

**Bulldogs in the New Haven Community:
Lessons from the Past to Build for the Future**



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Abstract

New Haven has experienced a long standing tension with Yale since the university's establishment in New Haven in 1717 (Yale Alumni Magazine,2001). This capstone project aimed to examine Yale athlete community outreach with New Haven youth as a possible bridge in this town-gown relationship between Yale and the greater New Haven area. This project was broken into two main areas of research: (i) Identify the successes and limitations of current programs of Yale athletic outreach and (ii) investigate the current level of interest among Yale athletes to partake in these programs. These questions were addressed through a comprehensive literature review, interviews with Yale Athletics administrators; Yale varsity athletes; external community outreach program administrators and a student-athlete online survey. Seventeen active outreach programs were analyzed and it was found that aspects of the Yale Athletic Department's internal organization and its limited communication with the athletic community regarding outreach posed potential limitations on the development and further promotion of these programs. Over half of Yale athletes reported being involved with New Haven over the past year, yet the majority of athletes are unhappy with their team's outreach efforts. Overall athletes reported a strong desire to be more involved with the New Haven community. Initiatives that are low commitment and require full team participation were rated the most popular amongst student-athletes. The results of this project were encapsulated in a list of recommended methods for the capitalization of the resources that Yale athletic department and its student-athletes have to offer the greater New Haven community.

Introduction

I have spent the past two summers living in the heart of the New Haven, teaching New Haven public school with minimal contact with Yale University. During my time working with New Haven students and their families, the disconnect between Yale University and the greater New Haven community became abundantly evident to me. Many of the students I taught rarely visited Yale's campus. During a field trip to Yale's Payne Whitney Gymnasium over this past summer, I noticed how comfortable my students were engaging in activities with Yale varsity athletes. I had not seen my students this at ease during any other field trips across Yale's campus. Even those students who did not participate in sports happily inhabited these spaces and were highly engaged with the Yale athletes. It seemed apparent that it was easier for my students to see themselves on the track, field and gym at Yale, rather than in Yale's classrooms. I believe Yale varsity athletes can engage with the aspiring youth of New Haven in a unique way and I hope to use this project to capitalize on this potential engagement.

The goal of my Education Capstone Project is to examine what Yale athletics can contribute to New Haven youth, to investigate the athletic community's interest in contributing to community outreach programs and to assess how to best maximize interested student-athlete's contributions to these programs. I wanted my Capstone Project to evaluate the efficacy of what is currently in place and create strategies to capitalize on the resources and initiatives that are currently available.

The project can be broken into two main areas of research through (i) identifying the successes and limitations of current programs of Yale athletic outreach and (ii) investigating the current level of interest among Yale athletes to partake in these programs. The project results were encapsulated into a list of recommendations for the Yale Athletic Department, identifying

possible community initiatives to best engage the Yale athletic community. These recommendations were based on student-athletes' personal suggestions, Yale athletics staff's experiences of past student-athlete initiatives and the success of other out-of-school programs such as Squash Haven and Project Coach. The ultimate purpose of this project was to learn from lessons of past athletic outreach to build more successful outreach programs.

Yale and New Haven: A Town-Gown Relationship

“What if you had a marriage that was arranged by others, which could not be ended, but that you had to make work regardless of how you felt about your partner? That, in a nutshell is the relationship between a campus and the community that surrounds it. The vows that state ‘for better or for worse, in sickness and in health,’ and so on, need never be said out loud between these partners. They are an applied fact of life for any city or town containing an institution of higher education in its midst,” (Gavazzi & Fox, 2015).

New Haven has experienced a long-standing tension with Yale since the university's establishment in New Haven in 1717. Like many other American universities, Yale erected many university buildings in one consolidated setting, and residences, dining halls, recreational areas and other student life facilities were all built within the confines of the university property lines. As a result, faculty and other university personnel could continue working in a “splendid isolation” from the outside world (Gavazzi, 2016). The building of Farnam Hall in 1870 was the first stage of the gradual walling-off of the Old Campus from the city, a gesture that set the pattern for future courtyards and quadrangles. While these spaces create a collegial intimacy for Yale, they were forever seen by New Haven as “*forbidding and aloof*” (Yale Alumni Magazine, 2001).

