

Report of the Committee on Diversity and Inclusion

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The Process

For the last few years, students have been organizing around a variety of issues related to diversity and inclusion at the Law School. Last year, the Coalition of Concerned Students raised concerns at the “State of the School” address. In response, the Dean convened the Committee on Diversity and Inclusion and charged it with “recommending initiatives to enhance diversity and inclusion within the YLS community.” The Dean appointed three co-chairs in the spring (James Forman, Heather Gerken, and Tom Tyler). They met with numerous students in the spring to identify potential areas of concern, holding over 40 meetings between spring break and finals.

The remainder of the Committee was selected over the summer. The Committee was composed of a roughly equal number of students and faculty. Members came from many backgrounds and possessed a wide range of views on these issues. The entire Committee did background reading over the summer. During the fall we had a standing meeting on Fridays for an hour and a half and broke into faculty-student teams to investigate the concerns that students had raised. We completed our deliberations in early December with a mini-retreat.

The process worked in a fashion characteristic of the Law School. Students, both on and off the Committee, were full and valued partners in this process. They approached these questions pragmatically, listened carefully to counterarguments, and helped us find one solution after another that addressed their concerns while fitting well with Yale’s unique culture. We also appreciate the hard work put in by the administrative staff, who graciously complied with our many requests for information.

We relied on a variety of sources of information during our deliberations. In addition to a very large number of meetings with students that took place one-on-one or in small groups, we created a survey instrument to enable anyone on the staff, faculty, and student body to comment. The Committee also met with members of every affinity group, student leaders from a wide variety of organizations, a liaison to the Student Representatives, the leadership of the Alliance for Diversity, and many staff members and recent graduates. Our student members served as

day-to-day ambassadors with the student body, and the Committee's three chairs met with anyone who requested a meeting. We also had access to surveys conducted by the student representatives as well as a number of reports compiled by students and faculty in years past (including a prior faculty report, the Yale Law Women Speak Up and Speak Up, Now What? reports, Trans at YLS, and the Class Action Report). Finally, we spoke with young alumni, reached out to peer schools, and surveyed best practices.

Once the Committee had come up with a tentative set of recommendations, it once again reached out to the community. Associate Dean Ellen Cosgrove and Heather Gerken met with all of the affinity groups, the three Committee chairs spoke with more than 40 faculty members, and the Committee hosted a town hall that was attended by a large number of staff, faculty, and students. The committee also met with the faculty to discuss its findings. The recommendations were received enthusiastically in all quarters, and the faculty has already begun brainstorming on how to continue the conversation.

While the Committee was open to all input about student and faculty concerns, it exercised independent judgment in choosing priorities. In some instances, we chose not to follow up on some of the concerns raised. For instance, while the Coalition of Concerned Students initially requested that YLS amend its mission statement to include diversity, the Committee ultimately concluded that our students (including a majority of affinity group members) had relatively little interest in, or even knowledge of, the mission statement. Moreover, those who felt strongly about the issue recognized that other projects could have a similar impact. Similarly, while some students early on in the process questioned whether "The Wall" (the School-wide listserv) undermined community values, our own investigations suggested that most students—including most affinity group members—valued the role the Wall plays in fostering dialogue even on potentially divisive issues, especially if the administration and faculty play a more active role in setting an inclusive tone at the Law School.

In other instances, we concluded that the students' requests were too modest. The Coalition of Concerned Students, for instance, requested that YLS lift the moratorium on student group activities during the first few weeks of the semester. Our dialogue with the students made clear, however, that this request was a stand-in for a deeper set of concerns about mentoring and integration. As our report makes clear, we think there is a great deal more to do on this front and have gone well beyond the Coalition's recommendations.

While we focused on the concerns voiced by members of affinity groups, it is worth noting three things. First, we approached this process with a broad conception of diversity, one that included political, methodological, and religious diversity. Second, while there is a great deal of heterogeneity among and within our affinity groups, we found deep commonalities in the concerns put forward by the affinity groups. Third, we were struck both by how many of the concerns raised by

the affinity groups reflect shared commitments of our student body and by how many of our proposals will benefit the entire student body. These are perhaps obvious points, but worth offering nonetheless.

After months of investigation and deliberation, we emerged with a unanimous Committee report and a set of proposals that we hope will strengthen Yale's learning environment and community. We have made roughly 60 recommendations, all of which are detailed in the appendix. In many instances, efforts are already under way to implement our proposals. In others, the Dean has already committed the staff and resources needed to do so. Other recommendations will require further work by the faculty before they can be put in place. We hope that these steps will be taken as quickly as possible.

