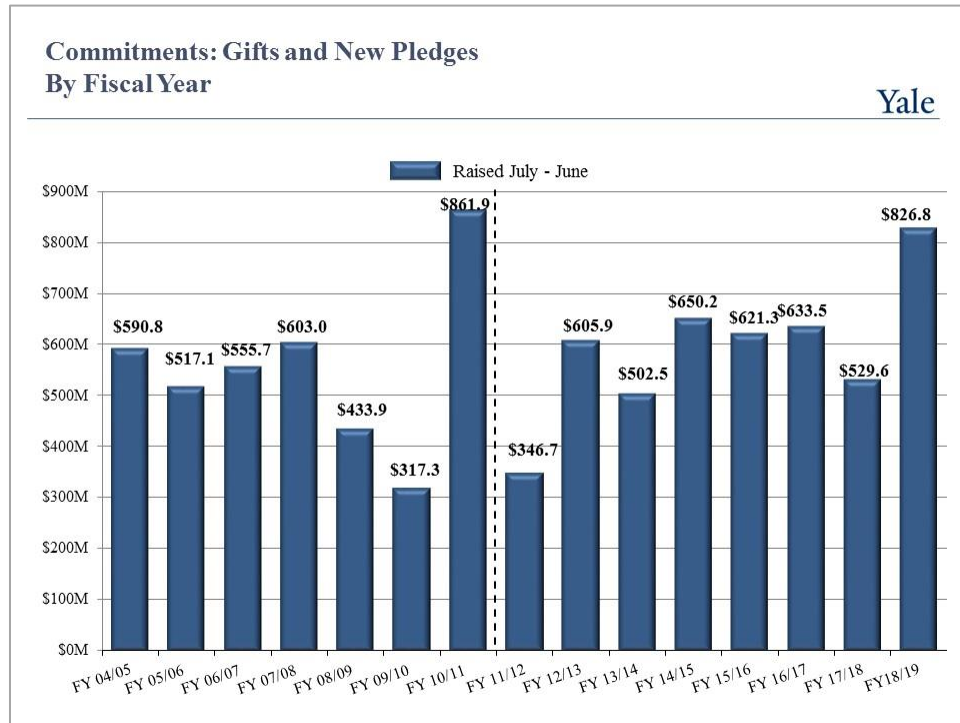
As a result of these concerted efforts to right our financial situation, Moody's and S&P reaffirmed the university's Aaa/AAA rating, and Moody's 2017 press release noted the "strengthened fiscal stewardship at Yale." Crucially, our stronger economic footing has enabled us to pursue the academic priorities described earlier in this chapter, and to move forward on key facilities projects to support them.

Fundraising to Support Our Academic Mission

Yale's [Office of Development](#) comprises nearly 250 professionals across a wide range of responsibilities. Their functions include frontline fundraising, writing, prospect research, analysis, and event planning. Staff members directly responsible for fundraising cultivate, solicit, and steward alumni, parents, friends, corporations, and foundations to raise expendable and endowed gifts, both outright and deferred, that support established university priorities.

Our fundraising efforts have been very successful due to the generosity of many donors. Alumni are the primary source of this support, typically representing about 60 percent of fundraising totals annually. In the last ten years, we have secured more than \$5 billion in donor commitments, including gifts and pledges. In 2011 we concluded the Yale Tomorrow Campaign, which raised \$3.886 billion over seven years, despite the impact of the financial downturn. In 2013-14 we raised the final \$80 million necessary to cover the construction costs of two new residential colleges. And in 2015-16 we launched Access Yale, a two-year financial aid initiative; working from an initial goal of \$250 million, the initiative raised \$285.8 million, of which 43 percent benefited Yale College.

The chart below illustrates total cash received and new pledges over the past fifteen years.



Yale is now considering its next comprehensive capital fundraising campaign. Initial work was undertaken to 1) better understand our fundraising trajectory over the years and our relative strengths and weaknesses when compared to our peers, 2) ensure that we are positioned well for the future, and 3) review what it would mean to go into a campaign. With support from the president, endorsement from the board of trustees, and investment by the provost, the Office of Development began planning for the next campaign.

We are currently in the quiet phase of this future comprehensive campaign. During this phase, we are developing and testing an overall campaign message. We continue to host broad-based events, showcase our all-star faculty, and integrate best-in-class infrastructures to support an effort of this size. Most importantly, during the quiet phase we are securing leadership gifts by engaging and soliciting the university’s closest donors, and by building the donor pipeline at all giving levels. Our aim is to record at least 40 percent of the overall target for total campaign commitments (a figure still to be determined) prior to the campaign’s public launch, which is tentatively planned for fiscal year 2021.

Facilities Transformation and “Collisional Frequency”

In 2014, we secured the final gifts that allowed us to move forward with the construction of Pauli Murray College and Benjamin Franklin College, whose opening in 2017 ushered in the first expansion of Yale’s undergraduate population in fifty years. This, our highest-profile construction project of the current century, is nevertheless just one piece of a campus transformation supporting our university mission and academic priorities.

Spotlight: The Schwarzman Center

The Schwarzman Center, scheduled to open in 2020, will have a transformative impact on student life at Yale for undergraduate, graduate, and professional students. A state-of-the-art facility dedicated to cultural programming and student life at the center of the university, it will draw together students and faculty from all of Yale's schools and colleges. The Schwarzman Center will provide new opportunities for collaboration and mutual learning, fostering connection among students and supporting a more creative, healthy, and unified Yale community. Thanks to robust and integrated technology, it also will enable virtual engagement across the campus and around the globe.

Origins of the Project | From at least as far back as the 1960s, Yale undergraduate and graduate students have expressed to the administration a need and desire for a social and cultural venue for all Yale students, inclusive of undergraduates and graduate and professional students. This need was a refrain that was heard by the administration repeatedly, and that was studied several times over the years through the work of committees of students, faculty and administrators. In 2015, the university announced a path-breaking gift by Yale alumnus Stephen A. Schwarzman '69 B.A. to create a world-class, state-of-the-art campus center by renovating the historic Commons and Memorial Hall. A committee of undergraduate and graduate students, faculty, and university administrators was convened to articulate a vision for such a center. More than fifty listening events with stakeholders across the campus community were held before the committee submitted its report of recommendations to President Salovey in December 2015.

Implementation | The architecture firm Robert A.M. Stern Architects, LLP, was retained for the project, tasked with redesigning the Commons and Memorial Hall sections of the historic "Bicentennial Building," originally built in 1901 to celebrate Yale's bicentennial. In October 2017, Commons and Memorial Hall were closed for renovation. In January 2018, the university hired Garth Ross, formerly vice president for Community Engagement at the John F. Kennedy Center for the Performing Arts in Washington, D.C., as the Schwarzman Center's inaugural executive director.

The Space | The Schwarzman Center will comprise a range of student activity and performance spaces available to all Yale students.

- **Schwarzman Commons** will be the venue for large-scale, interdisciplinary, immersive, and participatory cultural experiences. It will accommodate over 1,000 people seated in chairs, over 800 seated at tables, and over 1,500 standing. This space will be used for dining and for cultural events, sometimes alternately, and often in an integrated fashion involving performing arts and food.
- **The Bistro** will be a café/cabaret, hosting performances in a dining environment. It will accommodate approximately 300 people seated at tables, over 400 seated in chairs, and over 600 standing. The Bistro will be a venue for student, community, and professional performances including spoken word, small-scale dance, and small-scale theater, as well as film screening. It can further be partitioned to separate the stage area from the food service area, so that two events can both take place simultaneously with no disruption from one to the other
- **The Dome Room**—a round room with a high, domed ceiling for performances and events, will have a sprung floor for dance and three concentric rings of piping for technical fixtures.
- **The Studio**, also with sprung floors, will include a high ceiling and a grid of pipes for technical fixtures.
- **Non-performance spaces** in the Schwarzman Center will include flexible event and dining spaces, conference and meeting rooms of various sizes, and flexible lounge spaces.

In keeping with our foremost academic priority of investing in science, a suite of facilities projects has centered on supporting research and education in the STEM disciplines. In 2017 we completed a [renovation of the Sterling Chemistry Laboratory](#) to create expanded, state-of-the-art teaching labs for chemistry, biology, and physics, and opened the [Greenberg Engineering Teaching Concourse](#), a cutting-edge new space for education in all of the engineering disciplines. Our early prioritization of teaching spaces in the sciences underscores our pride in and commitment to undergraduate education. Opened in August 2019, the [Yale Science Building](#) is a dynamic new 240,000-square-foot space that brings together faculty and students from biology, physics, chemistry, engineering, mathematics, and beyond, drawing researchers from the wider campus to use shared core facilities that range from cryo-electron microscopy to the Quantitative Biology Institute. In all, forty-five faculty members will have research laboratories in the new building, working with roughly 500 researchers ranging from graduate students to postdocs to research scientists. Within the building, a new 500-seat lecture hall—one of the largest on campus—underscores our commitment to teaching and will bring students and faculty from beyond the sciences (for example, in introductory psychology or microeconomics courses) to gather on Science Hill. The building also encompasses shared gathering spaces, state-of-the-art bedrock technology, and the full spectrum of science scale. The earliest planning for this effort began in the early 1990s, but the final project was completely reconfigured to propel Yale into the future as a home to world-class STEM research and education.

