

DRIVING PURPOSE

The Yale SOM Campaign



2018 – 2026
IMPACT REPORT





Kerwin K. Charles, Indra K. Nooyi Dean & Frederick W. Beinecke Professor of Economics,
Policy, and Management:

“The 2026–27 academic year will mark 50 years since the first students entered SOM. We look forward to together reflecting on both the history of our shared community and the future of our school and its role in shaping management education.”

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Driving Purpose

The Yale SOM Campaign

2018–2026 Impact Report



From the Dean

As we share this year's annual report, we reflect not only on another academic year, but with the closing of the Driving Purpose campaign, we look back at eight years of shared effort and accomplishment. My reflection begins first with gratitude—for your leadership, your engagement with the school, and your generosity and involvement in Driving Purpose since its launch in 2018.

I became dean of the Yale School of Management during the early months of the campaign. My deanship and this campaign have witnessed momentous change to the school, the university, and society more broadly. The activities of the campaign introduced me to the many members of the SOM community who are committed to the idea that management education should serve both business and society. And that exchange has informed and bolstered my own sense of the importance of our school's mission. The campaign close finds us in a different place, and I can confidently say that the fundraising and engagement achieved during this campaign will ensure that we are able to rise and meet the moment.

The results of the campaign have been successful by any measure—with \$432.7 million raised and thousands of alumni engaged. Just as importantly, we have rallied purposefully around our community's values. The major themes of the campaign have reflected the motivating passions of our community; in turn, the success of the campaign has empowered us to advance those priorities.



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Developing Leaders

It has been a goal of mine since beginning as dean to increase scholarship support across the board for all degree programs. This ambitious goal would not have been possible without the support for scholarships driven by this campaign, and we can now help more deserving students attend our programs than ever before.

Advancing Knowledge

This campaign has seen the school attract and retain some of the world's leading scholars. Funds for faculty support, research, and growth were essential to bringing new talent to SOM and remain essential in retaining talent and furthering our distinctive, engaged intellectual culture.

Amplifying Impact

SOM's impact must extend beyond its campus. It does so through programs such as The Broad Center, whose study of systems-level leadership reaches into the schools and classrooms of urban districts around the country.

The coming year will also be especially meaningful for another reason: the 2026–27 academic year will mark 50 years since the first students entered SOM. We look forward to together reflecting on both the history of our shared community and the future of our school and its role in shaping management education.

We have much to celebrate in the coming year. Even within the context of fiscal headwinds and continued uncertainty, we know we have the support of the SOM community, and that support will enable us to continue to move forward with a sense of purpose and mission. I look forward to celebrating our collective success in raising funds and our 50 years as a community producing leaders for business and society. Thank you for all that you have done and will continue to do for SOM.

Warm regards,

Kerwin K. Charles

Indra K. Nooyi Dean & Frederick W. Beinecke Professor
of Economics, Policy, and Management



A MOMENTOUS CAMPAIGN

From 2018 to 2026, Driving Purpose — The Yale SOM Campaign raised more than \$432 million and engaged every class of alumni as well as donors and friends around the world. Thanks to those alumni and friends, the school has been able to meet the challenges of a turbulent and demanding period while positioning itself to contribute to the betterment of business and society far into the future.



The school has built out programs that convene resources and brainpower around issues at the nexus of business and society in order to advance both knowledge and action. The Broad Center at Yale SOM, which elevates the leadership of public school systems through training and research, launched in 2019–20. In 2024, the Program on Social Enterprise, Innovation, and Impact expanded the ways it applies business skills and rigor to social challenges. The school also launched the student-led Meng Impact Investment Fund, the Swensen Asset Management Institute, and other initiatives.



During the campaign, Yale SOM faculty have pushed forward the horizons of understanding on issues that matter. Their research has helped organizations and governments respond to emergent challenges, like the COVID pandemic and the rapid rise of AI, as they unfolded. At the same time, faculty have investigated fundamental questions of human behavior, organizational and team effectiveness, and market dynamics, producing work that will inform leadership practice for generations.

More students than ever before have experienced the school's growing portfolio of degree programs, and more of them have benefited from scholarship support. They have gone on to play pivotal roles in major institutions, launch new ventures, and bring an ethos of principled leadership to their work across regions and sectors.





Alumni have been critical at every step of the way. They've rallied classmates to invest in the school; they've hosted events and volunteered to assist with admissions; they've served as mentors, sounding boards, and friends; they've joined together to start new affinity groups and confront big issues. Each connection strengthens the community and increases our shared potential for impact.

What's next? The campaign has positioned Yale SOM to lead as our society undergoes seismic shifts and grapples with persistent problems—the climate crisis, healthcare disparities, poverty, inequality, financial risk. It's clear that the world needs leaders

with the training, the commitment, and the passion to attack problems from all angles.

The end of the campaign coincides with the beginning of the school's 50th anniversary celebration. This conjunction provides a reason to reflect on how shared effort over decades has enabled the school to make a difference in lives and communities around the globe. It is also reason to recommit to our mission of educating leaders for business and society. Our sense of driving purpose continues beyond the campaign. Together, we will turn that purpose into accomplishment, practice, and impact.



DEVELOPING LEADERS

Through scholarships and other forms of student support, new degree and executive education programs, and innovative learning opportunities, Driving Purpose — The Yale SOM Campaign made it possible for more students to access a Yale SOM education and prepare to make a meaningful impact in their careers.



2018 → 2026



74

Number of new
endowed and spendable
scholarship funds

**NEW AND EXPANDED
DEGREE PROGRAMS**

Master's in Asset Management

Master's in Public Education Management

Master's in Technology Management

MBA/Master of Science
joint degree with
the Yale School of Engineering & Applied Science

MBA for Executives



2,715

Number of students
supported
by scholarships

\$40.5M

Total scholarship funding secured



165

Number of students supported
by summer internship
and entrepreneurship awards



A Day in the Classroom

We sat in on class sessions with three students who received scholarships, and learned how donor support enables them to take advantage of a Yale SOM education and draw on cutting-edge research and practitioner insights as they build their paths to impact.



Pranik Chainani '25 BS, '26

Master's in Technology Management

Claire Liu '84 BA and Joseph G. Greenberg '83 BS Scholar in Technology Management (2025–26)



Spencer Burget '27

MBA/Master of Environmental Management

Frederick Frank '54 BA Scholar (2024–25) and Gillian and Stuart W. Staley '95 MPPM/MES Scholar (2025–26)



Julia Borges Notarangeli '26

Master's in Asset Management

Swensen Scholar in Asset Management (2025–26)



10:10 AM

Innovator with Tristan Botelho, Associate Professor of Organizational Behavior, and Balázs Kovács, Professor of Organizational Behavior

Pranik Chainani '26: “Innovator is one of my favorite classes of the year. I used to think you were either born with a knack for innovation or not, but now I see there’s a lot of methodology and study that goes into it. Today, we talked about Amazon’s expansion into grocery delivery and how companies can launch sub-ventures without compromising their core business. Tristan, who gave the lecture, has a lot of practical experience consulting with companies on innovation strategy – and so do my classmates. I really appreciate being surrounded by people with different work experiences.”



10:20 AM

Energy Economics and Policy Analysis with Ken Gillingham, Grinstein Class of 1954 Professor of Environmental and Energy Economics, Yale School of the Environment

Spencer Burget '27: “This is a discussion-based lecture class taught by an influential energy economist, where we look at critical questions around energy security, affordability, and reliability. Today, we studied the road network funding challenge that comes with the transition to electric vehicles. My background is in supporting transportation electrification policy, and I had a summer internship at Rivian. Ken’s economics-based approach has helped me gain an understanding of what the actual market failures are and how policy can maximize social welfare.”