The willingness of the Administration to fix problems as we found them has mattered immensely to the students and was commented on repeatedly throughout the process. As a result, we are able to do something unusual for a law school committee—we are able to report on progress being made in each of the areas where we have made suggestions.

Guiding Philosophy

We recognize that each member of our community will come to his or her own view on these questions, but we thought it nonetheless useful to state our own views.

Yale Law School has always understood its mission to include training the next generation of leaders in the profession. That next generation of leaders will themselves be far more diverse than prior generations and will need to negotiate a far more diverse world. Moreover, evidence suggests that diversity spurs innovation and improves problem-solving. We believe that if Yale wants to continue to lead the profession, it must lead on this issue as well.

Any school that wants to train the next generation of leaders must pay attention to the environment in which they will lead. Our population is shifting dramatically. A recent report by the PEW Research Center suggests that 82% of the population growth between 2005 and 2050 will be immigrants. In 2050, Hispanics will make up 29% of the U.S. population and whites will be a minority. Further, racial, ethnic, and wealth inequality remain central concerns in our society. Finally, deep levels of political polarization have had a dramatic effect on how our government functions.

These realities have shaped our recommendations. We believe that Yale should think creatively and strategically about how best to train a diverse group of leaders who are, in turn, ready to address the needs of a diverse society. One of the central tasks of the leaders in our profession will be to forge ties across racial,

ethnic, socioeconomic, and political lines. The question before us is how to equip the next generation with the skills they need to achieve that mission.

Our Committee focused not just on diversity, but on inclusion. Yale has always prided itself on providing a rich, challenging, and empowering learning environment for all of its students. Inclusion is a crucial part of the equation. Students and faculty who come from different backgrounds or hold different views must be part of the conversation, must be able to take advantage of the full panoply of professional and intellectual opportunities that Yale provides, and must be treated as full and valued members of the community.

Finally, we strongly believe that issues involving diversity and inclusion don't involve easy fixes and require regular and sustained attention. We hope these concerns remain part of our ongoing conversations and have made numerous recommendations to ensure that is the case.

Student Diversity

A diverse student body is central to our ability to carry out Yale's mission of training the next generation of leaders in our profession. The small size of our student body has always been one of our great strengths, but it also means that affinity group members can feel isolated and their support networks may be smaller than at larger institutions. For these reasons, we believe that Yale should strive for the most diverse student body of any elite law school.

We lack the ability to track diversity along a variety of dimensions, but we are able to compare ourselves to our peers in terms of racial and ethnic diversity. While our overall numbers are roughly comparable to our peers, the Committee was particularly concerned about the small number of Blacks in our first year class as well as the enrollment of Blacks and Latinx over the last few years. While we don't have adequate data to make a full assessment, we paid close attention to our yields for First Generation Professionals (FGPs) and conservative students.

Based on our initial review, we are convinced that we can and should do better. The Committee offers a variety of recommendations, large and small, to create a more diverse student body, as detailed in our appendix. We should focus on recruiting more applicants, ensuring full consideration to all strong candidates who have applied, and improving our yield.

One of our key recommendations is for Yale to energetically recruit minority applicants, just as all of our peers do. This is plainly a place where there is room to improve, and we ought to do everything we can to recruit the students we have already admitted. Our recommendations include encouraging qualified applicants to apply, ensuring we don't overlook excellent candidates during the review process, and engaging in more energetic recruiting for candidates who have been admitted, especially during Admitted Students Weekend. Admitted Students

Weekend should include more affinity group programming. In addition to getting more student input into planning the Admitted Students Weekend, we should reach out to our young alumni, who are ready and eager to help.

The Admissions Office requires additional support in these efforts, especially from the faculty. More faculty should call new admits and take part in Admitted Students Weekend. Even small-scale efforts matter. Other schools, for instance, have had great success with faculty sending letters or signed books to new admits interested in the faculty member's area of expertise.

Affinity group alumni are eager to help recruit and should be encouraged to play a role as well. Just to offer a small example of how our alumni might help, we often lose excellent minority and First Generation Professional applicants to exploding scholarship offers from other schools. It would be very useful to connect those admitted students to current students and alumni who turned down similar offers and could help applicants think through the tradeoffs during the short period in which they are forced to decide. Moreover, contact with alumni showcases one of Yale's greatest strengths: alumni networks that can be of particular importance to students from traditionally underrepresented backgrounds.