In 2017, we celebrated the long-awaited opening of the [Adams Center for Musical Arts](#). The complex comprises a renovated and significantly expanded Hendrie Hall and Leigh Hall, and it welcomes the wider Yale music community by serving both undergraduate and graduate students. Facilities include a three-story orchestra rehearsal hall for the Yale Philharmonia and Yale Symphony Orchestra; ensemble rooms for the Glee Club, Yale Bands, Yale Opera, and Yale Percussion Group; state-of-the-art audio technology, recording, and acoustic systems; and practice and gathering spaces for Yale musicians of all stripes. The Adams Center connects musical artists across genres, connects undergraduates with graduate and professional students, connects faculty and practitioners, and connects Yale’s music with the world. Now, we have turned our sights toward a similar transformation of Yale’s support and resources for the dramatic arts—specifically, the creation of a new home for the School of Drama that will also serve undergraduate curricular and co-curricular programs including Theater Studies and the Dramat. Here, the potential for powerful new connections is abundant: imagine theater majors in Yale College studying with the faculty greats of the School of Drama, or undergraduate productions taking place on—and inspiration from—the same stage where Yale’s dramatic stars shine. Details of the building’s scope are still to be determined, and the timeline for groundbreaking and project completion will depend on securing donor funding.

In 2018 we began work to transform the Hall of Graduate Studies, [320 York Street](#), into a 208,300-square-foot hub of humanities scholarship and activity, with offices to accommodate 288 faculty members and postdocs. This ambitious undertaking is, we believe, the largest investment in the humanities in this country—possibly in the world. And it is an emphatic statement of our vision to create “a more unified Yale,” an opportunity to redefine the way faculty members, graduate students, and undergraduates in the humanities work together. As with the new science building, this project is designed to foster “collisional frequency”—to bring

Recent Initiatives and Growth at Yale's West Campus

Our purchase in 2007 of the 136-acre property now known as Yale West Campus has, in recent years, had an increasing impact on our teaching, learning, and scholarship across the university. The School of Nursing, numbering more than 500 faculty, staff, and students, is now fully housed on West Campus, and the labs of thirty-eight faculty members from the Faculty of Arts and Sciences and the School of Medicine also are based there. Expanded shuttle service, better technology for livestreaming talks and seminars, and increased attention to providing services for graduate students and postdocs all have helped to more fully integrate the west and central campuses, extending opportunities for teaching and scholarly collaboration.

In addition to those in the School of Nursing, 149 graduate students and 105 postdocs are based in the labs of the West Campus's [cores, centers](#), and [institutes](#). To further their research and education, and to foster a greater sense of community, we have recently undertaken efforts to expand programming in this area. A dedicated [Graduate Student and Postdoc Committee](#) supports ongoing improvements to the quality of student and postdoc life on campus. In monthly meetings, its members have the opportunity to discuss issues directly with representatives of the West Campus administration.

One exciting prospect for growth is to expand West Campus's reach as a teaching resource. The [Institute for the Preservation of Cultural Heritage](#) brings Yale's collections and interdisciplinary expertise together with state-of-the-art conservation studios, research laboratories, and a digital heritage program. Although just two courses (both in history of art) have been taught fully at West Campus, a number of faculty—from history of art to anthropology to engineering and applied science—have held individual class meetings in the institute's research labs and shared conservation lab. Students working with the [Center for Engineering Innovation & Design](#) (CEID) also visit regularly, and the institute has acted as a client for four CEID projects to date. Meanwhile, in 2017 we [announced the opening of the Margaret and Angus Wurtele Study Center](#), a 49,000-square-foot, open-access storage facility built to house more than 30,000 three-dimensional objects from the Yale University Art Gallery's collections. The new center has dramatically expanded the availability of those collections for teaching, scholarly research, conservation, and scientific analysis. It includes object study classrooms for use in teaching with its collection, as well as large tables with central seating to host workshops on the objects.

Forty-five percent of West Campus faculty members hold an appointment in the Faculty of Arts and Sciences. These West Campus-based FAS faculty members demonstrate a high level of commitment to Yale's educational mission: nearly all of them teach at least one course on the main campus each year. (In 2018-19, there were nineteen such courses in total.) Core courses in FAS departmental science curricula—including organic chemistry, biochemistry, comparative anatomy, and biotechnology—are now taught by West Campus-based professors. A number of FAS departmental roles, such as chairs of the Departments of Chemistry and Ecology & Evolutionary Biology, and directors of graduate studies in the Departments of Applied Physics and Molecular, Cellular and Developmental Biology, also have been held by faculty members based on West Campus.

In our projections for Standard 6, we discuss plans to explore increased programming and opportunities provided by the Poorvu Center for members of our West Campus faculty, postdoc, and graduate student community.

together new communities of scholars whose collective impact can be infinitely greater than the sum of so many individual parts. These possibilities begin with bricks and mortar: a flexible and thoughtfully configured physical space that recognizes that intellectual space is multi-dimensional. Floor layouts will honor departmental boundaries but also respect the unusual lines of connection that we have at Yale—placing, for example, Near Eastern Languages & Civilizations, Religious Studies, and Judaic Studies in contiguity with each other. Rather than clustering modern European language departments together, Italian will sit adjacent to Film and Media Studies, reflecting the fields’ special intellectual connection, while French will be next to Comparative Literature. The building will house shared meeting rooms and study spaces, a large common room with a coffee shop, lounges for students and faculty, dedicated space for graduate students to study, work, and meet, more than two dozen classrooms, and a lower level with a lecture hall and a film screening room. In summer 2018, the six FAS programs and departments currently in 320 York moved into temporary “swing” spaces so that we could begin construction; in 2020, they—together with ten other humanities departments and programs previously scattered around campus, and the Whitney Humanities Center—will move into their new home. In the meantime, extensive program support from the new 320 York programming endowment—a linchpin of this effort—has begun already, with funding and new initiatives under way.

In 2018, we [announced](#) the establishment of the [Tobin Center for Economic Policy](#), created to foster evidence-based, cross-disciplinary research that will define and inform policy debates. The Tobin Center illustrates our commitment to tackling pressing policy issues, such as poverty and health care, through data-intensive research and education. The center will provide resources for faculty research; bring students, faculty, and visiting experts together; and inform policy decisions and practice. Fundraising for a new building to house the Tobin Center is complete; we expect to break ground at the site, on Hillhouse Avenue, by early 2020. In 2018, Steven Berry, the David Swensen Professor of Economics, [was named the center’s inaugural faculty director](#).

Another hallmark facilities project—the [Poorvu Center](#)—is treated in Standard 6. For a timeline of current and recently completed major construction and renovations, please refer to the appendix to this report.

Scholarly Collections in the Twenty-First Century

When it comes to collections—from the university library to the galleries and museums—Yale stands alone among global research universities. More than 1,000 class sessions every academic year are taught inside our museums and libraries, with primary sources and art collections in hand. These advantages make a Yale education qualitatively different from any other.

Here we focus on the potential role—and impact—of Yale’s library system in the twenty-first century. Already we have invested in the libraries’ physical infrastructure and leadership to great effect. A full restoration of the Sterling Memorial Library nave was completed in 2014, and the library’s western wing was renovated in 2016 to house the Poorvu Center for Teaching and Learning. In 2018 the north side of the library along Wall Street—home to the Manuscripts and Archives department—was renovated, enhancing access to more than sixteen miles of materials ranging from university records to historic primary resources.

In 2016 President Salovey and Provost Polak announced that University Librarian Susan Gibbons would assume new leadership responsibilities as deputy provost for collections and scholarly communication, a role that has since been augmented to vice provost. (A search is currently under way to identify a new individual to fill the university librarianship.) Her purview now includes all of Yale's galleries, museums, and other holdings, and she is responsible for convening and fostering collaboration among these scholarly resources. This portfolio includes the Yale University Art Gallery, the Yale Center for British Art, the Peabody Museum of Natural History, and other campus collections, in addition to the library system and Yale University Press. Under Gibbons's leadership, Yale has an exciting opportunity to lead the national and global conversations about engaging these vital scholarly resources.

Technology has become an essential element to the success of a research library. Immersion in a library's collections is transformative in the intellectual development of students, however, the greatest collections in the world are useful only if they can be discovered. A collection without discovery points is invisible to the world. Student and faculty expectations for the ease of discovery and access have been defined by Google and Amazon, and libraries are struggling to overlay the simplicity of a Google search onto a collection of resources that is far more complex than just websites. For example, our libraries include books written in several hundred languages from Africa. Most of those languages cannot be rendered on a computer screen using any known computer keyboard. Therefore, how can a Google-like library search system reveal material in the languages of Abua, Babanki, Muyang, Waama and Zenaga? Libraries at Yale, Stanford, Columbia, and elsewhere are gravitating toward similar technology solutions, enabling collaborative work to develop common open-source systems.