1:00 PM

Business Ethics with Beth Anne Helgason, Assistant Professor of Organizational Behavior

Julia Borges Notarangeli '26: “In each session, we discuss a case related to the day’s topic — today, it was employee fraud. This course is so important to asset management, especially in the public investing space, where I want to work. When you’re literally managing people’s money, every decision you make is so important: How much transparency will you provide? How will you report to clients on your own performance? How do you make sure personal interest doesn’t sway your investment decisions? For the final exam, we each build a code of ethics tailored to our own careers and aspirations.”



1:20 PM

Commercial Real Estate Investing with Cameron LaPoint, Assistant Professor of Finance

Spencer: “This summer, I’m interning at a commercial real estate company that’s one of the largest owners of rooftop solar in the U.S. Although I’ll be part of the energy development team, I want to be comfortable talking about the core real estate business. This class covers the different models that investors use to value commercial properties and involves a lot of hands-on modeling work. Today, we learned about a Moody’s platform we’ll be using to craft an investment pitch for a real property. I’m planning to look for properties that are undervalued given their climate resilience, energy access, or electrification opportunities. It’s a cool way to think about how energy trends influence this market.”

1:30 PM

How to Design and Run Business Experiments with Shane Frederick, Richard Ely Professor of Marketing

Pranik: “Through faculty at SOM, I landed a really exciting full-time position at the investing firm Point72 for next year. Down the line, I want to launch a fintech startup, which is why I decided to take this class — it’s one thing to build a great product, but you also have to be able to sell it. This quant-heavy marketing course teaches you how to design surveys that can effectively inform your marketing strategy. In this session, we presented our final group projects. Mine was a survey exploring whether people prefer speaking with AI or human therapists. Shane pointed out some wording choices that seemed really minor, but could end up corrupting the study.”



Generational connection

Receiving the Lise Pfeiffer Chapman '81 MBA Scholarship, which is designated for first-generation college students, allowed Wit Wattananimitgul '26 to make the most of her Yale SOM experience. "To receive this scholarship means that I'm able to really focus on my education and being very present in my community with my classmates," she says. So Wattananimitgul was thrilled to meet Chapman at a campaign event for scholarship supporters.

"We sat next to each other and spent the morning talking," she remembers. Then the breakfast ended, the room emptied...and they kept talking. "One thing that really stood out to me was the passion that Lise has about making higher education more accessible to first-generation and low-income students. She really does speak with her actions."



Studying tech & business

Shantanu Kumar '26 was the first student to graduate from Yale's new joint degree program combining an MBA and a Master of Science in Engineering, a collaboration with the Yale School of Engineering & Applied Science that was made possible by campaign funding. He says that the combination of management and technology gave him unexpected insights.

"I had expected the MBA and the MS to feel like parallel tracks—one grounded in markets and organizations, the other in algorithms and systems. Instead, each has made me better at the other. The MBA has fundamentally changed how I approach engineering, teaching me to ground technical decisions in questions of incentives, institutions, and human behavior. It pushed me to see algorithms not just as systems to optimize, but as choices embedded in markets, governance structures, and social impact."





2:40 PM

Behavioral Finance with Nicholas Barberis, Stephen and Camille Schramm Professor of Finance

Julia: “People say that behavioral finance was born at Yale with Bob Shiller, and Nick has continued that work; it’s great to study with such an important figure in the field. In this class, we explore how irrational thinking affects financial markets. Today, we focused on corporate finance — how companies react when their stock is overvalued or undervalued. This class has given me a new understanding of some strange market fluctuations I encountered in my previous work doing equity research. Nick is very well-connected to other academics in this field, and he likes to talk through the emerging questions people are beginning to explore.”

2:50 PM

Financing Green Technologies with Richard Kauffman '83, Lecturer in the Practice of Management

Spencer: “This class explores how you develop new climate technologies from an idea to a commercialized technology. It’s cross-listed with the School of the Environment, so students from both schools get to learn from each other’s perspectives. In this session, we talked about how climate technology companies must navigate a diverse landscape of financing structures. Richard has a wealth of experience in this space and an incredible network of climate entrepreneurs who come to class to speak about their experiences. He’s one of the professors who drew me to SOM, and now I get to TA the class and continue to build the pathway from SOM to the climate finance world.”





Questions for **Namrita Kapur '97** about returning to the classroom

Kapur, a veteran impact investor, has taught Sustainable Finance to Yale SOM EMBA students and in other Yale programs.

What do students gain from learning with you and other alumni practitioners?

Students gain exposure to the reality of execution, where the path from idea to impact is far more complex and uncertain than theory suggests. For example, when we work through financial models for conservation finance, there are no clean answers. Discount rates, asset valuation, and revenue predictability for nature-based solutions are inherently ambiguous. And yet, capital is being raised and businesses are being built. I help students understand how practitioners navigate that ambiguity.

What are you learning from conversations with students?

Teaching gives me real-time market intelligence on how the next generation of practitioners is thinking about risk, opportunity, and innovation. I'm also consistently struck by how much more interdisciplinary and systems-oriented students have become. They are less bound by traditional sector silos and more comfortable integrating policy, technology, and capital into a single frame. That has pushed me to think more expansively about how solutions actually scale – and how different parts of the system need to move together for impact to materialize.

Practitioners in the Classroom

Donor support enables Yale SOM to bring active professionals – many of them alumni – into the classroom, giving students direct access to current industry insights. Other frequent lecturers include former treasury secretary Timothy Geithner, former IBM CEO Sam Palmisano, investor and famed short-seller James Chanos '80 BA, and Paula Volent '97, former vice president and chief investment officer, and now senior advisor, at The Rockefeller University.



Timothy Geithner



James Chanos

ADVANCING KNOWLEDGE

With support from Driving Purpose — The Yale SOM Campaign, Yale SOM has built the community, infrastructure, and technology that faculty need to pursue ambitious, far-reaching inquiry.



2018 → 2026

8 New named professorships



**NEW AND EXPANDED
CENTERS AND PROGRAMS**

The Broad Center at Yale SOM

Program on Social Enterprise,
Innovation, and Impact

Program on Stakeholder Innovation
and Management (Y-SIM)

Swensen Asset Management Institute

Thurman Arnold Project

Tenure-track
faculty

79 in 2018
89 in 2026



Post-graduate and
post-doctoral
associates and fellows

4 in 2018
28 in 2026

Doctoral students

61 in 2018
75 in 2026

Teaching Through a Technological Revolution

By Rebecca Beyer

We are in the midst of a seismic shift in business and culture caused by the rapid deployment of AI. SOM faculty are using the technology to accelerate research and train students for a changing workplace—and helping to understand and address its consequences for society.



*“It was mind-blowing.
The students realized:
This is coming, you need
to be on top of this.”*

SONG MA

For over a decade, Song Ma and his students have collected and cleaned data from the U.S. Patent and Trademark Office for his research on innovation and entrepreneurship, tabulating records on nearly seven million patents granted over several decades. The work used to take about a week each year as it involves mapping patents to millions of different firms, institutions, and inventors.

Not anymore. Ma, a professor of finance and entrepreneurship, recently created an artificial intelligence agent that will complete the task automatically, correcting irregularities, with Ma and his team spending just minutes reviewing anomalies before posting to the public and sharing with other researchers.