In addition to tracking diversity on a larger variety of measures, areas for further inquiry include examining how to diversify the body of students admitted through the transfer process and paying close attention to the role financial aid plays in the recruitment process.

Progress Thus Far

The Admissions Office conducted a thorough review of the admissions process with the chairs of this Committee. Associate Dean Rangappa has hired Diversity Representatives to reach out to potential candidates and to recruit admitted students of color. She has also convened an advisory committee of students and faculty to advise her on recruitment efforts. Plans are underway to revamp and supplement the diversity programming for the Admitted Students Weekend, and the school has already begun reaching out to young alumni. Finally, a number of faculty have committed to take part in the recruiting process, including hosting events at their homes.

Faculty Diversity

Faculty diversity has been a major concern for our students. Their reasons are deeply familiar to anyone in the academy. They included professional concerns related to mentoring, networks, and role models as well as expressive values related to inclusion and respect. Students were concerned not just with ethnic, racial, and gender diversity, but with methodological and political diversity. For instance, the students noted the dearth of conservatives on our public law faculty, the absence of a critical race theorist, and the shortage of faculty who specialize in poverty law or teach courses on civil rights.

While our numbers overall are roughly comparable to our peers, Yale should be leading its peers. We are especially concerned about the number of Blacks and Latinx on our faculty. In 2003, there were three Black faculty outside the clinics. Now there are two Black faculty outside the clinics and one within them. During the last twelve years, the number of Latinx faculty members has increased from zero to one.

In light of these facts, we are reluctant just to issue a statement of values one typically sees in committee reports. It is time for the Dean and the faculty to rethink the fundamentals and approach these issues far more systematically than they have done in the past. They should also consult with the University to identify the resources available for designing an inclusive hiring process. Given that Yale trains so many legal academics, it is also time to think very hard about the mentoring process and informal networks that channel students into academic careers. We need to be more strategic, more reflective, and more focused on the long-term effects of our role in training the next generation of academics.

Progress Thus Far

Both our nonclinical and clinical hiring committees have voted on a diverse slate of candidates this year. Next year, there will be six visitors in our clinics. All of them will be women, and three will be women of color. Our nonclinical faculty have also made visiting and permanent offers to seven faculty of color, including two who teach Critical Race Theory.

Mentoring

One of the most important lessons we learned during this process is how much mentoring matters for diversity and inclusion. Indeed, our discussions with students were so illuminating that it shifted the agenda of the Committee. Some of our students arrive at Yale with a robust professional network and a great deal of professional wherewithal. Others don't. Virtually every student with whom we spoke on the topic made clear that mentoring is crucial for those in the second camp. While Yale's informality is one of its strengths, it can make it more difficult for students to forge their career paths. Mentoring helps level the playing field, build community, and pull students into the life of the school. Mentoring matters not just for concrete professional reasons, but also for reasons of belonging.

All of our students require professional mentoring, of course, and we are confident that Yale does a better job mentoring its students than any other school. Nonetheless, it is essential that we level the playing field for students who do not come to the Law School with robust professional networks. Much mentoring occurs informally, even invisibly, through ties to peers, family, and faculty. Students who arrive at the Law School with a robust peer and family network encounter little

difficulty in figuring out how to take advantage of the wealth of professional resources the faculty provides. But students who do not possess these networks require additional support. While the small group system is designed to ameliorate these problems and often does, it can also compound them because there are disparities in the mentoring provided by small group professors.

The affinity groups have taken on substantial mentoring activities, and much of the work is done by women and students of color. To give you a sense of the service-oriented, community-building work our affinity groups provide, here is a sampling of what kind of programming a typical affinity group does for first-semester 1Ls: orientation sessions; writing and cite-checking workshops; sessions on the summer job process, clerkships, the *Yale Law Journal*, fellowships, and FIP; buddy programs for students; mentorship programs with alumni; programs on becoming an academic; lunches and dinners with faculty; and reading groups.

Needless to say, the Office of Student Affairs runs similar programming. But the Student Affairs Office is required to open sessions to everyone, which means those sessions cannot be tailored to the particular needs of affinity group members. Moreover, students—particularly students who do not have lawyers in their family or who are the first in their family to attend college—find it easier to ask questions in a smaller setting with trusted colleagues. That should surprise no one. Semi-private, informal settings are precisely where informal mentoring takes place for students who are highly networked.