Research libraries of the future must be agile, creative and collaborative to adjust to these many changes. Their services should always be in transition because, at the core of its mission, a library is a service organization that directly supports the teaching, learning, and research mission of a university. We can expect new challenges to arise in the areas of collections, technology, services, and facilities, and we must continue to be agile, creative, and collaborative in searching for opportunities to address those challenges.

III. Projection

Our projections for Standard 7 follow up on our progress to date with comprehensive measures for financial planning, capital projects, and expansion of access to our robust collections.

- In fall 2019, all units will conduct continued "stress testing" to anticipate possible downturns in global financial markets. The outcomes will be reviewed with the Budget Advisory Group (see Standard 2) to develop detailed mitigation strategies for periods of financial uncertainty.
- The Yale Science Building opened on schedule for the start of 2019-20 academic year; our new unified home for the humanities at 320 York Street is slated to open in early 2020.
- The Yale University Library will continue its strong focus on digital preservation. With a recent \$2 million grant from the Mellon and Sloan foundations, we are very much on the leading edge of this burgeoning field.

Standard 8: Educational Effectiveness

I. Description

The aim of the [Yale College curriculum](#)—and of undergraduate education at Yale more broadly—is to help our students develop their intellectual, moral, civic, and creative capacities to the fullest. To achieve this goal, our undergraduate liberal arts program privileges exploration and discovery over the acquisition of rote knowledge. At the graduate level, the individual [academic departments and programs](#) define their specific expected learning outcomes, united by a common theme of engaging academic curiosity and unfettered intellectual inquiry. Our graduate education programs are designed to allow doctoral students to focus on their research and scholarship, successfully complete their education, and find rewarding careers. Across our [twelve professional schools](#), we educate our students in areas as diverse as clinical training and innovation for social impact, creative production and professional practice, organization building and spiritual leadership—all integral to our university mission of improving the world.

Thus, by definition, educational effectiveness at Yale is truly complex. Measuring it calls for a multi-pronged approach coupling central oversight and departmental expertise, and drawing on both quantitative measures and qualitative assessment. And achieving it depends on close engagement with the students themselves—those who have chosen Yale as a place to pursue their aims and dreams. Our students, across every course of study, are passionate about the world around them and driven to make it better. This begins at Yale itself, where our students continually push us to improve and hold us accountable to our ambitious goals.

In the following pages we examine the foundational metrics that inform our self-assessment; offer an appraisal of our work along three key thematic lines (educational quality, education outside the classroom, and diversity and inclusion) that are woven throughout this activity (and indeed, through all sections of this report); and, finally, look at key opportunities for advancing our analysis and implementation of educational effectiveness in the years ahead.

Metrics for Assessing Quality and Success

Yale is not alone in publicizing post-education activities—employment (including starting salaries), graduate or professional study, and fellowships—as a measure of educational outcomes. These metrics have a number of benefits: they are relatively easy to track, widely understood, and relevant to prospective students and their families. Yet they also have inherent drawbacks. First, they risk promoting a transactional view of education, in which its value is measured only by career results, an approach that is particularly unwelcome in Yale College, where we make a point of educating *without* specifying in advance how that education will be used. Second, many of our students choose expressly to go into low-paid or volunteer paths immediately after Yale; for those graduates, “success” is not measured in financial terms. Third, and perhaps most crucially, these data are confined to ex post facto assessment; at the level of the individual educational experience, they do not allow for mid-course corrections and improvement. Thus, we treat such metrics briefly here and then focus the majority of this chapter on processes and measures by which we conceive of—and work to enhance—educational effectiveness more broadly speaking.

The [annual report](#) issued by our Office of Career Strategy (whose services are described in Standard 5) makes a strong case for the success of our recent Yale College graduates. Notably, its [First Destination Reports](#) (based on outcomes reported six months after graduation) for the Yale College Class of 2018 showed that 96 percent of the class was employed or in graduate school, and that 86 percent were in a job related to their area of study at Yale. Sixty-eight percent of graduates working in the United States reported a starting salary over \$50,000; for 44 percent, that figure was over \$70,000, and for 11 percent it was \$100,000 or higher. The chart below provides further details on our graduates' starting salaries. Overall, the average starting salary for the Class of 2018 was \$65,642, compared to the national average for 2018 college graduates of \$50,516.

Starting Salary	Class of 2018
< \$30,000	9.7%
\$30,001 - \$50,000	26.4%
\$50,001 - \$70,000	24.6%
\$70,001 - \$90,000	28.1%
\$90,001 - \$110,000	4.0%
\$110,001 - \$130,000	6.0%
\$130,001 - \$150,000	0.6%
\$150,001 - \$170,000	0.3%
\$170,001 - \$190,000	0.0%
\$190,001 - \$210,000	0.3%

According to the [Four-Year Look data for the Class of 2014](#), released in October 2018, compared to 17 percent who said they planned to attend graduate school immediately after graduation, just over 13 percent of respondents had completed at least one higher degree, and an additional 35 percent were currently pursuing a graduate or professional degree. (More than half of the graduate education completed or reported was in doctoral, law, or medical degree programs.) Statistics on those who are employed confirm that our graduates enter into a diverse array of professional pursuits, from financial services to community service, with no one industry attracting a critical mass. Employed graduates reported overwhelmingly positive satisfaction levels (97 percent) with their current jobs, with the highest percentages in technology, education, and financial services.

Meanwhile, our undergraduates and alumni continue [to do extremely well](#) in competitive national and international fellowship competitions. A [dedicated office](#) within the Center for International and Professional Experience (described in Standard 5) supports students through the process of applying to fellowships, with information sessions, workshops, one-on-one advising, practice interviews, essay review, and pre-departure orientations. Over the past ten years, Yale alumni have been awarded 145 Fulbright Scholarships, thirty-eight Rhodes Scholarships, twenty-seven Marshall Scholarships, seven Mitchell Scholarships, fourteen Truman Scholarships, thirty-five Gates Cambridge Scholarships, twenty-three Goldwater Scholarships, and six Udall Scholarships. In recent years, our students have also had

considerable success with two new fellowship programs: the Schwarzman Scholars (with twenty-one students in the past three years) and the Knight-Hennessy Scholars (with five winners in the program’s inaugural year).

The Graduate School of Arts and Sciences regularly collects and reviews program information on behalf of departments and the university. In 2018, the school launched a comprehensive [program statistics website](#), making information including completion rates and post-enrollment employment available to prospective and current students, and to the general public. These data show that for the roughly 1,900 Ph.D. matriculants between 2013 and 2017, just over 60 percent are now employed in academia, with roughly 35 percent holding faculty positions and roughly 25 percent in postdoctoral appointments. Degree completion rates, based on students entering the graduate program between 2005 and 2009, stood at 85 percent, with a median figure of roughly six years from matriculation to earning the Ph.D.

Tracking these data, and making them available publicly, is a vital endeavor—a visible manifestation of our responsibility to the scholars and their families who invest their time and money in a Yale education. But it is even more important that we strive constantly to enhance the quality of that education. One example of our efforts to do so was the comprehensive overhaul of our [Online Course Evaluation](#) process. In 2016, after more than a year of research and discussion with faculty members and students, the Yale College Teaching, Learning, and Advising Committee (see next section) presented its recommendations for changes to the existing system. The committee proposed eliminating redundant questions, adding new questions to prompt student reflection on their learning and focus on specific dimensions of teaching, and adding a numeric component about graduate student teaching to supplement the existing narrative question on that topic. The committee also recommended expanding access to evaluation responses for all faculty members, advisors, and students, and developing a faculty dashboard to allow more convenient analysis of results. The changes were approved by faculty vote, the new form was implemented in fall 2016, and the faculty dashboard was launched in spring 2017.

The new Online Course Evaluation includes an increased emphasis on student reflection, with prompts more explicitly tied to student learning. (For example, whereas the old evaluation form included a question, *What is your overall assessment of this course? (Poor, Below Average, Good, Very Good, Excellent)*, the new version begins, *What knowledge, skills, and insights did you develop by taking this course?*) Currently we use the resulting data primarily for feedback on particular courses and instructors, but the potential exists to aggregate the data to track responses by department, division, faculty rank, and other variables. Yale’s Office of Institutional Research (see Standard 2) uses data from the online evaluation system to conduct ongoing measurement of our courses’ effectiveness.