“In the past, it could take months for a new researcher, like a PhD student, to understand the data and the algorithms well enough to work with them effectively,” Ma says. “Now, the process is much more sustainable because the knowledge is embedded in the documentations and code themselves, and AI can help onboard any new researcher. This applies to many other research tasks that my SOM faculty colleagues do on a daily basis, from data collection, data cleaning, exploration of research ideas, clean documentations, among others.”

Ma is one of many SOM faculty exploring the possibilities and pitfalls of AI. He believes that the technology is transforming the world, and that scholars at leading institu-

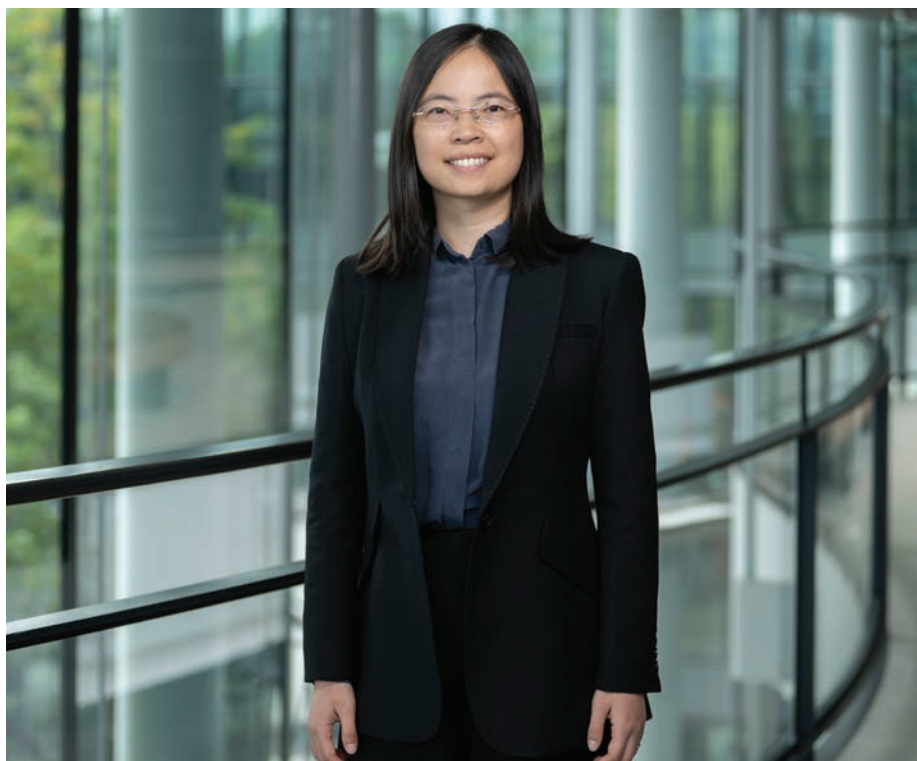
tions like Yale SOM must play an important role in shaping its impact on business and society.

Ma regularly joins his SOM faculty colleagues for a seminar series on computing—which lately has focused on AI. In the seminar, co-organized by Kyle Jensen, Shanna and Eric Bass '05 Director of Entrepreneurial Programs, associate dean, and professor in the practice of entrepreneurship; Paul Goldsmith-Pinkham, associate professor of finance; and Kevin Williams, professor of economics, faculty discuss how AI can be used to accelerate faculty research and how to integrate AI into the classroom.

Recognizing the importance of the subject to every business student, the senior faculty voted in May 2026 to create a new MBA core course that will introduce students to AI tools and to expand consideration of AI throughout the core.

Ma, who will lead a conference on AI in the classroom in the fall of 2026, said the urgency of this work was made clear when he led students on a weeklong trip to Silicon Valley, where they met with alumni working in venture capital and technology. AI, he said, was omnipresent.

“It was mind-blowing,” Ma says. “The students realized: This is coming, you need to be on top of this.”



“We’ve essentially created a new collaborator. But a good collaborator tells you the truth, not what you want to hear. Out of the box, AI wants to please you—so part of the skill now is shaping it into a collaborator you can trust to push back.”

TONG WANG

Creating a New Collaborator

Tong Wang, assistant professor of marketing, teaches the course AI for Business Decisions, which uses AI to predict patterns at scale—such as whether a product is likely to be returned. In programming-intensive courses like this one, she once handed students coding templates. Now she teaches them to direct an agentic AI assistant instead—a change, she says, in what students actually need to master.

“In the past, students had to master two things at once: the high-level reasoning—how to frame a business problem as a model—and the implementation: the technical details underneath it. And the details often crowded out the thinking,” Wang says. “Now AI handles the implementation, so students can put their full attention where their judgment actually matters: what problem to solve, how to structure it, and how to tell whether the answer is right.”

Wang’s pedagogy is grounded in her research. She was applying machine learning to business problems long before LLMs reached the public; in 2019, she was part of the team that won the inaugural FICO Explainable Machine Learning Challenge. That background—building models designed to explain themselves—shapes how she sees the technology today: not as a tool, but as a new kind of collaborator.

But reliable collaboration with AI doesn’t happen automatically. When Wang enlists AI as a “beta reader” on her papers and presentations, she deliberately counters its “sycophancy”—the tendency to flatter users—by instructing it to “criticize this idea” rather than asking what it thinks of one.

“We’ve essentially created a new collaborator,” she says. “But a good collaborator tells you the truth, not what you want to hear. Out of the box, AI wants to please you—so part of the skill now is shaping it into a collaborator you can trust to push back.”



“If you can get AI to do everything for you, do you have to do any thinking? How do we make sure not to fall into that trap?”

PAUL GOLDSMITH-PINKHAM

Challenging Students

Paul Goldsmith-Pinkham describes himself as a “power user” of AI agents in his research and teaching. In one of his classes, Goldsmith-Pinkham crafted a contrarian AI agent to discuss case studies with students and force them to defend their ideas rigorously.

But he doesn’t hesitate to explore the pitfalls of the technology and its potential to exacerbate existing inequities. One of his papers, which won the American Finance Association’s Brattle Group Prize in Corporate Finance in 2022, found that Black and Hispanic borrowers are less likely to gain from the use of machine learning to make decisions about creditworthiness. In the classroom, he seeks to ensure that AI aids intellectual inquiry rather than constraining it.

“I think there’s a real question for us of how to teach these tools and make sure students are still learning,” he said. “If you can get AI to do everything for you, do you have to do any thinking? How do we make sure not to fall into that trap?”

Teaching on the cutting edge

Donor support allows faculty to create new courses in response to evolving technology and student demand. Here are a few of the many courses that were developed with funding raised through the Driving Purpose campaign.

Patterns in Entrepreneurship

A.J. Wasserstein, Eugene F. Williams, Jr., Senior Lecturer in the Practice of Management

Financial Econometrics and Machine Learning

Bryan Kelly, Frederick Frank '54 and Mary C. Tanner Professor of Finance

AI for Business Decisions

Tong Wang, Assistant Professor of Marketing

Strategic Social Networks

Minjae Kim, Assistant Professor of Organizational Behavior

Speculation and Hedging in Financial Markets

Stefano Giglio, Frederic D. Wolfe Professor of Finance, Management, and Entrepreneurship

Behavioral Science and Social Good

Deborah Small, Adrian C. Israel Professor of Marketing



“As an organization that teaches management for business and society, it’s important to include AI everywhere.”