This tension between the university and surrounding city has manifested into violence on several occasions. In 1919, returning local servicemen broke hundreds of Yale windows, and then as they moved on to theaters and restaurants, they assaulted any students they found after they were angered over perceived insults from Yale students and found the Yale gates locked. In 1959, two days after a student snowball fight on city streets got out of hand, resulting in arrests by New Haven police, students pelted police officers with snowballs as the St. Patrick's Day parade moved down Elm Street (Yale Alumni Magazine, 2001).

The town-gown tension between the university and the university is largely emphasized through the considerable salary discrepancies between New Haven residents and Yale graduates. While the median New Haven resident' salary is \$23,527 (U.S. Census Bureau, 2015), the starting median salary for a Yale graduate is \$62,500 and the average mid-career for a Yale graduate is \$129,00 (PayScale, 2017). While 26.4% of New Haven residents are living below the poverty (U.S. Census Bureau, 2015), 57% of the Yale Class of 2018 reported a median household income of more than \$125,000 (Ramilo & Lloyd Thomas, 2014).

New Haven has never been successful in its attempts to deconstruct aspects of this economic disparity. For example, in the 1980s, New Haven city tried to tax all Yale university buildings used partially as dormitories, dining halls, or gymnasiums, since they were not used for education. Given institutions of higher-level education are tax exempt (U.S. Department of the Treasury. Internal Revenue Service, 2013) the university replied that a college had always been considered a place to live; therefore these buildings were tax exempt. The case went all the way to the Supreme Court, where the court eventually agreed with Yale. This court case result put further strain on the economic tension between Yale University and the New Haven community (Kelley, 1999).

However, this town-gown tension is not unique to New Haven and Yale University. There are, in fact, national steps being taken to bridge this strain between cities and their inhabiting universities. The Kellogg Commission has sought to rethink the role of higher education in American society, and paid special attention to the “engaged institution” within its surrounding community, (Gavazzi, 2016). It was noted that athletics (and particularly successful college teams) have played a role in shifting tensions in the town-gown relationship and the building towards engaged institutions (Gavazzi, 2016). Athletes are held in high regard in the eyes of many children, and young boys in particular look to older male athletes as their role models (Biskup & Pfister, 1999). In 2014, The Ohio State University football team won their first ever College Football Playoff, and the celebration of the Buckeyes was widespread both on college campus and across the town. The euphoria over this win seemed to “*heal many of the university’s warts in the eyes of the community*” (Gavazzi, 2016).

Athletes at large have historically worked well with the community (Tainsky & Babiak, 2011). The term, “*Student athlete*” is a phrase commonly used in today’s society. We see this phrase in newspapers and on television, but we often do not value the power possessed by a student athlete. Student athletes make contributions in the classroom, on the playing field, and more importantly, in the community. The status held by a student athlete can help make positive contributions to the surrounding community through transferring the knowledge and discipline learned in school and sports. The National Collegiate Athletic Association (NCAA) recognizes the value of the athlete in the community. In 2007, the NCAA highlighted the five areas that have been identified as instrumental to the total development of the student-athlete as academic excellence, athletic excellence, personal development, career development, and service (NCAA, 2007). The NCAA then created the CHAMPS/Life Skills Program to support these student-

athlete development initiatives and to enhance the quality of the student-athlete experience within the context of higher education. The instructional resources recommended to fulfill the service commitment are mentoring; peer education and counseling; student-athlete assistance program and working in your community. Yale University is listed as one of the 330 Division I universities eligible to participate within the NCAA CHAMPS/Life Skills Program, (NCAA, 2008).