II. Appraisal

It is perhaps self-evident, but nonetheless worth stating here, that our educational effectiveness depends first and foremost on our faculty and our students. The first three of President Salovey’s overarching goals for the university (see Standard 1)—to be the research university most committed to teaching and learning; to provide an unsurpassed campus learning environment that cultivates innovators, leaders, pioneers, creators, and entrepreneurs in all fields and for all sectors

of society; and to offer a Yale education to an even more diverse student body from throughout the world without regard to financial circumstances—are rooted in this understanding.

a. Educational Quality

In Standard 6, we focused on the impact of the [Poorvu Center](#), which has given centralized attention and leadership to supporting educational strategy and quality at both the individual instructor and departmental levels. Here we shine a spotlight on a range of other programs and resources that contribute to strong educational outcomes. It is worth noting that our attention to the quality of a Yale education begins with a commitment to ensuring that the most deserving students from around the country and around the world are able to pursue that education. Thus, financial aid (see Standard 5) is an essential underpinning for everything else that follows.

The Role of Faculty Committees

As introduced in Standard 4, the standing [Yale College faculty committees](#) hold significant responsibility for ensuring the integrity and quality of our undergraduate academic programs.

Yale’s major system is designed to ensure *depth* of learning; it is overseen by the [Committee on Majors](#), which reviews proposals for new majors and for substantial changes to a major. The committee coordinates internal reviews of several majors (typically five) each year, providing an opportunity to reflect on the curriculum, share best practices, and improve overall effectiveness. The committee is further charged by the dean with carrying out special projects relating to majors. In 2017-18, it reviewed the [multidisciplinary academic programs](#) in [education studies](#), [energy studies](#), [global health studies](#), and [human rights studies](#), with recommendations ranging from expanded research opportunities to more coherently sequenced coursework.

The [Course of Study Committee](#) aims to assure *quality* of education by providing faculty control, supervision, and improvement of the Yale College curriculum. This committee reviews all new or substantially revised courses to ensure that common academic standards concerning workload and contact hours are met consistently across Yale College. It also takes on special projects annually, as appointed by the dean. Recent projects have included a review of the course syllabi and student evaluations of our largest-enrollment courses, as well as developing a survey for all departments and programs to use in evaluating the strength and coherence of their curriculum both for majors and for non-majors.

Yale’s system of [distributional requirements](#) ensures *breadth* of learning. As described in Standard 4, requirements must be met in the [humanities and arts, social sciences](#), and [sciences](#), and in [quantitative reasoning](#), [writing](#), and [foreign language](#). There is no “placing out,” and all students are expected as a result to demonstrate “distance travelled” no matter their starting points in coming to college.

In collaboration and consultation with the Course of Study Committee, Yale’s [skills advisory boards](#)—the Writing Advisory Committee, Quantitative Reasoning Council, Science Council, and Language Study Committee—monitor and set standards for awarding distributional credit designations to individual courses.

The [Committee on Teaching, Learning, and Advising](#) monitors student *outcomes*. It considers broad pedagogical issues, academic advising at all stages of the undergraduate career, and the annual award of teaching prizes. It is also charged by the dean to consider special issues as needed: recent examples include the overhaul of our online course evaluation system described earlier in this chapter; a comprehensive review of departments' and programs' introductory courses to ensure they serve the goals of a liberal arts education; and an assessment of the named [teaching prizes](#) in Yale College to identify any patterns in nominees and the teaching practices they use.

In 2017, we shared with the faculty a set of converging findings on student course evaluations, prepared by the Committee on Teaching and Learning, the Course of Study Committee, and the Office of Institutional Research, reporting the following about teaching effectiveness at Yale:

- Course organization and clear feedback are overwhelmingly the strongest predictors of high overall course ratings.
- Students value intellectually challenging courses. They accept higher workloads in courses that are intellectually challenging, and they disfavor less challenging courses even when the workloads are low.
- Courses with liberal grading are not rated more positively than courses with typical grade distributions. Courses with extremely low average grades are rated slightly lower.
- Very large courses receive modestly lower ratings.
- Higher ratings were observed for female instructors, but ratings did not vary with other demographic factors such as race.
- Humanities courses are, on average, rated most highly.

Graduate Program Review

Our appraisal in Standard 5 opened a discussion about doctoral program enrollments and their relation to the successful outcomes of the students to whom we offer admission. The Graduate School of Arts and Sciences (GSAS) Graduate Program Review initiative began in the 2015-16 academic year, guided by a faculty committee that looked at graduate program performance measures and sizing.

Each year, the GSAS dean and her staff meet with the leadership of each doctoral program to discuss strengths and areas for development, informed by metrics including admissions, time to degree, attrition, completion rates, and outcomes. The conversation also includes a discussion of the number of students who are completing their degrees or are no longer eligible for registration, as well as a determination of the overall program size for the year, which, in turn, informs the number of slots that the program or department will have for admissions in the spring.

In the first year of implementation, the initiative focused on the humanities and social sciences; beginning in 2017-18, it expanded to include selected doctoral programs in the biological and physical sciences. In addition to continuing to inform decisions about departments' available graduate program slots each year, next steps for the Graduate Program Review include incorporating recommendations from the University Science Strategy Committee and the

University Humanities Strategy Committee, and ongoing collaboration with the Faculty of Arts and Sciences dean's office to align graduate and faculty development efforts.

Additional Quality Controls

As described in Standard 4, every major in Yale College includes a [senior requirement](#). Until the late 1960s, this requirement typically was fulfilled by an examination carried out over two days, in four-hour blocks. In 1967, the faculty voted to allow an individual department or program (with the approval of the Course of Study Committee) to substitute an alternative means of meeting the senior requirement.

Today, the departmental examination has all but disappeared. A few departments have moved to oral examinations on prepared special topics; most have switched to senior seminars or tutorials in which a substantial project is required. The most common substitute is the senior essay. Some departments award credit for the senior requirement, while others do not; regardless, the requirement cannot be waived and is a necessary condition to graduate.

Given the senior requirement's role as a measure of culminating student work—reviewed by departments to ensure and, ideally, improve the quality of the major—several questions present themselves. For example, should Yale College standardize whether the senior requirement bears credit or does not? Should we initiate a conversation about the metrics used to evaluate senior requirement work to insure some standards of evaluation across departments and/or disciplines?

The question of grade distributions in Yale College provides a similar opportunity for reflection. An Ad Hoc Committee on Grading provided a blunt assessment of the situation in an April 2013 [report](#): “For many departments now, there are in effect only three grades used: A, A-minus, and B-plus. For the less generous departments, B is added to this group. Yale is approaching the point, at least in some departments, in which the only grades are A and A-minus, which is close to having no grading.” Although Yale College mandates some basic grading practices for all instructors (as described in the [Handbook for Instructors of Undergraduates in Yale College](#)), other aspects of the grading process vary across departments and disciplines.

To begin addressing the grade inflation issue, which has evident negative implications for our candid assessment of student learning outcomes, in 2014 we added a new step to the process by which faculty members submit grades, in which the instructor is shown the percentage of students in the course receiving each grade before giving final approval. Departments can now see their grade distributions, and chairs are encouraged to lead annual discussions about grade distribution (this practice was affirmed by a December 2018 vote of the Yale College faculty). Our goal is to make the assignment of grades more uniform among faculty members and departments. The Yale College Dean's Office will revisit grading practices regularly.

b. Education Outside the Classroom

Many of the essential benefits of higher studies are derived from experiences external to the classroom setting. Although this is true in some degree at all universities, it is a hallmark of Yale's holistic model of education. Our students expand their knowledge horizons in many environments, ranging from extracurricular endeavors to non-credit-awarding programs run by our academic, creative, and cultural centers to their residential college communities. (See

Standard 5 for detailed information on many of these areas of programming.) As an institution, we celebrate this broad-based learning and work to ensure that our programs and resources are continually improving in quality and increasing in efficacy.

At the graduate level, learning to teach is an integral part of a student's education outside his or her own studies. Together with the [Poorvu Center](#), the Graduate School of Arts and Sciences builds pedagogical training and teaching opportunities into every academic program. In the humanities and social sciences, students are expected to assist in teaching one course per semester in each of four semesters, most frequently in their third year of study and beyond. Students in the sciences normally assist in teaching one course in each of two to four terms. Comprehensive details on programs to support Ph.D. students' development as teachers—including the Poorvu Center's [graduate and postdoctoral teaching unit](#) and the [Associates in Teaching](#) program—are found in the Standard 6 chapter of this report. Other examples of graduate education beyond the classroom are our [Science Diplomats](#) program and the [Yale-Smithsonian Partnership](#). The Science Diplomats [science policy committee](#) provides graduate students with training and opportunities to practice advocacy; the program also plans a regular [career trek](#) to Washington, D.C., during which students can learn about careers in policy and communication. The Yale-Smithsonian Partnership, launched in 2016, provides student [opportunities](#) including internships and fellowships throughout the Smithsonian's museums.

We next assess three major aspects of undergraduates' education outside the classroom: advising programs, research experiences, and support for international and professional experiences.