KYLE JENSEN

“All AI, All the Time”

Kyle Jensen has been exploring the potential of machine learning and AI for years. Before joining SOM, he co-founded Rho AI, a motorsports AI company acquired by GM. Since 2023, he has taught Large Language Models, SOM’s first course to focus exclusively on LLMs, with K. Sudhir, the James L. Frank ’32 Professor of Private Enterprise and Management. “As an organization that teaches management for business and society, it’s important to include AI everywhere,” he says.

But even he has been astounded by recent developments in the field, such as agentic AI. “The AI can reach out into the world and do things on your behalf,” he says. Since AI agents became available, “I’m just all AI, all the time, every day.”

Jensen uses the technology personally as well as in his teaching and research. He says he probably has between 15 and 20 agents operating on his laptop at any given time (usually pi, Codex, or Claude). But like others, he has

concerns about its impact on society, noting that AI could result in “a pretty substantial change in humanity.”

Ma agrees, arguing that the current moment calls for subject-matter experts who can identify and grapple with the specific risks AI creates.

“It’s right to worry,” he says. “But we want to be productively worrying — identifying what we are worried about and developing a world and system to govern that, rather than saying, ‘This is scary; we’re not going to let people use it.’”

Ma plans to engage in that process, including in his new role as a Young Global Leader of the World Economic Forum, in which he will focus on advancing the responsible use of AI.

The technology will have a profound effect on how all of us work, he adds.

“I think we’ll need to give up the word ‘worker,’” he says. “Everybody is going to be a creator; AI is going to be the worker. That’s the moment we’re in, and I’m glad to be witnessing it.”



Expanding the possibilities of research

By applying machine learning to mobile phone records, Mushfiq Mobarak, Jerome Kasoff ’54 Professor of Management and Economics, and his collaborators identified the Bangladeshi households most in need of government aid faster and at far lower cost than traditional surveys.

“We can’t observe everything we need to about people to run programs effectively. So we need to think creatively about what types of data already exist based on people’s daily behaviors, and see how best to make use of it for social good.”

AMPLIFYING IMPACT

Through Driving Purpose — The Yale SOM Campaign, the school strengthened the connections, expanded the reach, and fortified the values that allow each member of the community to maximize their impact.



2018 → 2026

SOM CONNECT

7,161

active users

Most-connected class
Class of 2025

with an activation rate of

78%

STUDENT-ALUMNI MENTORSHIP PROGRAM

178

active mentors

104

active mentees



PROFESSIONAL ALUMNI GROUPS (PAGs)

5 PAGs

2,583 members

SOM & Society

SOM Entrepreneurs Network

SOMers in Supply Chain

Sustainability Career Accelerator Group

Yale AI & Impact Makers (Y-AIM)



GATHERINGS

1,056
events

62 alumni chapters
representing
36 countries worldwide

ALUMNI AFFINITY GROUPS

6 Affinity Groups **1,432** members

Black Business Alliance Alumni

Q+: Yale SOM LGBTQ Alumni

Women in Management Alumni

SOMos Yale: Latino/
Hispanic Alumni & Friends

Yale SOM Veteran
& Military Alumni Community

Yale SOM Chinese Alumni Alliance



How The Broad Center at Yale SOM Changes Lives for Students Nationwide

The Broad Center at Yale SOM, which was established in 2019 through a historic gift from The Eli and Edythe Broad Foundation, prepares education leaders to drive systemic change and improve student outcomes.



When **Fabiola Bagula (TBF 2024–25)** began an interim superintendent role in San Diego’s public school district—California’s second largest—she found the system in “an emergency state.” Bagula had inherited a public relations crisis and an \$187 million budget deficit, not to mention responsibility for more than 15,000 employees. The scope of the problems facing her made Bagula wonder if she was up to the job.

“I needed help, and then Yale and The Broad Center showed up,” says Bagula, who moved into the interim position around the same time she started the Fellowship for Public Education Leadership (TBF) at Yale SOM. “Everything was acutely aligned to what I needed.”

In The Broad Fellowship, one of the first topics Bagula and her cohort tackled was public relations. Thanks to personalized coaching sessions, Bagula returned to her district with the clarity she needed to reshape its communications department. She began holding press conferences about the district’s achievements and launched targeted newsletters to keep a variety of communities informed. Timely support on these and other topics helped Bagula guide her district through a tumultuous period—and facilitated her own career successes. Now San Diego’s permanent superintendent, she expects her district to reach a 92% graduation rate this year, a historic high for the district and one of the top graduation rates in the state.

The Broad Center at Yale SOM recruits, trains, and supports leaders to transform urban public school systems.

Since becoming part of SOM in 2019 through a landmark gift from The Eli and Edythe Broad Foundation, the center has offered two tuition-free programs: the Fellowship for Public Education Leadership, an advanced leadership training program for senior leaders like Bagula, and the Master's in Public Education Management, for emerging and mid-career leaders. Bagula is one of more than 1,000 education leaders from across The Broad Center's history who have used lessons learned to strengthen K-12 public school systems nationwide.

"A quality public education for all children is the civil rights issue of our time," says Natasha Trivers, assistant dean and the Anita and Joshua Bekenstein '80 B.A. Executive Director of The Broad Center. "Our theory of change at The Broad Center at Yale SOM is that sourcing and developing the best leaders to sit at the helm of public education school systems is the single most important lever in dramatically improving outcomes for young people. It's how we strengthen and/or transform school systems to better serve children. It all starts at the top."

One hallmark of the master's degree program is a capstone project, in which students apply SOM coursework to real challenges in their school systems. For his project, **Raymie Fernandez '24**, chief operating officer at a charter school network serving East Harlem and the Bronx in New York City, addressed food access and quality in his school system, which he considered a major equity issue facing students and families. Through his project, he proposed transitioning from



Raymie Fernandez



Chris Moore

an outsourced cafeteria model to a scratch-cooked, in-house program. That program now serves over 2,600 students and has increased student participation in school meal offerings.

"The Broad Center was critical in helping me launch and scale this program," Fernandez says. "It gave me the tools to move from an idea to an implementable, investable, and sustainable operating model."

In Salem, Oregon, **Chris Moore '25**, director of behavioral health in the city's public school system, redesigned his department's programming, staffing structure, and training approach through his capstone project. His work helped secure a \$4 million district commitment for a new behavioral health facility serving students with exceptional needs.

Moore credits SOM courses such as Operations Management, Education Policy for Systems Leaders, and Everyday Leadership with equipping him to execute an ambitious vision. Since opening the facility, Moore's district has seen an increase in the number of students receiving the right behavioral health support at the right time, a reduction in staff injuries, and a decrease in the use of more restrictive behavioral support strategies.

The Broad Center also works to bolster the public education leadership pipeline, helping its students advance into roles with greater responsibility.

When **DJ Cherif (TBF 2025–26)** entered The Broad Fellowship, she was serving as chief academic officer at Detroit's largest charter school network. She began applying





what she was learning in her work, she says, and her colleagues noticed. When the network needed a new superintendent and CEO, its board bypassed a national search and appointed Cherif to the role. “They trusted that I had the skills and community support to do it,” she says.

A case study that she encountered at SOM about talent development in police departments in Mexico reshaped how Cherif approached talent in her own organization. “It had nothing to do with schools, but it had everything to do with schools,” she recalls. Like police departments, school systems must create the right conditions for their team to grow, Cherif says; to have great teachers — the most important factor in student success — schools must invest in their development.