Yale athletics has been established for nearly 180 years (Hurd, 2012), and are competitive contenders in both the Ivy League and the National Collegiate Athletic Association (NCAA) division. There are over 830 names listed on the 32 varsity rosters making up just under 15% of the Yale student body. Given the high number of Yale students participating in varsity athletics, the student-athlete community has the potential to have a large outreach impact on the New Haven community.

Benefits of Athletic Mentorship

A partnership between Yale athletes and New Haven K-8 students would particularly benefit the New Haven students as sports have long been credited for shaping a child's development and proving to be paramount to psychosocial, cognitive and physical development (Ericsson, 2008). If properly utilized, sport provides critical development in the areas of discipline, self-esteem, motivation, goal setting, problem solving, teamwork and connection to the institution of school. It has been found that extending physical education (from 2 days per week to daily) is associated positively with math, reading, and writing test scores (Ericsson, 2008). However, in effort to improve standards-based test scores, many schools are attempting to increase instructional time for mathematics, English, and science (Wilkins et al., 2003). As a result, physical education classes, recess, and other physical activity breaks often are decreased or eliminated during the

school day. A comprehensive review of 23 years of literature highlighting the academic benefits of sport in academic achievement recommends that these out-of-school programs be encouraged in children to promote social activity, improved academic behaviors and overall physical activity (Rasberry, et al., 2011). Studies have found fewer school absences, higher school achievement and improved work and study habits for participants of out-of-school programs compared to nonparticipants (Mahoney, Larson, & Eccles, 2005).

The benefits of these out-of-school programs would extend beyond the New Haven youth, as the Yale student-athlete who engages in community service would also be rewarded. Although time and schedule commitments have been shown to make it difficult to engage college students in mentorship programs (Whiting & Mallory, 2007), required community service on college campuses has a positive impact on the development of college students as participating citizens of the community, (Bartel, 2001; Giles & Eyler, 1994). College mentors exhibited improved self-esteem, perceived scholastic competence, and satisfaction with their social skills (Tierney, & Branch, 1992) when engaged in mentorship programs. Participating in service enhanced the undergraduate student academic development, life skill development, and sense of civic responsibility. The short-term effects of volunteer service during undergraduate years also persisted beyond college for at least five years. (George, 2001, p. 35).

The development and promotion of successful Yale affiliated out-of-school programs for New Haven public school students would be a step forward in easing this town-gown tension between Yale and the greater New Haven community. New Haven children who are growing up in poverty-ridden neighborhoods are at increased risk of problem behaviors such as juvenile delinquency, school failure and dropout, teenage pregnancy, and substance abuse (O'Donnell, Hawkins, Catalano, Abbott, & Day, 1995) and out-of-school programs report the highest benefit

for disadvantaged children living in high-risk neighborhoods (Mahoney, Larson, & Eccles, 2005). Furthermore, the out-of-school program creates sustained civic engagement in the volunteer as there is a strengthened connection with the community they serve, (Hellman, Hoppes, & Ellison, 2006).

Given the known benefits of athletic outreach on the community and the athlete, the current research evaluated the efficacy of what is currently in place at Yale University and to create strategies to capitalize on the resources and initiatives that are available. This project examined what Yale athletics can contribute to New Haven youth, as well as investigated the athletic community's interest in contributing to community outreach programs and to assessed how to best maximize interested student-athlete's contributions to these programs.

Methods

Seven semi-structured interviews were conducted with Yale athletics administrators, Yale athletes and external program administrators. These interviews were conducted over a 3-month period, from January 2017 until March 2017. Two interviews were held with senior Yale athletics administrators: the Yale Athletics Director and another senior athletics official. These administrators were contacted via email and both interviews took place in Ray Tompkins House. The purpose of these interviews was to examine successes and mistakes from past Yale athletic outreach programs and to identify the support and involvement that the athletic department invests in athletic community outreach.