Academic and Other Advising Programs

For undergraduates at Yale, a solid academic and co-curricular footing begins in the residential colleges. Our chapter on Standard 5 describes the residential college ecosystem and the role of the head of college—typically a senior member of the faculty—in guiding the intellectual life of each residential community. Our students' experience of Yale also runs through many other channels, from individual classrooms to the department of the major, and from peers to more experienced students to faculty and other mentors. Our undergraduate advising programs are, thus, designed to draw on a multitude of perspectives and foster a range of experiences.

The principal goals of advising are threefold: to give students an understanding of what constitutes a liberal arts education at Yale, to convey to incoming students an immediate sense that Yale faculty and staff members are accessible and take a personal interest in them, and to help students appreciate the need to strike a balance between academic commitments and extracurricular activities. A Yale College student's constellation of advisers includes:

- The [residential college dean](#), who provides academic and personal counseling; administers and participates in the life of the college; and helps to foster a welcoming, inclusive, and diverse community.
- The [college adviser](#), a faculty member, staff member, or administrator affiliated with the student's residential college, who facilitates the transition to college life and consults on academic interests and aspirations.

- A [first-year counselor](#), a senior in the residential college who serves as a nearby and ready resource for a group of roughly a dozen first-year students, learning their specific needs and interests, and connecting them to the appropriate resources on campus
- The [peer liaisons](#), upper-level students who help connect first-year students to the wealth of support and programming initiatives based in the [cultural centers](#), guiding students to the services from which they will benefit most.
- The [student affairs fellows](#), hired by the dean's office to work in collaboration with the heads, deans, and first-year counselors of the residential colleges to provide residential supervision and support to students living on the Old Campus.
- The [directors of undergraduate studies](#), faculty members in each academic department or program with whom students may discuss the department or program's course offerings and requirements for the major.
- A sophomore-year [academic adviser](#), a faculty member with expertise in the undergraduate's prospective area of study.

Advising in the junior and senior years relies on advisory systems in the academic departments. Most students majoring in STEM fields declare their major in the first or sophomore year and thus hasten the process; students majoring in subjects other than STEM fields may declare their majors as late as the beginning of junior year.

The wide array of advising resources in Yale College constitutes both a strength and a challenge. Particularly in the first year, it can be difficult for a student to understand which adviser to work with in a given situation. One of the Yale College assistant deans serves as director of advising, bringing central oversight to this complex endeavor. We recognize that this is an area in which we must constantly strive to sharpen the clarity of the constellation described above.

In the Graduate School of Arts and Sciences, advising by faculty members is a critical component of the academic program. Although the nature of this advising may vary across disciplines and degrees as well as at different stages in a degree program, the GSAS [Guide to Advising Processes for Faculty and Students](#) outlines certain shared values, goals, and responsibilities that apply to all advising relationships.

Research Experiences for Undergraduates

Yale funds a significant number of [research experiences for undergraduates](#), affording them the opportunity to interact directly with faculty and research scientists. Ninety-five percent of our undergraduate science majors conduct research with faculty mentors; these real, hands-on experiences begin as early as the first year, when students can carry out original research funded by a Yale College [First-Year Summer Research Fellowship](#) in the sciences and engineering. Recognizing that early research experience leads to higher rates of retention in STEM disciplines, among the undergraduate summer research fellowships we award annually (more than 200 fellowships, with an annual budget of roughly \$1 million), approximately half are set aside for first-year students. These experiences prepare our Yale College students for future work in industry and strengthen their applications to graduate school. In 2018, seventy-one students received First-Year Summer Research Fellowships. For sophomores and juniors, the [Dean's](#)

[Research Fellowship & Rosenfeld Science Scholars Program](#) funded ninety-three summer research experiences, and the [Tetelman Fellowship for International Research in the Sciences](#) supported twelve students.

International and Professional Experience

The programs and resources of our [Center for International and Professional Experience](#) (CIPE), also described in Standard 5, add interpersonal and intercultural skills to the rich scope of our students' educational outcomes. We regularly assess the impact of these programs on the students who participate in them. The CIPE's [2016 report](#) on student resilience offers a striking view of the qualitative impact that such experiences can have: of domestic or international program participants from the previous academic year and summer, more than 90 percent reported a combination of increased independence, decreased fear of making mistakes, increased flexibility and adaptability, and increased persistence as a result of their experiences.

Given the rates at which our students participate in such programs, the overall impact is even more significant. Of the graduating Yale College Class of 2018, 58 percent had completed at least one international experience through the CIPE,¹⁷ and 46 percent had studied abroad *for credit* during their time at Yale. Our [International Summer Award](#) (ISA) program, now in its fifteenth year, supported 394 students in summer 2018—362 of whom used the award to pursue study abroad, and thirty-two for whom it supported international internships. And, with the advent of the [Domestic Summer Award](#) (DSA), Yale provided need-based funding for 190 students pursuing unpaid or underfunded experiences in the United States in summer 2018. (The right-hand sidebar explains ISA and DSA funding mechanisms and parameters.)

In all, we provided support for 972 domestic or international experiences in 2017-18, at a total cost to the university of nearly \$4.5 million. (Many additional

¹⁷ This figure does not include any students who may have pursued international experiences through other channels.

Need-Based Funding for Summer Experiences

[International Summer Award](#)

- Introduced for summer 2005
- Up to \$12,500 depending on student's level of need
- 394 recipients in 2018

Designed to guarantee that all Yale undergraduates have the opportunity to navigate our increasingly globalized world, the ISA allots need-based support to students for international summer experiences. Funds are determined as a percentage of the student's summer program budget, based on his or her need for financial aid in the academic year preceding the summer experience.

[Domestic Summer Award](#)

- Introduced for summer 2018
- \$4,000 stipend
- 190 recipients in 2018

The DSA bridges the funding gap for students on financial aid pursuing impact- or arts-oriented summer opportunities that are traditionally unpaid or under-funded. Students in their first, sophomore, and junior years who receive Yale need-based financial aid, and who will be working with nonprofit, government, education, and arts organizations, are eligible. The DSA program was expanded to include science research beginning in 2019.

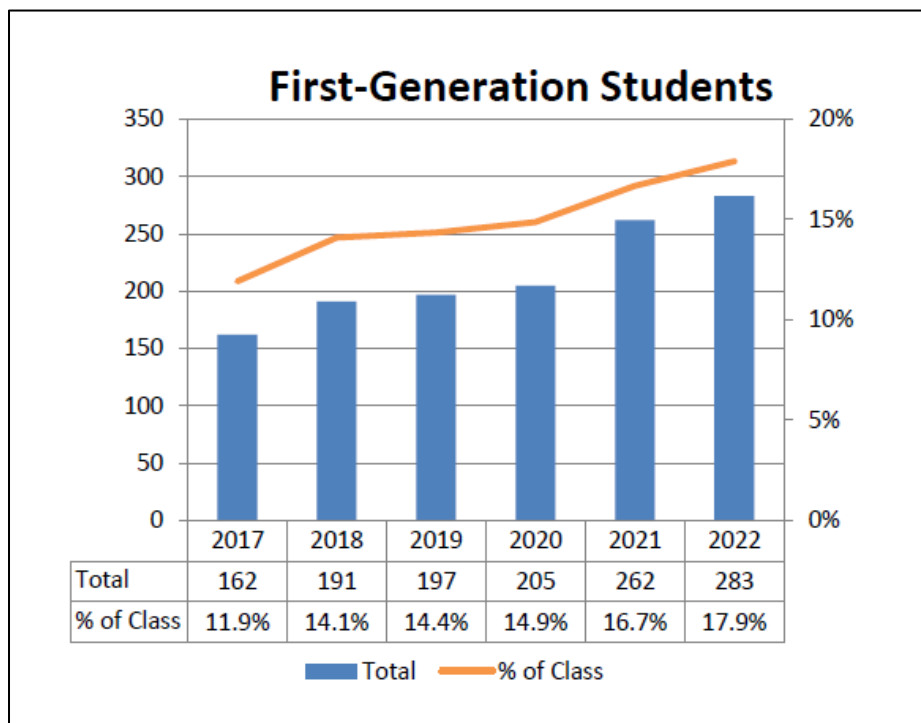
A student may receive both an ISA and a DSA in the same or separate years, provided the eligibility requirements for both award programs are met fully.

statistics on these programs and resources can be found in the most recent [annual report](#) of the CIPE, a copy of which is also included in the appendix.) These data are a tangible manifestation of the successes of our increased emphasis on international experience dating to the Committee on Yale College Education, described in our last comprehensive self-study, in our 2014 interim report, and in Standard 4 of this document.

