



# BELONGING AT YALE



## Yale Divinity School

### From the YDS Antiracism Task Force Co-Chairs

We understand the work of anti-racism, equity, inclusion, and belonging to be essential to the intellectual and ethical development of students at YDS. One should graduate from YDS having encountered broad theological and historical contexts of Christian communities and ideas, and with the ability to contextualize the history, locations, structures of power, and ethical quandaries of one's areas of study.

—Professors Willie Jennings & Laura Nasrallah

### DIVERSITY, EQUITY + INCLUSION PLAN

#### SCHOLARSHIP, RESEARCH, PRACTICE, & TEACHING

Revise faculty governance issues, including updating promotions/tenure procedures to implement best practices for addressing inequities in race, gender, sexuality, and disability.

Update search, promotion, and tenure procedures to interrogate current use and effect of the term "excellence." Include implicit bias and antiracism work in annual reviews.

Redesign Black Church Studies and explore a prison ministry initiative.

Conduct biannual review of curriculum specific to antiracist pedagogy and instruction.

Create scholarships and other support for students working on social justice.

#### DIVERSITY OF THE YALE COMMUNITY

Continued emphasis on faculty development & hiring.

Strengthen curricular offerings by creating two new positions, in Latinx Studies and Asian Theology. New hire with expertise in social work/mental health/pastoral care and counseling.

Create ambassador program for student outreach to BIPOC admittees.

Continue search for faculty members in African American Religious History and in World Christianity with focus on Africa.

Strengthen student programs and groups to build community for students who are part of one or more underrepresented identities.

#### EQUITABLE PROCESS, PROCEDURE, & RESPONSES

Create stipends for social justice research and budget for attendance at Samuel DeWitt Proctor Conference.

Evaluate sponsorship of conferences for underrepresented groups.

Review admissions processes.

Evaluate hiring & search processes for staff, establishing antiracist protocols.

Remodel Quad exterior to ensure accessibility. Renovate remaining restrooms to enhance functionality for all groups.

Explore book fund or stipends to help students with costs.

#### PROFESSIONAL & PERSONAL DEVELOPMENT OF INCLUSIVE PRACTICE

Standardize annual DEI and belonging professional development workshops for faculty and staff.

List priorities for Development Office for antiracist initiatives. Apply for Lilly Grant to build training program for social justice.

Analyze course evaluations to determine whether they skew negatively against BIPOC faculty and those who identify as women.

Create map of places where students can make space for nurture and support; e.g. labyrinth, DivFarm, Annand Room.

#### ACKNOWLEDGEMENT, RECOGNITION, & RESPECT

Strategize permanent funding for Streets Social Justice Prize.

Evaluate relations with BIPOC alums. Strengthen YDS alum-student alliances, connecting alumni of color with current students of color to help steward them through their experience at YDS and continue connections beyond.

Identify diverse group of alumni with relevant training—especially those doing antiracism work in nonprofit sector—who can mentor current YDS students and/or faculty.

#### COMMUNICATION, TRANSPARENCY, & ACCOUNTABILITY

Evaluate social media presence with an eye to how BIPOC applicants will perceive YDS.

Enlist faculty in BIPOC student recruitment.

Develop plan for public response to racist events (nationally and internationally), especially but not only as these touch upon the topic of religion.

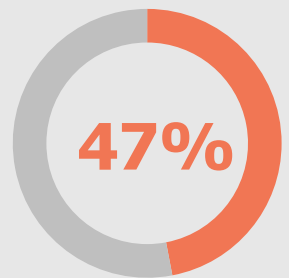
Continue to offer communications to students on mental health resources and report regularly to faculty on student well-being.

Increase training for faculty, staff, and students on Title VI and Title VII protocols and procedures.

### ACCOMPLISHMENTS

- Elevation of DEI position to Associate Dean
- Latest issue of *Reflections* devoted to theme of disability/belonging
- Two Black assistant professors promoted to associate for 2021-22
- Women represent over half of tenure-track faculty
- Tripled faculty of color and doubled students & staff of color over past decade

7 OF LAST 15 FACULTY APPOINTEES ARE PROFESSORS OF COLOR



**LYNN SULLIVAN**  
ASSOCIATE DEAN  
FOR DEI

### PLANNING TEAM

[ANTONIO BRAVO](#)  
[SARAH DRUMMOND](#)  
[JENNIFER HERDT](#)  
[DEBBY JAGIELOW](#)  
[WILLIE JENNINGS](#)

[TOM KRATTENMAKER](#)  
[LAURA NASRALLAH](#)  
[JEANNE PELOSO](#)  
[MARKUS RATHEY](#)  
[JOHN STACHNIEWICZ](#)  
[LYNN SULLIVAN \(CHAIR\)](#)

“We aspire to build a diverse community where everyone can experience a true sense of belonging. Only then will we realize the true meaning of community.”

—Dean Gregory E. Sterling