The administrators of two external programs, Project Coach and Squash Haven also participated in interviews. Project Coach is an innovative Smith-staffed out-of-school program that serves children and teenagers in Springfield, Massachusetts. Project Coach's ethos is to bridge the economic, educational and social divisions facing Springfield (MA) youth by

empowering and employing inner-city teens to coach, teach, and mentor elementary school students in their neighborhoods. The program does this through a partnership with Smith graduate college to offer weekly tutoring to the teenagers. Working in teams with Smith College undergraduate and graduate students, the teen coaches teach literacy lessons and give homework help to elementary school children in inner-city schools struggling to meet minimum academic standards. Squash Haven provides individually directed academic enrichment and squash instructions to New Haven public school students in fifth grade through high school. Through intensive tuition-free academic and squash sessions at Yale University, Squash Haven supports New Haven youth to achieve school success, physical fitness, athletic excellence and access to compelling academics and summer opportunities. Both the Project Coach and Squash Haven directors were contacted via email and the Squash Haven interview was conducted in PWG while the Project Coach interviews took place on a Skype call. These two directors were interviewed to understand the design and implementation of their successful athletic youth outreach programs in college towns that experience a town-gown tension.

The first interviewed student-athlete was the current coordinator for community outreach in the athletic community. The remaining two interviewed Yale student athletes were randomly selected. Their respective teams were randomly selected for the study and a random roster number was selected and the athletes corresponding to the roster number were selected to take part in the study. The semi-structured interviews with the three athletes were conducted to help design a broad survey to be sent to all student athletes. The final survey was designed to gain quantitative data about what athletic outreach initiatives are available to Yale student-athletes and what level of interest was among student-athletes to participate in these initiatives. This wide scale survey was also designed and emailed to all Yale varsity athletes. There were 110 survey

responses (81 female participant, 28 male participants and 1 other participant) distributed across Yale College (24 freshmen, 24 sophomores, 25 juniors and 37 seniors). The participants were members of 21 of Yale's 34 varsity teams (football, volleyball, softball, baseball, coed cross country, coed track and field, coed sailing, coed fencing, men's swimming and diving, men's lightweight crew, men's ice hockey, men's soccer, men's golf, women's swimming and diving, women's ice hockey, women's field hockey, women's lacrosse, women's soccer, women's crew, women's tennis, women's golf).

When the data was collected, it was coded for six different themes:

1. New Haven and Yale's Town-Gown Relationship
2. History of Yale Athletics Community Outreach
3. Current Initiatives
4. Yale Athletic Department's Support and Involvement in Community Outreach
 - a. Organization and Sustainability
 - b. Communication between athletic department and student-athletes
 - c. Coaches Involvement
5. Student-Athlete Involvement and Recruitment
6. Student-Athlete Interest in New Haven youth outreach initiatives and limiting factors of their participation

Analysis and Discussion

1. New Haven and Yale's Town-Gown Relationship

The theme of town-gown tension has been a recurring theme throughout this project. It seems that Yale athletes' community outreach does help to bridge this town-gown relationship.

The Yale Athletic Director, Mr. Tom Beckett, quoted the current interim New Haven superintendent, Reginald Mayo in claiming that Yale Athletics had helped to build a bridge between Yale and the New Haven community. Mr. Beckett quoted Mr. Mayo as having thanked Yale Athletics for its outreach. Mr. Beckett added that Mr. Mayo claimed that as a young boy, he drove past Yale's Payne Whitney Gymnasium (PWG) and he wondered what it would be like to be inside; as a young man, he drove his car past the PWG and he wondered what it was like inside and now as the superintendent of schools, he drives his car by PWG and he proudly says *"Thank you Yale for opening your doors to allow our students from the New Haven schools to learn how to swim, use your basketball courts, use your gymnasium, use your weight room."*