In the courses *Managing Groups and Teams* and *Interpersonal and Group Dynamics*, Cherif learned how to implement decision-making frameworks, strengthen her self-awareness and her understanding of others, and serve as a “leader of leaders.” Now, she says, the fellowship is positioning her for success in her new role.

Jorge Robles (TBF 2023–24, TBR 2013–15) participated in The Broad Residency (TBR) through The Broad Center’s predecessor organization in Los Angeles while beginning his career in public education. When he returned to the center almost a decade later through The Broad Fellowship (TBF), he wanted to learn evidence-based management practices that faculty members explore at Yale SOM.

“The Broad Center gives you exposure to amazing faculty who are doing research that helps you think differently about the work,” says Robles, who is now chief financial officer of Nashville’s public school district. “How can we leverage management insights to transform public education systems to improve student outcomes?”

Research is central to The Broad Center’s mission. The center supports faculty research on K-12 education systems — on issues spanning racial and ethnic bias among teachers to the effectiveness of school capital investments — while helping students put findings into practice in their own districts. This year, The Broad Center launched a publicly accessible repository aggregating nationwide data on superintendents and other district administrators, enabling researchers to examine how leaders shape student outcomes. The repository will help advance research on public education leadership at Yale SOM and across the field.

Alumni say that The Broad Center changed their own trajectories and, in turn, made a difference in the communities they serve: the students who eat healthier lunches, the staff who provide behavioral health support more safely and effectively, and the families who feel more connected to their school districts.

“Tens of thousands of kids are impacted because The Broad Center has invested in leaders,” Moore says. “Public education is the single greatest lever for equitable human flourishing that we have in our communities. We can’t just rely on people — we need to have strong systems.”



Questions for **Alexandra Baker-Brown '24** about learning impact investing

Part of the founding team of the student-led Meng Impact Investment Fund, Baker-Brown is now an emerging markets investor at the U.S. International Development Finance Corporation.

What was a highlight of your experience on the Meng Team?

Bringing something real to life! It was invigorating to collaborate with the Meng team to determine what the fund's mission and values would be, and then put these values into action across an operational structure. I wanted to leave SOM with tangible achievements to launch my career in impact investing. I achieved that goal thanks to the dedicated work of my peers on the Meng Fund and the support of school leadership, faculty, and staff.

How did participating in Meng help you reach the role you are in now?

A fellow member of the management team, Monica Charletta '25, alerted me to the internship that led to my current full-time role. This is the Meng Fund's magic in action: peers and alumni shared ideas, resources, contacts, and encouragement that helped me learn where my skills and interests fit in the impact investing ecosystem and find a place in the field.



A gathering of loyal alums

In November 2025, more than 100 graduates convened in Evans Hall to strengthen their connections to SOM and one another. The event, the Donaldson Alumni Leadership Summit, both celebrates the school's most dedicated alumni and shapes the future of the school. Matt Broder '81 BA, '87 told us what it meant to him.

"I came away with a renewed respect for the degree to which SOM alumni are so committed to the school, to greater Yale, and to the concept of volunteer service. I'm from that era in SOM history when it wasn't clear whether SOM would survive. To see, so many years later, how SOM graduates have assumed volunteer leadership roles across the university strongly validates Yale's investment in graduate management education. In short, the summit made me feel proud to be an SOM alum."





Questions for **Cece Calhoun '21** about treating people with sickle cell disease

Calhoun graduated from the MBA for Executives program as part of the first cohort of the Pozen-Commonwealth Fund Fellowship in Health Equity Leadership. She serves as the medical director of Yale's Sickle Cell Program.

At the Sickle Cell Program, you lead a team that includes physicians, a psychiatrist, a social worker, and a practice nurse. What is it about the disease that requires an integrated approach?

Many of our patients live with chronic pain, and that takes a toll. And sickle cell disease primarily affects people of African descent, a population that is marginalized in healthcare, added to a layer of socioeconomic disparity that affects how people are able to receive and implement the recommendations that we give them. When you add up all of those things together, how our patients experience the health system is really complex. We have to meet that complexity with a variety of experiences.

What are the leadership lessons from the Pozen-Commonwealth Fund Fellowship that you're thinking about over the course of your day?

For me, one of the biggest leadership challenges has been connecting health outcomes with financial outcomes—showing that providing safe and efficient care for people with sickle cell disease can inform how we care for many of our marginalized populations, and that the solutions we develop for this population can be scaled to others. And translating that into language that resonates with healthcare administrators.

One of the challenges that is particularly salient to the work we did in EMBA is around building coalitions. In order for a program to be successful, a health system to be successful, you really need all hands on deck. We talked about that a lot in the Workforce course and the Managing Groups and Teams course. It's not just about coming together, but also about moving towards a common goal.



EXIT

2:49

Open and the Classroom
1997
The first step in the
classroom is to
open the door and
the door is open.



Yurou Zhang
she/her/they

Johan Griesel

Karla Potard
she/her/hers

Antoine
he/him

Linda Zhou
she/her/they

Luis Felipe
he/him/his

Rosemary Li

INVESTING IN YALE SOM



Dear alumni and friends of Yale SOM,

This is a truly historic occasion for the Yale School of Management. With your dedicated generosity, participation, and engagement, we have successfully concluded Driving Purpose — The Yale SOM Campaign. Dean Charles and I, along with our faculty, students, and staff—especially the members of the Development and Alumni Relations team—are immensely grateful to you for investing in the school at this pivotal moment.

Since the campaign's start on July 1, 2018, your outstanding support has helped increase scholarship funding for SOM students; expand degree programs; strengthen local, national, and international partnerships; create dynamic learning environments; and engage communities around the world. Your contributions have not only supplied resources for cutting-edge research and teaching but also provided critical funding for the school to address top priorities through gifts to the Alumni Fund and Fifth Decade Innovation Fund. You have shared your time mentoring students as they pursue ambitious careers and your expertise helping to guide the school through unprecedented circumstances.

Our goal of raising \$325 million at first seemed like a stretch. Not only did you surpass this goal two years before the campaign ended, but we went on to achieve together a record \$432.7 million in support for the school—demonstrating once again that the Yale SOM community never fails to meet a challenge. Moreover, an astounding 85% of those commitments have already been received. Our alumni are more engaged than alumni from any other school across Yale, with the highest rates of volunteering and Alumni Fund participation.

In addition, this campaign reflects a turning point for the school, with the majority of support coming from SOM alumni and friends. We are profoundly proud and grateful that Driving Purpose achieved this and so many other milestones for SOM.

As the school celebrates its 50th anniversary this academic year, the success of Driving Purpose provides a strong foundation for SOM to continue transforming management education by advancing its distinctive mission of educating leaders for business & society. There is much more to be done to ensure that future students can access formative experiences that propel their careers while preparing them to address tomorrow's challenges and drive positive change across sectors and around the world.

We are so excited to celebrate with you the close of Driving Purpose — The Yale SOM Campaign and to express our deepest gratitude to you for your important role in this success. We hope you take pride in all that has been accomplished over the past eight years. You are ensuring that over the next 50 years, the school will build on its pathbreaking first half-century to achieve even greater impact.

Thanks to you, the best for SOM still lies ahead.



Warmly and appreciatively,

A handwritten signature in black ink that reads "Joel Getz". The signature is fluid and cursive, with the first and last names clearly legible.

Joel A. Getz
Deputy Dean
Alumni, Development, and Special Initiatives

DRIVING PURPOSE

The Yale SOM Campaign

Thank you!