This important service and leadership work has not been properly celebrated. Moreover, until the arrival of Ellen Cosgrove, our new Dean of Students, that work was also made more difficult by a cumbersome budgeting process and micromanagement of student initiatives. To be clear, student leaders showed no interest in having the Dean of Students take over these duties. They derive personal satisfaction from doing work that matters. But they want the work to be acknowledged and supported.

Students aren't just concerned about peer-to-peer mentoring, but also faculty mentoring. While a number of our faculty are excellent mentors, the work of mentoring is not spread evenly among the faculty. Our own sense is that many faculty members engage in a fair amount of professional mentoring and would very much like to mentor a diverse group of students. The problem is that neither the students nor the faculty have a clear idea of how to jumpstart those relationships. Students, in particular, can be unsure about when they can ask for a recommendation from a professor or how to attend office hours, so they sometimes don't ask for the assistance that our faculty provide as a matter of course. Finally, our young alumni are also an underutilized resource. They are ready and eager to help and thus represent an additional resource we can tap.

For all of these reasons, the Committee concluded that YLS should engage in a major mentoring initiative while making substantial changes to the Office of

Student Affairs. While we have listed all of our specific recommendations in the first appendix, they center around four goals: (1) improving faculty mentoring, (2) creating a minimum baseline for faculty mentoring in small groups, (3) hiring a diverse faculty, and (4) recognizing and facilitating the mentoring efforts of students and young alumni.

Many of our suggestions center on improving faculty mentoring. One of our main proposals is to work with the Dean of Students Office, YLW, and affinity groups to develop a “Best Mentoring Practices” guide akin to YLW’s best teaching practices guide. We’ve been impressed with the effect the YLW guide has had on teaching. We should initiate a similar conversation about professional mentoring. We hope this best practices guide will also make it easier for students to seek the mentoring they need by making transparent how the mentoring process works and what students can ask for—and expect—from faculty members.

Mentoring is particularly salient if Yale seeks to produce a diverse cohort of academics. We know that professional mentoring and informal networks play an important role in channeling candidates into the teaching market. We have graduated at least a generation of diverse students, and yet our young faculty cohort does not fully reflect that diversity. We can surely learn from the work done recently by Professor Reva Siegel, Professor Ian Ayres, and others on the Law Teaching Committee. So, too, has our process become more inclusive in recent years due to the efforts of our recent clerkship chairs. For example, this year under Professor Amy Chua’s leadership, roughly half of the Black Law Students Association (BLSA) and Latina/o Law Students Association (LLSA) 2Ls already have clerkships, and the hiring season hasn’t even finished. In both instances, the faculty became more self-conscious and thoughtful about the professional mentoring it was already providing, and as a result we did a better job mentoring *all* of our students.

Other recommendations include creating a mentoring award for faculty and finding better means of connecting students with mentors in their areas of professional or intellectual interest. We have emphasized faculty mentoring because the evidence suggests it is extremely important for creating an inclusive community in which our students thrive. But we are also aware that, unless these added responsibilities are shared broadly throughout the faculty, this can end up imposing another extra burden on faculty who have already undertaken substantial mentorship commitments. We suggest that the school think creatively about how to recognize, support, and reward this mentoring work through all the means it has at its disposal.

We also believe that the Law School should reinforce a minimum baseline to ensure mentoring duties are shared, particularly among small group professors. These are our norms, but we have slipped from them. We recognize that it is difficult to staff the first-year term. Nonetheless, over time we believe that those who refuse to engage in basic mentorship activities should be taken out of the small group teaching rotation. Moreover, given how much transparency matters for students

who lack a professional network, faculty should be strongly urged to post research assistant positions and office hours online.

Finally, we'll note yet another connection between the concerns outlined here and those described above. Mentoring should not fall solely upon the shoulders of our faculty of color, our female faculty, or our conservative faculty. Nonetheless, we do believe that hiring a diverse group of faculty will help ensure that our faculty is capable of mentoring and providing career assistance to our diverse student body.

The Committee's final set of mentoring proposals centered on recognizing and supporting the peer-to-peer mentoring done by our students and encouraging young alumni to take part. As we noted above, the work our students do to mentor and integrate 1Ls into Yale is important and should be celebrated. We would thus encourage the Law School to develop prizes to honor student service in the same fashion we honor student writing, clinical work, etc.