The Squash Haven administrator commented on the bridge that sport offers students of all socioeconomic backgrounds into the world of private and higher education. She explained how Squash Haven students get to travel and play at a lot of private schools and universities. She believes there is huge benefit in having her students visit and play at these institutions, especially in a sport such as squash, which is traditionally associated with higher socioeconomic status. This June, Squash Haven has their annual tournaments in Williams and Amherst in which the Squash Haven students stay in the college dorms. Administration emphasized that these competitions give their students the chance *"to be in spaces that might not otherwise feel at home."*

This Squash Haven administrator further emphasized that having New Haven elementary through high school students in the Yale space makes the students think that they are capable of making it to Yale. She further commented on the critique of Yale as an ivory tower and how remote and removed it may be from the experience of many New Haven kids. However, given the Squash Haven students are in PWG everyday, she explained they come to think of this place

as home. As a result, she felt that Yale becomes home to them and helps them to consider themselves the kind of people *“Who fit in a an elite higher education environment.”* Although the Squash Haven students don’t interact with all of the student athletes they see in PWG, the Squash Haven administrator sees huge benefits for her students *“just being around that so they see what training at a really high level looks like.”*

Similarly, Smith’s Project Coach program based in Springfield, Massachusetts, ensures that two of the five days of Project Coach are conducted on Smith’s campus. Despite the 18 mile drive between Smith and the schools involved in Project Coach, the administration believe that the students benefit hugely from being exposed to Smith’s campus and its students. For the majority of the elementary school children they serve, Project Coach’s after-school fitness and sports programs are the only sports programming available to them. Therefore the students report only positive experiences with Smith’s campus and its students and look forward to visiting Smith, an area that previously was inaccessible to them.

2.History of Yale Athletics Community Outreach

The Yale Athletic Director, Mr. Tom Beckett has noted a significant changes in the Yale athletic community outreach during his time at Yale. The Thomas W. Ford ‘42 Student-Athlete Community Outreach Committee (COC) was created in 1994 as part of incoming President Levin’s university wide call to develop programming to invite the children and families of New Haven into Yale. It is an affiliate organization of Dwight Hall at Yale, and it was the athletic response to this university wide request. This athletic outreach body is the umbrella for all outreach projects undertaken by varsity student-athletes, club sports athletes, intramural, and recreational athletes. The group is comprised of undergraduates who share an interest in sports and community service. The goal of the COC is to bring Yale student-athletes and Yale Athletics

into the New Haven community and to bring the New Haven community onto the Yale campus to be a part of Yale Athletics.

The first COC initiative noted by Mr. Beckett was the connection of New Haven school principals and the Yale athletic department. He explained that the athletic administration sent letters to principals of K-12 schools across New Haven offering students to avail of the PWG facilities through P.E. classes or engaging in sport clinics with Yale athletes. The second idea offered to the principals was for the Yale athletes to visit the classroom to talk to students about subjects including how to choose correctly in academics and athletics. The desired message for younger students from these Yale student-athletes (as recounted by Mr. Beckett) was that *“It’s ok to work to be smart; to take your books home; to raise your hand in the classroom and answer questions because that is exactly what these student-athletes do”*. Mr. Beckett explained that Yale Athletic administration hoped to create a dialogue between New Haven public school students who are nervous about participating in their daily activities at school and Yale students who perform in the classroom everyday, so these students could ask Yale athletes, *“Why do you do that, why is that important, aren’t you nervous about raising your hand?”*

In order to augment the initiation of the COC, the athletic director, Mr. Beckett explained how New Haven students under the age of 14 were invited to attend all the Yale football games at the Yale Bowl for free. This initiative is still alive today and it is one of the administration’s proudest and most successful athlete community outreach. Following a youth day, the students are encouraged to come down onto the field and to meet the players and the coaches. During this time, they get autographs from and photos with the Yale players. Athletic administration credits this success to the fact that that the Yale Bowl can sit 60,000 people at full capacity and seats

rarely sell out. Having additional crowds in the stands was noted to be beneficial to the players and the community has continued to engage with the initiative.