Driving Purpose – The Yale SOM Campaign has positioned the school for the next 50 years and beyond, raising \$432.7 million over eight years – over \$100 million above our original goal – while heightening alumni engagement and participation. Throughout the campaign, the SOM community has united to support the school through generous philanthropy, volunteer leadership, and expanded engagement, enriching our distinctive learning experience and growing connections among alumni and friends worldwide.

Together, you surpassed the ambitious preliminary goal set in 2018 of \$325 million and advanced three campaign priorities. You **Developed Leaders** by increasing scholarship support for SOM students, bolstering loan forgiveness, and creating opportunities for entrepreneurship and innovative learning. You **Advanced Knowledge** by investing in faculty excellence through new centers and programs, endowed chairs, and resources that fuel research, teaching, and curricular expansion. And you **Amplified Impact** by engaging and extending the SOM community on campus and around the globe – mentoring students, participating in Alumni Affinity and Professional Groups, and staying connected with the school and each other.

Thank you for your generous support of, and incredible dedication to, Yale SOM and our founding mission. The impact of Driving Purpose is a new generation of principled leaders equipped to drive lasting and positive change.



A MESSAGE TO OUR CAMPAIGN COMMITTEE

Dear SOM Campaign Committee,

Thank you for your steadfast commitment to **Driving Purpose – The Yale SOM Campaign**. As Yale SOM marks its 50th year, the school is well positioned for the future, thanks to your remarkable service throughout the school's history and during this transformative campaign.

Your generosity, initiative, and steady guidance have inspired fellow alumni, friends, and current SOM students to connect and engage more thoroughly with the community beyond Evans Hall. You have been tireless ambassadors: serving on boards and Reunion Gift Committees; volunteering for your classes; participating in Affinity and Professional Alumni Groups and the Yale Alumni Association; attending alumni events at SOM and around the world; and rallying support for the Giving Day campaign challenge. You have amplified the school's mission and elevated the priorities of Driving Purpose, and your participation has made all the difference.

We are deeply grateful to you, our dedicated Campaign Committee of 300 volunteers, for your loyalty, partnership, and embodiment of Yale SOM's mission. What you have built will provide momentum for the school's next half century – and well beyond.

*We are especially
appreciative for the
extraordinary generosity
and dedication of our
Campaign Co-Chairs*

CO-CHAIRS

Santino Blumetti '99
Becky Vitas Schamis '00
Neil Nan Peng Shen '92 MA
H. Boon Sim '92
Paula J. Volent '97

HONORARY CO-CHAIRS

Charles D. Ellis '59 BA
Indra K. Nooyi '80
George U. Wyper '84



FROM PURPOSE TO PRACTICE DRIVING PURPOSE VOICES



← PRISCILA BALA '06 BA, '14

"Yale SOM expanded my sense of what was possible for my career, my leadership, and my responsibility to others. To me, Driving Purpose means recognizing that education is not just about personal success; it is about expanding possibility and creating opportunity. I hope the scholarship I have established helps future SOM students experience that same transformation and pay it forward for generations to come."

↓ TITO VIDAURRI '90 MA, '91

"SOM changed the trajectory of my life. When I arrived in 1989, I found more than classmates—I found a community that believed business could serve a higher purpose. Thirty-five years later, that conviction still drives me. I support scholarships because talent is everywhere, but opportunity isn't. Every student we help attend SOM becomes another force for positive change in business and society. That's a legacy worth investing in."



↑ TOM HALSEY '81

"Several years ago, Liz and I decided to set up an endowed scholarship fund to provide support to Yale SOM students. We are funding it through annual contributions but recognize these cannot go on forever. As part of our estate planning process, we documented a bequest intention to ensure the endowed fund always will be sufficient to provide meaningful support to deserving SOM students. This blended gift counts as part of the Class of 1981's 45th reunion giving. It is an opportunity that we couldn't pass up!"



← CHETAN PAREKH '06

“Through the Yale SOM community, I know I am contributing to progress that is both meaningful and enduring. One of my most rewarding experiences during this campaign was helping launch several Professional Alumni Groups while serving on the SOM Alumni Advisory Board, including the Sustainability group. This alumni group brings together SOM graduates from around the world who are advancing real solutions at the intersection of business and environmental stewardship. The connections formed through Driving Purpose will strengthen SOM today and amplify its impact far into the future.”



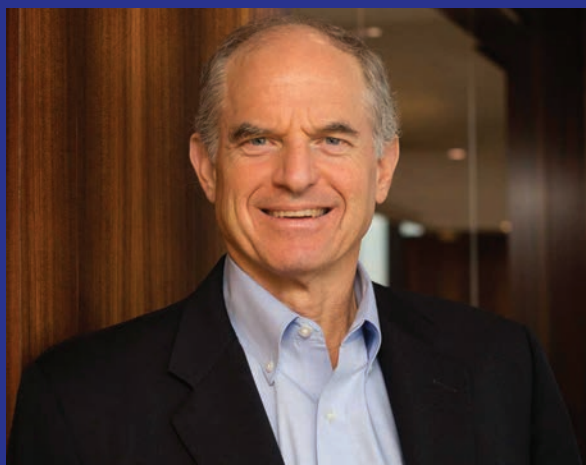
← INDRA NOOYI '80

“Recruiting and retaining outstanding faculty. Providing scholarships that enable ambitious students to make a positive impact across industries. Developing curriculum that combines strategic management skills with emerging technical expertise, and preparing future leaders to build dynamic careers with responsibility and proficiency. It’s important to me to support such imperative initiatives at Yale SOM during the Driving Purpose campaign, as the school continues to set the gold standard of how to integrate business and society.”



↑ CLAIRE HUGHES JOHNSON '01

“Yale SOM helped me develop the leadership qualities that matter most: self-awareness, management fundamentals, and an understanding of the power of group collaboration and mutual learning. I feel fortunate to be able to support the next generation of leaders emerging from SOM. In this moment of rapid change and increasing instability, intentional and introspective leadership is more essential than ever. I’m grateful that I can give back to a community that helped shape me and my career and I hope others will do the same.”



← JOSH BEKENSTEIN '80 BA

“I was able to have the Yale experience that I did only because alumni invested in the university long before I arrived, and I benefited directly from that generosity—so I’ve always known I wanted to give back in the same spirit. With Yale SOM’s 50th anniversary on the horizon, this is an exciting time to not only support effective management education to prepare tomorrow’s leaders for the complex problems they will face, but to also invest in a new generation who will carry forward this philanthropic tradition.”

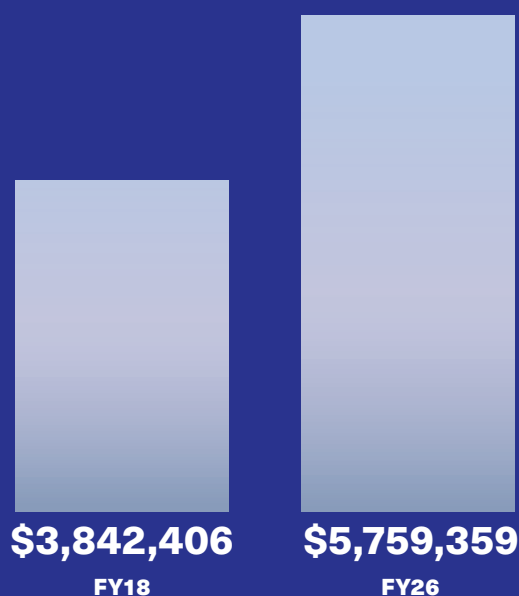
ALUMNI FUND

We extend our heartfelt thanks to the thousands of Yale SOM alumni whose ongoing generosity to the Alumni Fund makes a meaningful difference each year. Every contribution has a tangible and direct impact at the school by fostering innovative academic programs and distinct learning opportunities, advancing research, and sustaining the school's mission to educate leaders for business & society.