We'd also like to ensure that our affinity group members have access to professional networks that are as robust as those of our most privileged students. Our aim is to connect affinity group members with support networks from the moment they are admitted to the Law School until after they graduate. Efforts might include sponsoring informal summer events in major cities that bring together new admits, current students, and young alumni; funding affinity group gatherings with young alumni; and building affinity group alumni associations. More modest proposals include creating more community-building opportunities during Orientation and initiating a "fellows" and an "associate fellows" program similar to the residential college fellows program in order to bring members of the Yale/New Haven community into the Law School.

Finally, we have urged the Dean of Students to implement a better budgeting and management system for student groups. This is a change that will obviously affect all student groups. Because our affinity groups and affinity group leaders do so much programming and mentoring work, however, it matters a great deal to our efforts to create an inclusive community.

Progress Thus Far

Every change we recommended to the Dean of Students Office has been implemented. So, too, has the Law School begun to move forward on a number of mentoring initiatives. The Law School is providing the funding to hire and train teaching assistants for each 1L section and is revamping the training of the Coker Fellows. As noted below, the Law School has also begun to build out our alumni networks, and it has set aside funding and support for staffing to strengthen our mentoring infrastructure, including hiring a diversity consultant. Finally, members of the faculty have called for greater engagement and training on this front, including a discussion at the Faculty Retreat.

Diversity Dean

One of the questions that arose in almost every one of our discussions was whether to recommend the hiring of a Diversity Dean. The Coalition of Concerned Students made just such a proposal, and some schools have begun taking this route.

We had a lively and thoughtful discussion on the subject both inside and outside of the Committee. It is clear to the Committee that the Law School needs to devote more resources to diversity issues. These issues have been neglected in some offices, and there has not been enough coordination among offices. Moreover, in the past, students have been asked to perform roles that are more sensibly performed by our staff, including compiling data, maintaining alumni databases, and building ties with alumni. In addition, we all recognize the importance of keeping this conversation going. Charging an administrator with a diversity portfolio is one strategy for ensuring that these issues aren't neglected over time.

There are downsides to this approach as well. We worried about a Diversity Dean being marginalized. We worried that the position might suggest that diversity isn't centrally part of every administrator's mission. And we worried that we lack the expertise to decide on how to structure the support needed. Would it be better to have a high-level dean with diversity in his or her portfolio or to build out administrative support in each individual office?

For these reasons, the Committee recommends that the Law School hire a consultant to examine the support YLS provides for diversity, survey best practices at other schools, and make a recommendation on how best to support diversity initiatives going forward. The consultant could also help implement the Committee's recommendations in the coming months, particularly those having to do with admissions and alumni. In making this recommendation, we fully expect that the consultant will conclude, as we do, that YLS requires more administrative support on this front. We hope that the consultant can help us identify the most efficacious strategy for providing it.

Progress Thus Far

As per our recommendations, the Law School hired a diversity consultant before the public release of our report. Sharon Brooks served as our Associate Dean of Student Affairs several years ago, and she brings deep knowledge and expertise to these problems. She will be working with the Law School for a year to help implement our proposals and identify the best path forward.

Classroom Climate

Students raised concerns about classroom climate. We should emphasize that not a single student during our deliberations suggested that any topic should be off limit within the classroom. Nor did the students suggest any subject should not be taught. Instead, students pointed to stereotypical comments made to students inside and outside of the classroom.

Committee members agreed that faculty members do not intend to offend and often have no idea that the comments had that effect. Indeed, our conversations with faculty members made clear that they think there has been a shift in generational norms and are worried about giving offense when they did not mean to do so. No one wants to antagonize their students needlessly, and several faculty emphasized that they would like to know how students are processing their comments and have a chance to respond, clarify, or otherwise participate in a constructive and timely dialogue.

The dilemma for the students is how to bring up these questions. Given that students depend on professors for recommendations and grades, they are nervous about raising these issues directly with the professor. They can comment anonymously in end-of-the-semester reviews, but these come too late for professors to adjust or to turn these conversations into teaching moments. Moreover, the Law School lacks a reliable means for gathering information across time.

To address these concerns, the Committee came up with two recommendations. First, it proposes that the Law School should create a system that would allow students to report faculty comments to the Dean of Students confidentially. The University has already created a system of confidential reporting as part of its diversity initiative, so here we are following its lead. In conjunction with the Dean or an appropriate faculty member, the Dean of Students would then contact the faculty member when appropriate. Second, the Law School should designate the Dean of Students or someone in her office as an ombudsperson when more serious problems arise. We also believe that ongoing faculty discussions on mentoring and teaching should improve the classroom climate going forward.