c. Advancing Diversity and Inclusion

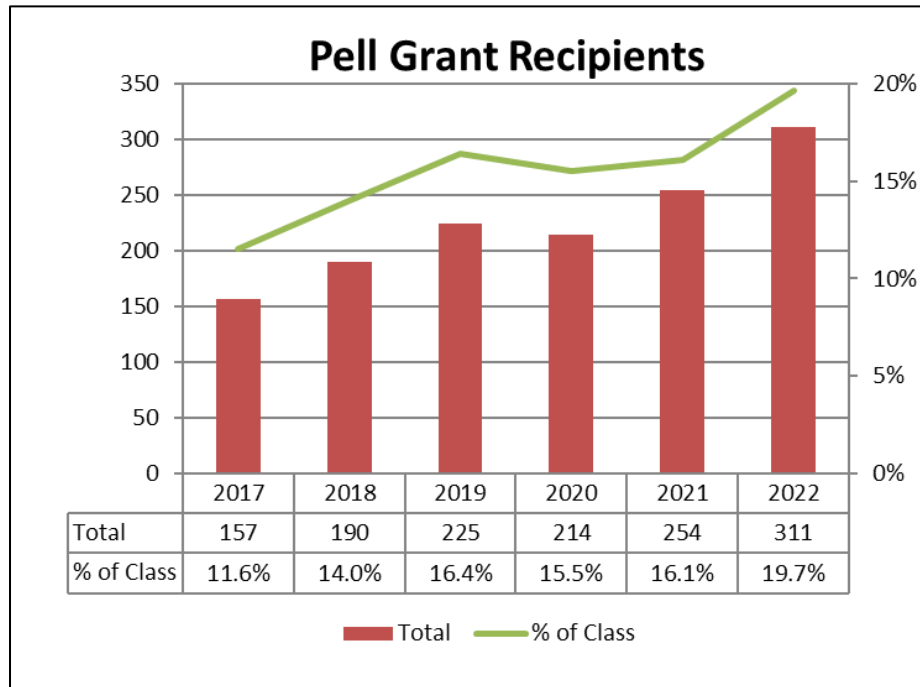
In the introduction to this report, we discussed many of Yale’s recent efforts toward greater diversity and inclusion. These initiatives are designed to support a healthy and respectful community, to foster excellence and a sense of belonging among all of our students and faculty—and thus, by extension, to bolster our effectiveness in providing a Yale education to all of our students. Here we look in detail at three of those programs (two recent and one longstanding) that work directly to ensure diversity and inclusion in undergraduate education.

A major component of our [Belonging at Yale initiatives](#) is the expansion of support for first-generation/low-income (FGLI) students. The success of our admissions outreach efforts to reach traditionally underrepresented students, detailed in Standard 5, has proven itself in the steadily increasing numbers of FGLI students, as illustrated in the graph below. In 2018-19 we surpassed, by a significant margin, our five-year goal to increase the number of first-generation students in Yale College by 150—enrolling 187 more first-generation students in total compared to the 2016-17 academic year.



In the same period, the number of students eligible for federal Pell Grants enrolled in Yale College increased by 216, putting us well on track to exceed our five-year goal of a 225-student increase. As of fall 2018, our Yale College student body included 950 first-generation students

and 1,007 Pell-eligible undergraduates, including nearly 20 percent Pell-eligible members of the incoming first-year class.



Although these students represent a wide range of backgrounds and circumstances, they frequently share inherent challenges after arrival on campus—namely, the lack of a personal social connection with Yale prior to matriculation, and a lack of financial wherewithal that makes educational resources less accessible. They also often face a perceived cultural dissonance between their family and cultural backgrounds and the life of the institution they now attend. Together, these circumstances can lead to an experience of solitary struggle.

Demonstrating our firm commitment to responding to the needs of this cohort, the [First-Year Scholars at Yale](#) program (FSY) provides, at no cost to the student participants, an early experience in living and studying on campus for five weeks in the summer to a group of incoming FGLI students. Students in FSY enroll in the academic writing seminar English 114 and, as of summer 2019, in a math or statistics course. Survey data since the program was piloted in 2013 have confirmed FSY’s success in meeting its goal to facilitate and enhance these students’ transition to Yale: relative to a control group, their average cumulative first-year GPA is consistently higher, they are more likely to have had study abroad experiences, and a higher proportion have assumed leadership positions in student organizations. In exit surveys, the majority of participants “strongly agree” that they are prepared to seek academic advice and support, to ask for help when needed, and to know what to do when something goes wrong. A substantially higher proportion of participants reported feeling “quite well prepared” or “very well prepared” to write clearly and effectively in their courses. As described in the projections for Standard 5, plans are in place to expand the FSY program size over time. In addition, an [FGLI website](#), introduced in fall 2018, provides streamlined information and services that are particularly crucial to this growing cohort. The site offers financial planning support and

advising, guidance on navigating academics and career planning, and FGLI life resources including a discussion series, a blog, an FGLI library, and a Facebook community page.

Yale's [Science, Technology and Research Scholars](#) (STARS) program serves as a pathway to achievement and persistence in the STEM disciplines. Combining course-based study, research, mentorship, networking, and career planning, it was designed to support women, minority, economically underprivileged, and other historically underrepresented students in pursuing scientific studies and careers. Since its launch in 1995, STARS has grown from a foundational program for first-year and sophomore students to a suite of academic enrichment opportunities spanning all four years of college as well as intensive summer research:

- [STARS I](#) is a first-year program of seminars, networking, mentorship, and professional development;
- [The STARS Summer Research Program](#) combines individual on-campus research with academic support and course credit; and
- [STARS II](#) provides stipends to cover individual student research beginning in the spring semester of the junior year and continuing through the following summer and both semesters of the senior year.

The STARS programs have been successful in promoting persistence in STEM majors at Yale. A 2005 study by the Office of Institutional Research revealed that students participating in STARS I were twice as likely as non-STARS I students to persist in the sciences. Students who completed all three components of STARS were seven times as likely as non-STARS students to persist. Most excitingly, even when compared to a group of academically better prepared, socioeconomically more privileged non-underrepresented minority students identified by the Office of Undergraduate Admissions for their scientific abilities, students who participated in all three STARS activities were more than twice as likely to persist as science majors. These encouraging results were highlighted by the 2018 Report of the University Science and Strategy Committee (described in detail in Standard 2), which states, “Data collected over two decades clearly demonstrate that STARS improves the retention and performance of its participants.” Among the Class of 2018, 12.5 percent of STARS participants went on to graduate or professional school, accounting for nearly 4 percent of members of the graduating class to pursue advanced study.

III. Projection

Our projections for Standard 8 reflect a promise to build on the existing efforts described throughout this chapter, and to further define, deepen, and document Yale's educational effectiveness. Central to the specific undertakings described below is a commitment to provide students (both prospective and current) and the public with much richer data and narratives that make more evident what is meant by “a Yale education”; to provide strategies and support for successfully undertaking such an education; and to demonstrate compellingly what one might reasonably expect to achieve and benefit by investing one's time, effort, and resources studying at Yale.

- We often monitor undergraduate student outcomes by specific groups—for example, first-generation and Pell-eligible students, or students who have worked, studied, or undertaken research abroad. Examples where such analyses occur regularly include [First-Year Scholars at Yale \(FSY\)](#), [Online Experiences for Yale Scholars \(ONEXYS\)](#), [Science, Technology and Research Scholars \(STARS\)](#), the [Academic Strategies Program](#), the Yale College faculty committees, the [Center for International and Professional Experience \(CIPE\)](#), and elsewhere throughout campus. Moving forward, we will aggregate these varied analyses to understand the dynamics of student outcomes in a more holistic and institutional context.
- Yale College is undertaking a project, led by the assistant dean of assessment, to create a “data dashboard.” This comprehensive, interactive hub of program data will inform our strategic planning efforts and foster a feedback loop from information to outcomes to improvements. A prototype of the new system is under consideration for fall 2019.
- The Graduate School of Arts and Sciences will continue to publish [Ph.D. statistics](#) on its website and track placement outcomes of its graduates, including information from individual departments (see, for example, the Department of Economics [Recent Placement Outcomes](#)). The Graduate Program Review initiative described in the appraisal section of this chapter will continue to assess how well we are meeting the needs of our Ph.D. students.
- With its mission of promoting equitable and engaged teaching throughout the university, the [Poorvu Center](#) will continue to promote, guide, and elevate academic assessment strategies during its course design institute (see Standard 6) and in other ways, working toward a model in which assessment of student learning steadily becomes a more visible feature of Yale’s academic culture.