A special thank you to our dedicated class agents and country captains, whose leadership and outreach inspire others to make Yale SOM a priority in their philanthropic giving.

Campaign Trends

The Yale SOM Alumni Fund had record-breaking growth during the Driving Purpose campaign, demonstrating the strength and commitment of the SOM community.



During Driving Purpose – The Yale SOM Campaign, SOM alumni contributed \$39.9 million to the SOM Alumni Fund – representing 9.2% of all dollars raised during the campaign. This core funding is essential to the school's continued growth, enabling it to respond quickly to emerging opportunities, invest in the student experience, and direct resources to the greatest need as priorities evolve.



Leading with Purpose

BECKY VITAS SCHAMIS '00

Becky Vitas Schamis has been an extraordinary champion for Yale SOM through her leadership, generosity, and steadfast commitment. As a Driving Purpose Campaign co-chair and chair of the Alumni Fund, she has inspired

alumni participation worldwide. Under her leadership, thousands of alumni have supported scholarships, curriculum, and emerging priorities. Her message is clear: every gift matters, and together alumni can advance Yale SOM's mission for generations to come.



Yale SOM Giving Day

On May 7, 2026, Yale SOM held its first-ever Giving Day, an opportunity for alumni and friends to come together and show their support for the school. The result was a celebration of Yale SOM pride and generosity:

589

Giving Day donors

117%

achieved of
original donor goal (500)

\$1.4 million

raised on Giving Day

98

first-time donors
to the SOM Alumni Fund

A key catalyst for Giving Day was the remarkable leadership of **Larry Wu '02** and **Sharon Tong '01**, who offered an inspiring challenge gift: if the community reached the 500-donor goal, they would contribute \$500,000 to Yale SOM. Their generosity set the tone and motivated alumni across class years and programs to join in.

With Larry and Sharon's leadership inspiring the community, SOM's first Giving Day became a fundraising milestone and a new tradition rooted in alumni generosity.



**LEONARD ROBINSON '25,
FIRST-TIME DONOR:**

"At the heart of it, my reasons for giving are quite simple. I support people, institutions, and opportunities that align with my values and help build a future I believe in. The places we support don't just reflect what we care about today—

they carry those values forward. That's why I give to Yale SOM: its mission of educating leaders for business and society feels especially important for what comes next."

Alumni Fund Dean's Society Scholarship Spotlight



**LESLIE NUT-KOMLAH '27, HANRAHAN
FAMILY YALE SOM ALUMNI FUND
SCHOLAR (2025-2026):**

"My long-term goal is to be a finance leader who not only delivers results but also makes the workplace a nurturing and enjoyable environment for my team. Being purpose-driven guides my decisions, and your support has allowed me to focus entirely on that purpose during my time at Yale SOM."

200

Total Alumni Fund
Dean's Society Scholarships awarded
during the campaign

12x

Total growth in the Alumni Fund
Dean's Society Scholarship program
throughout the campaign



**CHRIS HANRAHAN '00,
WHO NAMED THE HANRAHAN FAMILY
YALE SOM ALUMNI FUND SCHOLARSHIP:**

"Ann and I are extremely grateful to SOM and hope that our gift will enable other students to experience the school's transformational effect. SOM has had a tremendous impact on my life. Not only did it provide me with a foundation to pursue my current career trajectory but, more importantly, it introduced me to lifelong friends. It is those friendships that are the backbone of our SOM experience."

REUNION GIVING

Fundraising is an important part of the reunion tradition at Yale SOM. These peer-to-peer efforts are led by hundreds of dedicated volunteer leaders who engage classmates and inspire them to make meaningful commitments in honor of their reunions. Together, this collective effort celebrates the strength, generosity, and enduring engagement of the Yale SOM alumni community.

604

alumni served on
a Reunion Gift Committee during
Driving Purpose — The Yale SOM Campaign

\$50 million

in new gifts and pledges
from alumni in
the year of their SOM Reunion
during Driving Purpose

Reunion Challenges Throughout Driving Purpose

Each year, a generous alum celebrating their reunion leads an Alumni Fund reunion challenge for all celebrating classes. Many classes build on this momentum with their own challenges, together providing vital support for the Alumni Fund.

13

Class Challenges

33

Individual Challengers

\$2.6 million

Challenge Dollars

\$3.5 million

Gifts Raised



Class Challenges

In 2026, **Betty Wen-i Hung '96** led a **\$250,000** challenge for all celebrating reunion classes during Yale SOM's inaugural Giving Day.

**BETTY WEN-I HUNG '96,
30TH REUNION GIFT CO-CHAIR
AND FY26 REUNION CHALLENGER:**

"There's something powerful about reunion classes rallying together—it's proof that SOM's impact doesn't end at graduation. Serving as an overall reunion challenger let me channel my connection to the school into something bigger than myself. When alumni show up for each other and for future students, we're investing in the next generation of leaders. That's worth every effort."

FROM PURPOSE TO PRACTICE REUNION VOLUNTEER VOICES

Class of 1981 45th Reunion

"Smiles, hugs, and pure joy. The feelings we shared coming together again will continue well beyond our reunion in May. Serving as our 45th Reunion Gift co-chair with old friends was a way for me to say thank you for the impact SOM has on my life. We have just begun. Now, on to our 50th Reunion—and to creating new ways to connect with our special community in between reunions!"

LISE CHAPMAN '81

Class of 1994 30th Reunion

"Thirty years is a long time to be away from SOM. It was a thrill to see so many familiar faces, a reminder of the school's intimate size. During our class session in one of the new classrooms, we went around the room and updated the group on how life, professionally and personally, has unfolded for us all. I was struck by the diversity in the room: for-profits, nonprofits, government agencies. All were represented, a testament to the fact that the Class of 1994 is still living SOM's values and mission."

JOHN GLASS '94



Class of 1986 40th Reunion

"I had the distinct pleasure of serving as an SOM Reunion Gift Committee member for our 40th Reunion. It was such a fun experience and was well worth the commitment. I was able to reconnect with many classmates to learn about what has happened in the last five years and promote our Reunion Weekend, as well encourage giving. The volunteer experience, in addition to my time as a graduate student, helped to motivate me to make my reunion gift in memory of my brother Renny Merritt '84, to strengthen and broaden the SOM experience for future students. My time as a student opened the doors to many career opportunities and my gift works to benefit the next generation of leaders in that same way."

PATTY MERRITT '86



Class of 2021 5th Reunion

"Yale SOM cultivates a diverse and accomplished alumni community from which we all benefit. As leaders within the Class of 2021, bonded through pandemic-era adversity, we felt a responsibility to renew our engagement with the school

and contribute to the success of future graduates. Serving as co-chairs of the 5th Reunion Gift Committee allowed us to reconnect with classmates and rekindle the spirit of business & society."