Progress Thus Far

The Law School has committed to implement a confidential reporting system and will do so in conjunction with its Title IX efforts.

Alumni Office/Fundraising

The students in affinity groups are quite eager for more contact with alumni, and our alumni are eager to build those ties as well. Needless to say, our alumni are an extraordinary group and an extraordinary resource for our students. Universities across the county, including Yale College, have devoted considerable

resources to building vibrant alumni associations with their affinity group members. At present, alumni associations for affinity groups do not exist at YLS, and the Law School does not possess the necessary data to create them.

The Law School does provide an opportunity for students to interact with some affinity group alumni during Alumni Weekend. While the dinners provide a wonderful opportunity for bonding —both between students and alums and between alums and YLS— they have caused a number of headaches for our students. The students must fundraise for these dinners, which are quite expensive and displace other programming priorities. While students have been able to raise funds for these dinners through law firms, the funding cycle is such that the students have to raise a large amount of money very soon after they have taken on the leadership mantle. Moreover, the dinners are scheduled on Thursday night, which is inconvenient for alumni to attend. Finally, the process of organizing the logistics of the dinners has become quite burdensome.

As we've detailed in our appendix, there are a number of straightforward solutions to these problems. Our most important recommendation is that the Office of Alumni Affairs energetically move forward in creating contact lists for affinity group alumni and help build ties between our students and our affinity group alumni. Regarding reunions, we recommended that the Office of Student Affairs and the Office of Alumni Affairs should take full responsibility for organizing and funding alumni affinity events and finding a better time for them during Alumni Weekend.

Progress Thus Far

The Office of Alumni Affairs has moved affinity group events to alumni weekend and has taken responsibility for organizing and funding the affinity group reception (invitations have already been sent out to our alumni). So, too, has the Law School begun taking the steps necessary to create alumni networks. Finally, the Law School has committed to creating a “diversity fund” for alumni to target their donations.

Embedding the Conversation into the Law School

In the midst of our deliberations, we were quite concerned to discover a 2003 faculty report that mirrored many of the findings and recommendations we offer here. We felt strongly that more progress should have been made in the 13 years since the report was issued. Moreover, while we deeply appreciate the fact that students have consistently taken the lead in putting diversity issues on our agenda, these issues should not fall off the agenda when the students' attention is directed elsewhere. For these reasons, our Committee gave a great deal of thought as to how to embed the conversation we have been having in the Law School. Our full recommendations are listed in the appendix, but they include the following:

We thought it essential that YLS faculty, students, and staff regularly gather and evaluate the success of our initiatives and where Yale stands relative to our peers. In addition to gathering data and conducting an annual survey of student satisfaction that can be disaggregated by affinity group membership, we recommend that the Dean convene a committee of faculty and students to review the prior committee's report and evaluate next steps at least once every three years.

The Committee also wants to encourage innovation and the dissemination of best practices within the School. We propose creating a yearly prize that either acknowledges the most innovative diversity/inclusion/community-building idea put forward or identifies a "best practice" among student groups, faculty, or staff. One example of a best practice would be the highly successful programming that both the Federalist Society and LLSA have provided for students interested in the *Yale Law Journal*. In two years, LLSA quadrupled the number of LLSA members on the *Journal*.

We also thought the Law School should find creative ways to celebrate diversity within its own community. This would include creating a diversity website, complementing the YLW portraits project by hanging professional black-and-white photographs of our students and young alumni inside our classrooms (reflecting both Yale's past and its present), using Orientation to talk about community values (former Dean Guido Calabresi was famous for telling students that "we take care of one another"), creating a yearly lecture on the subject, setting aside a faculty workshop to discuss teaching and mentoring, and helping build community-oriented solutions and support. One good example is the Law School's efforts to support First Generation Professionals through changes in the summer stipend program.

Progress Thus Far

The Law School has begun working with our diversity consultant to identify best practices and create processes for deliberation and data gathering. The Law School has created a diversity website and will continue to build it out. Plans for revamping Orientation and hanging photographs are already in the works. And faculty have already begun thinking about how to embed this conversation in the Law School for the long term.

Conclusion

We'll conclude simply by sharing our sense of urgency that the issues described in this report be addressed. The students have repeatedly mentioned how much they appreciated the process the Law School put in place to address these concerns and the willingness of the Administration to act quickly and proactively. We recognize, however, that issues remain and will continue to arise over time. The issuance of this report should be treated as the beginning of this conversation, not the end.