Standard 9: Integrity, Transparency, and Public Disclosure

I. Description

Given Yale's motto of *lux et veritas*, issues of integrity, transparency, and public disclosure hold special meaning for our university. In the pages that follow, we explore the pursuit of light and truth along four dimensions: Yale's commitment to freedom of expression, our measures toward greater equity and inclusion, integrity of academic and business conduct, and the need for more effective mechanisms of public disclosure and accountability.

a. Freedom of Expression

As described in the introduction to this report, Yale's policy protecting and celebrating freedom of expression dates to the 1974 [Report of the Committee on Free Expression at Yale](#), chaired by Sterling Professor of History C. Vann Woodward. Freedom of expression includes the ability to protest others' speech—but neither to prevent it nor prevent it from being heard by others. The Woodward committee's report is widely disseminated and discussed frequently, and was the subject of President Salovey's [address to incoming Yale College students](#) in August 2014. Since the report was released, no speaker invited by our faculty or students that we know of has been disinvited to campus, nor has one been heckled so that he or she could not continue to deliver the speech. Yale hosts speakers from across the political spectrum, and welcomes vigorous debate.

b. Equity and Inclusion

Diversity and inclusion formed a large part of our introductory chapter, and certain programs in these areas have been treated in detail in other sections of this report—for example, the Office of Gender and Campus Culture, as described in Standard 5, and the Faculty Excellence and Diversity Initiative, discussed in Standard 6. Here we focus our lens more closely on specific components of our efforts to create a more equitable and inclusive community, free from discrimination, sexual misconduct, and bias.

Yale's [nondiscrimination policies](#) affirm the university's commitment to basing decisions of admission, education, and employment on the candidates' qualifications and abilities—and to working to attract qualified individuals from diverse backgrounds. Our [Office for Equal Opportunity Programs](#) serves as a campus-wide resource on these policies; it produces an [annual publication](#) that describes the resources available to Yale community members with characteristics protected by the university's nondiscrimination policies.

Our [Title IX efforts](#) are led by Vice Provost Stephanie Spangler, the university Title IX coordinator. Her office oversees Yale's policies and programs to address and prevent sex-based discrimination and provides leadership to the [deputy Title IX coordinators](#), a cohort of administrators and faculty members assigned to Yale College, the Graduate School of Arts and Sciences, and each of the professional schools. The Title IX office maintains a [web portal of campus resources](#) for those affected by sexual misconduct and a [Title IX website](#), which contains broader information about sex-based discrimination and provides access to relevant reports.

Yale prohibits all forms of sexual misconduct, and aims to eradicate such misconduct through education, training, clear definitions and policies, and consequences for policy violations. Our efforts in this area are treated in detail in the appraisal section of this chapter.

c. Integrity

Membership in the Yale community is guided by the policies for academic, ethical, and business integrity outlined, for students in the [Yale College Undergraduate Regulations](#), the Graduate School of Arts and Sciences' [Programs and Policies](#) bulletin, and the websites of the individual [professional schools](#); for faculty members, in the [Yale University Faculty Handbook](#) and the [Faculty Standards of Conduct](#) (both described in detail in Standard 6); and, for staff, in the [policies and procedures listed on the It's Your Yale intranet site](#), including Yale's [Standards of Business Conduct](#). Here we consider three essential mechanisms by which the integrity of the institution is governed and ensured: our copyright policy, the Yale College Executive Committee, and our research integrity policies and resources.

In our 2009 self-study report, we described Yale's existing copyright policy as "in serious need of updating to address copyright ownership issues as they relate to the creation of digital media." The [revised policy](#), maintained by Yale's [Office of Cooperative Research](#), specifies that "copyrightable works of authorship include...computer software and electronic chip designs," and that "[a]s a matter of fundamental policy, the [u]niversity encourages the wide dissemination of scholarly work produced by members of the Yale community, including copyrightable works." Accordingly, and in response to the deliberations of a [Committee on Online Education](#) convened by the provost from 2013 to 2015, Yale affirmed that course materials contributed by a faculty member to a digital course would be treated in the same manner as books, articles, and similar scholarly writings—i.e., that the university cedes copyright ownership of such materials to the faculty member. (Guided by the committee's report, the provost further determined that Yale retains ownership of the resulting digital courses and multimedia course materials, due to the substantial commitments of university resources for their development and implementation.)

The Yale College [Executive Committee](#)'s jurisdiction includes offenses described in the *Undergraduate Regulations* as well as other actions on the part of students that may in the judgment of the committee warrant disciplinary action because they may imperil the integrity and values of the Yale community or the well-being of its members. The committee may assign penalties as provided in the *Undergraduate Regulations*, although in some cases that authority resides in the university president or other university officials. In recent years, the committee has been challenged with cases involving student groups and plagiarism involving groups of students. We are just beginning to examine how we handle such cases and to develop training for students and faculty members on what constitutes plagiarism, especially in the sciences. These efforts are evaluated in the next section of this chapter.

The provost's [Office of Academic Integrity](#) maintains policies on, and promotes awareness of, ethical standards for the conduct of research and scholarship. Its published materials include [guidance on authorship in scholarly or scientific publications](#), information on [dealing with allegations of academic misconduct](#), and a listing of [school-specific policies](#). The office supports and complements the efforts of the various schools and departments throughout the university to ensure that the community has the training, tools, and guidance necessary to fulfill individual and institutional academic objectives with the highest level of academic integrity. It also oversees the implementation of Yale's procedures to address allegations of violations of the Faculty Standards of Conduct described in Standard 6.

Yale’s regulations governing integrity in research are further detailed in the [Responsible Conduct of Research](#) (RCR) policy maintained by the [Office of Sponsored Projects](#); RCR training is a funding requirement of the National Institutes of Health and the National Science Foundation.

d. Public Disclosure

The [Yale website](#) is our primary means of regular and widely accessible public information. However, the decentralized nature of the university has been mirrored in the organic growth of our web presence. This results in significant communication challenges. In late 2014, our [Office of Public Affairs & Communications](#) initiated a redesign of the main yale.edu site in an effort to improve accessibility of information about the university. Conducted in partnership with Yale’s [information technology division](#) and an external consulting agency, the project resulted in a more engaging design, enhanced mobile experience, new wayfinding tools, improved infrastructure, and an overall richer presentation of the stories, people, and places across our campus.

Beyond general university information, one of the most vital areas of public disclosure both internally and externally is in the provision of course information. Until the 2016-17 academic year, the [Yale College Programs of Study](#) (YCPS) undergraduate course catalog was released annually in hard copy, a format widely referred to as the “blue book.” At the time of the transition to an exclusively digital format, the blue book was Yale’s only remaining printed catalog of courses and academic policies. An online version had been launched three years prior; with each subsequent edition, requests for printed copies decreased as the adoption of the online bulletin became widespread. The move to a digital format enabled departments and programs to provide up-to-date information about their offerings throughout the academic year, in turn benefiting everyone who uses the online YCPS. It also allows us to produce the YCPS for public release earlier than the print copy could be produced in years past. Complementing the YCPS, our [Yale Course Search](#) website allows students, prospective students, and the general public to find course information by subject, school, instructor, schedule, and other parameters.

Finally, our new [web accessibility policy](#), adopted in 2018, reflects Yale’s commitment to making information, programs, and activities on its websites and web applications maximally accessible. The policy establishes requirements for procuring, developing, and modifying university websites so that they are accessible to people with disabilities—thereby serving to address the needs of individuals with disabilities who use our websites and web-based applications to participate in Yale programs and activities and the conduct of university business. Additional details can be found on the [Usability & Web Accessibility website](#).

II. Appraisal

Our ability to carry out Yale’s mission rests on “the free exchange of ideas in an ethical, interdependent, and diverse community.” Integrity, transparency, and public disclosure are, thus, integral to—and inseparable from—our academic enterprise. We opened this chapter by affirming the place of freedom of expression at the very core of the university. Yet “the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable,” laid out in our policy on free expression, would wither in the absence of a community grounded in shared values of scholarship, inclusion, and respectful debate. These pursuits must be further bolstered

by practices that safeguard Yale’s integrity, ensure that we carry out our work openly, and demand that we hold ourselves accountable to the goals we have set for the university.

Free Speech and the Events of Fall 2015

A deep commitment to freedom of expression has been embedded in Yale’s DNA for more than four decades. It is critical to our mission of educating well-rounded leaders that our students engage with those who differ from themselves, those whose perspectives they may not have encountered before. By grappling with new ways of thinking, students refine their understanding, sharpen their intellect, and enhance their ability to tackle the world’s hardest problems.

We have policies that enshrine this freedom, including both the Woodward committee report, described earlier in this chapter, and a 1989 successor document, the [report of a Committee to Study Freedom of Expression](#) chaired by Robert Adair, now Sterling Professor Emeritus of Physics. The latter report has received less attention in recent years than the former, but it bears attention for its treatment of the dual imperatives of free expression and respect. In it, the committee addressed “attacks on personal characteristics or private behavior [that] have been the source of offending speech” and recommended adding sexual orientation to the Woodward report’s specification that “no member of the community with a decent respect for others” should use slurs to discredit characteristics such as race, ethnic group, religion, or sex.