JULIA FREDERICK '21, STEPHEN HENRIQUES '21, ALEX THEW '21, IAN VEIDENHEIMER '21

Class of 2016 10th Reunion



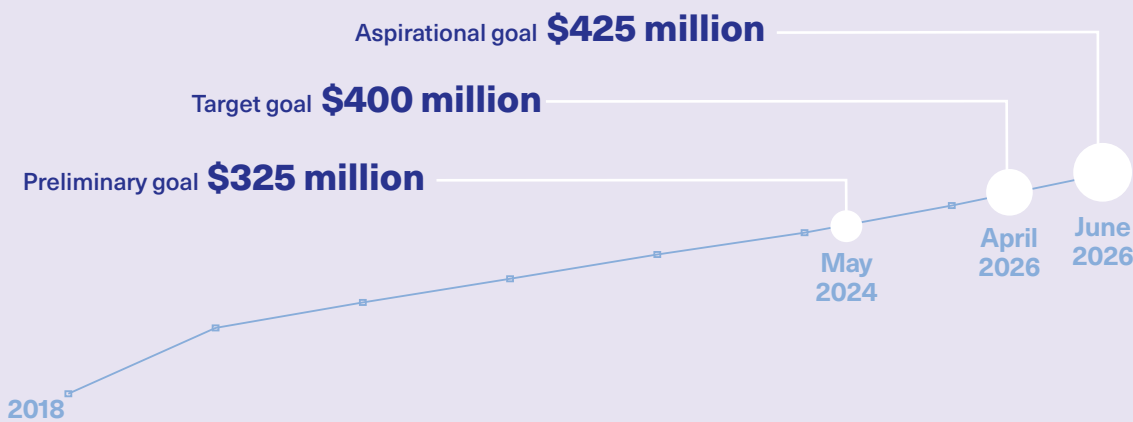
"I was honored to serve my class alongside three outstanding Reunion Gift co-chairs. I took on the role because I have always believed our class is unique in its affection for Yale, SOM, and one another. The fact that nearly 40% of our class returned for our reunion speaks to that enduring connection and what makes the Class of 2016 so special. I am hopeful that the generosity of our classmates will help the school continue to recruit students who will develop the same deep appreciation for SOM."

TYLER GODOFF '16

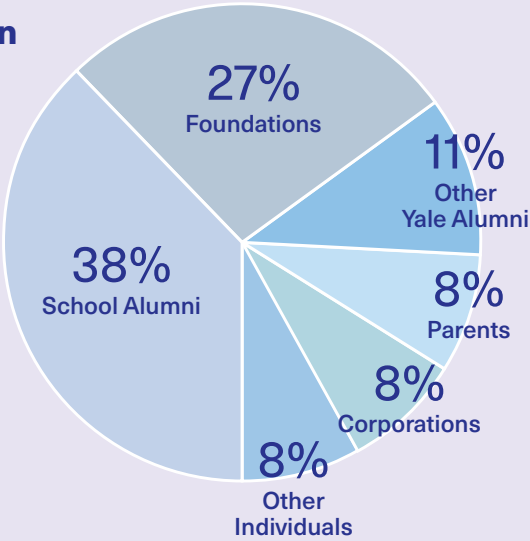
CAMPAIGN FUNDRAISING REPORT

July 1, 2018 through June 30, 2026

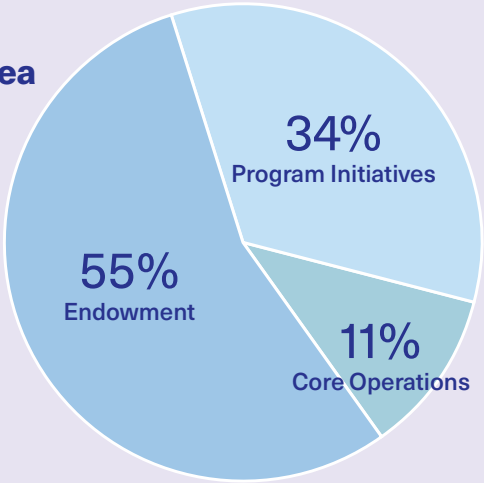
During the Driving Purpose Campaign, alumni, friends, corporations, and foundations committed more than **\$432 million** to Yale SOM. As a financially self-supporting Yale professional school, Yale SOM does not receive any revenue from the university or the university’s endowment. The school manages its own budget and revenue stream and relies on philanthropic support to advance its mission.



Campaign
Sources
of Giving



Gifts
by Area

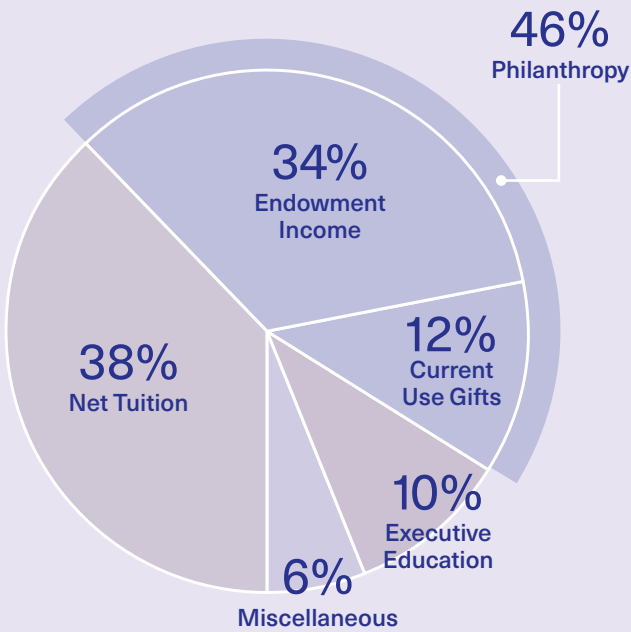


7,106
Total donors

89%
Donors who are
Yale SOM alumni

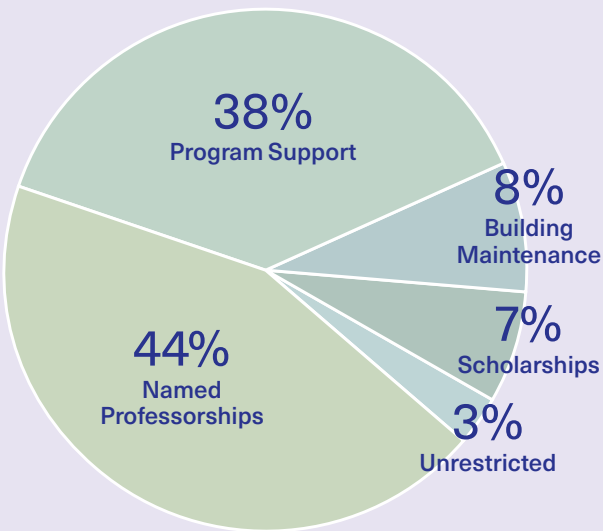
FY26 FINANCIAL OVERVIEW July 1, 2025 through June 30, 2026

Philanthropy makes up 46% of the school’s annual budget, supporting classroom innovation, professorships, scholarships, faculty research, and student programs. Thanks to your support, the school has had a balanced budget for the past 18 years.



Yale SOM Operating Revenue Sources
3% of Yale University budget

Yale SOM’s endowment ensures the school’s long-term excellence and drives its distinct mission to educate leaders for business and society. Endowed gifts to Yale SOM are managed alongside the rest of the university’s endowment by the Yale Investments Office. Most endowment funds are designated for professorships and program support with a small portion of endowed funds providing support for scholarships and general operations.



Yale SOM Endowment
3% of Yale University endowment



Produced by the Office
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Alumni Relations at the
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Campus photography by
Tony Rinaldo.

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Please contact any of the staff below to learn how you can participate in the life of the school
and influence its future.

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