These issues came forcefully into focus during the fall semester of the 2015-16 academic year. Several incidents in quick succession—a report of discriminatory conduct at a fraternity, a message to students about Halloween costumes, and a subsequent verbal altercation between a Yale College faculty member and a student that circulated widely on social media—led to debate and protest on our campus and drew sustained attention from the national press. It became clear that although our policies call for the coexistence of free speech and respectful inclusion, privileging those values equally and simultaneously is by no means a straightforward task. Our efforts in the ensuing four years (described in the introduction to this report) have focused on celebrating diversity, reiterating our community’s shared values, and shining a spotlight on the policies that preserve freedom of expression on our campus. We have made it a priority to carry out new initiatives—for example, the work of the [Committee to Establish Principles on Renaming](#)—with thoughtful, transparent processes and widespread community input.

Yale has many resources to support and protect freedom of expression. Our student life office publishes guidance on [free expression and peaceable assembly](#). President Salovey frequently refers to Yale’s commitment to freedom of expression in his campus messages and speeches (see, for example, his welcoming [address to the Yale College Class of 2018](#)), and has written op-ed pieces on the topic in the [Wall Street Journal](#) and [New York Times](#). With one of the most sweeping policies to protect freedom of expression—and at a time when the balance between that freedom and a concern for equity and inclusion are ever more vital in the national and global conversation—Yale has taken a leading position.

Working Toward a Better Yale

In an email entitled “[Toward a Better Yale](#)” in November 2015, President Salovey responded to the events that had shaken our community earlier that month (see above). His campus-wide communication announced a four-pronged effort to build a more inclusive Yale by strengthening

the academic enterprise; expanding programs, services, and support for students; improving institutional structures and practices; and broadening representations of diversity on our campus.

Yale's [Center for the Study of Race, Indigeneity, and Transnational Migration](#) was established in February 2016. To support the president's commitment to enhance the study of "the histories, lives, and cultures of unrepresented and under-represented communities," the deans of Yale College and the Faculty of Arts and Sciences (FAS) created and circulated a list of relevant courses. The FAS deputy deanship for diversity and faculty development (see Standard 6) and [Advisory Committee for Diversity and Faculty Development](#) also were initiated in late 2015.

Program budgets for Yale's four [cultural centers](#) were nearly doubled for the 2016-17 academic year, augmenting increases and ongoing facilities upgrades resulting from a previous external review and enabling these centers to serve far larger student communities (after years of budget stagnation). Since then, the centers have also broadened their focus to include greater emphasis on outreach and programming for graduate and professional students, on engaging with the larger diversity objectives of the university, and on expanded outreach to the greater New Haven community. A review of funds for student emergencies and special circumstances, begun in 2015, paved the way for the launch of the [SafetyNet](#) portal (see Standard 5) in fall 2018.

This suite of initiatives also included plans to review and strengthen our measures to address discrimination and misconduct. In 2017 we revised the [Sexual Misconduct Response & Prevention](#) website to improve the visibility and accessibility of Yale's support resources and reporting mechanisms. We also expanded the [Bulldog Mobile](#) (LiveSafe) app to include options for online communication with Yale's Title IX office and the [SHARE Center](#). And to further the commitment to better represent diversity on campus, the president's [Committee on Art in Public Spaces](#) began surveying the Yale community for views, suggestions, and proposals for art, and developing principles to guide the creation, acquisition, and installation of public art on campus.

Expanded Resources to Address Sexual Misconduct

In 2011 Yale took a number of steps to fortify its response to sexual misconduct. Among other measures, we centralized oversight for Title IX in the Office of the Provost, increased the support and counseling resources of the [SHARE Center](#), launched the peer [Communication and Consent Educator](#) program, and established the [University-Wide Committee on Sexual Misconduct](#) (UWC) to address formal complaints of sexual misconduct involving students and faculty members. Additionally, we created the [Sexual Misconduct Response website](#) to raise community members' awareness of all the resources—including the Title IX coordinators, the SHARE Center, and the Yale Police, as well as the UWC—available for reporting experiences and seeking assistance and accommodations.

Since 2012, Yale's Title IX office has published anonymized semi-annual [reports](#) providing both statistical and descriptive summaries of complaints of sexual misconduct brought to the university's attention through the UWC, the Title IX coordinators, and the Yale Police Department. Although we are not required to publish these reports, we do so to be more transparent, and to communicate visibly and regularly to the university community about available resources and support.

Recent initiatives include the creation of bystander intervention programs relevant to the graduate and professional student experience. To date, nearly 5,000 graduate and professional students and a large number of faculty members have completed training through these programs. Additionally, in July 2018, we launched a new Title IX online training program. Designed to support Yale's efforts to cultivate a community where sexual misconduct has no place, the program, [Preventing and Responding to Sexual Misconduct](#), provides information and tools for anyone experiencing or witnessing sexual misconduct. It responds to Yale's obligation, under state and federal law, to provide annual foundational training on sexual misconduct to all faculty members, students, and staff members. It supplements the existing in-person workshops and training sessions of the Title IX office; those that many schools and departments have developed with the goal of exploring and enhancing cultural values; and the mandatory sexual harassment training required by the state for employees in supervisory roles.

We learn continually through input from our community and also from our experience with complaints and investigations. Notably, one such [investigation](#) highlighted deficiencies in historical faculty disciplinary oversight and record-keeping. As a result, we are strengthening relevant procedures.

Fostering and Reporting on Integrity and Inclusion

The previous section of this appraisal illustrates our attention to and increased effectiveness in addressing and reporting on sexual misconduct. However, until recently, we had information only about those experiences of sexual misconduct that were reported to a university official. To gain more complete information about student experiences and perceptions, in 2015 we participated with twenty-six peer institutions in the [AAU Climate Survey on Sexual Assault and Sexual Misconduct](#). Data from that survey showed that for Yale—as for our peer universities—our efforts in this area remain a work in progress and require sustained attention and allocation of resources. One action taken in response to the 2015 survey was to make our programs more visible and accessible to the community, as described above. Likely as a result, reports of sexual misconduct brought to the university's attention have increased nearly three-fold since the survey. This past spring we participated, this time with thirty-two peer institutions, in the [second AAU climate survey](#). The results are expected this fall, and we would welcome the opportunity to brief the visiting committee members in person during their site visit to campus the following month.

Discriminatory or harassing acts motivated by a person's race, ethnicity, sex, or other characteristics enumerated in the university nondiscrimination statement (see above) constitute violations of university policy, yet our processes for adjudicating issues of race-based misconduct are somewhat less well developed than those to address sexual misconduct. In February 2016, Secretary and Vice President for Student Life Kimberly Goff-Crews announced the creation of [a new website for students](#) that collects and organizes the university's policies, procedures, and resources for reporting and resolving incidents of discrimination or harassment. The site brings together [complaint resolution mechanisms](#), including the [President's Committee on Racial and Ethnic Harassment](#), available to any student who believes that a member of the Yale community has harassed him or her because of race or ethnic origin.

Oversight of the [Yale College Executive Committee](#) was moved in fall 2017 to the student affairs division to allow the committee to serve a more educative function. While [reports](#) of the Executive Committee’s cases are made available, there is not enough detail in these reports required to better diagnose the source of cases involving groups of students (e.g., sharing problem sets) or organizations (e.g., student organizations).

Transparency and Public Disclosure

As described in the previous section of this chapter, a large portion of Yale’s online presence grew up organically, developed by units across the organization. Without an overarching web architecture or central oversight, it has been challenging to effectively channel content to our internal and external audiences; for the wider public, the lack of clear navigation makes it challenging to find appropriate information.

With the redesign of the main yale.edu site, we made some headway toward addressing these issues. Visitors to the [Yale home page](#) now can directly access key areas of information including links to the various academic units, our research and collections, admissions, and recent news. A “closer look for the curious” feature encourages unguided exploration of university web pages including cultural and international programs, campus life, and teaching resources. In early 2018 we introduced a reconfigured [Leadership & Organization](#) section of the main site to more clearly explain the interrelated roles of the Yale Corporation, the University Cabinet, and the academic and administrative leadership units.

III. Projection

Our projections for Standard 9 emphasize internal clarity in areas of high importance and potential impact. We have identified communication with our students, faculty, and staff as an area for change. In the case of the student population, because turnover is constant, having an easily located central “hub” of essential information would improve and broaden a sense of understanding—and being a part of—the larger university mission.

- Yale College’s website is being redesigned to give users a better sense of the college’s identity, its mission, and the education it offers to its students. The site will direct specific audiences to tailored resources and guide them through more complex requests such as understanding advising or planning a course of study. It also will expand access by complying with Yale’s recently implemented web accessibility policy, described on page 96.
- In April 2019, President Salovey announced that Secretary and Vice President for Student Life Goff-Crews would lead the coordination, strategy, and alignment of all campus-wide Belonging at Yale and diversity, equity, and inclusion efforts, working closely with the President’s Committee on Diversity and Inclusion, deans, and other senior leaders on campus. A new deputy secretary will be appointed to support the implementation of diversity, equity, and inclusion initiatives by schools and units, and to supervise specialists who will provide ongoing, targeted training on responding to discrimination and harassment and creating a culture of belonging to prevent such behaviors.