However, the athletic administration were limited in their knowledge of many other past initiatives and it was evident there seemed to be a lack of official records regarding past initiatives. This lack of records regarding past initiatives limited the current research's ability to examine past successes and failures of initiatives in order to improve current programs.

3.Current Initiatives

Seventeen of the outreach programs catered towards athletes' needs and desires were found to be the most active and successful across the Yale student-athlete community (see Table 1). Although there are more than 17 active athletic outreach programs, these 17 were chosen as they were reported the most successful and popular across the athletic community. 50% of Yale athletes were reported to have participated in at least one of these initiatives over the last 12 months (N=110). It was found that the most popular programs amongst the athlete community were those with the lowest time commitment; with a concrete and organized weekly structure and that required full team participation. The Holiday Gift Drive, (100% reported athlete participation); Fall Youth day (40.23% reported athlete participation); Spring Olympic Youth day (29.83% reported athlete participation) are annual events which only demand one day per year of the athlete's time. The Big Brother/ Big Sister Program (25.29% reported athlete participation); Bulldog Buddies (65.52% reported athlete participation) and Squash Haven (66.67% reported athlete participation) are structured programs in which athletes can sign up for a slot. 80% of athletes reported they would most like to engage with the New Haven community through team related partnerships with New Haven youth programs. This suggests that athletes want to engage with the New Haven community as part of a team.

Each year, there are two designated student coordinators for athletic outreach (due to unforeseen circumstances, there was only one student coordinator for athletic outreach over the 2016-2017 academic year). The current sole student coordinator for athletic outreach defined her work to be comprised of athlete recruitment and logistical things. She further explained that she is responsible for sending out weekly reminders regarding “*Bulldog Buddies*” (see table 1) sign-up and organizing the logistics of specific events (E.g. organizing the equipment and food for Fall Youth Day and Spring Olympic Day).

Several athletic administrators and the student coordinator for athletic outreach named Sam Burrell, past Yale football coach and named Community Outreach Consultant, as the point person for athletic involvement in the community. Mr. Burrell meets with the student coordinator every week and is the sole link between the athletics department and the New Haven schools for many of the programs.

4. Yale Athletic Department’s Support and Involvement in Community Outreach

(i) Organization and Sustainability

“Organization could be better from the top down so that athletes are stepping into a role rather than searching and creating one.” This is a quote from a student-athlete on the Yale Football team who reported being extremely dissatisfied with his team’s community outreach. Both athletic officials and student-athletes discussed the staff turnover and the shuffling of roles within the athletic department over the past two years. During this time, the responsibility of community outreach has been passed between four people; it has switched hands again over the past 7 months. This quick turnover rate has lended itself to not providing athletic community outreach with the chance to expand. The student coordinator for athletic outreach was even a

little confused as to who was currently overseeing the community outreach at the moment within the athletic department.

Given the lack of continuity of the community outreach responsibility within the athletic department, the student coordinator for athletic outreach expressed concern that Mr. Burrell was often the only consistent source of support. However, it was very unclear as to how involved Mr. Burrell was within the athletic department.

The coordinator also expressed concern that expanding current initiatives is limited by this sole dependence on one person. She explained that at the moment Mr. Burrell does all the transportation for “*Bulldog Buddies*,” (see Table 1) in his car that has four spots and he will drive the student-athletes back and forth. However, he wants to stay at the school during the sessions so does not shuttle back to pick up more student-athletes. The student coordinator for athletic outreach explained that “*Bulldog Buddies*” runs on Friday mornings as this is generally the freest time in the student-athlete’s week. She explained how there are usually two time slots offered on Friday mornings, but more people often want to go to one time slot, but given Mr. Burrell’s car can only sit four people, they have to turn people away. She noted that once she turns away an individual once, they are less likely to return to the initiative.

An athletics administrator expressed his concern at the current lack of sustainability of community outreach in the athletic department. He remarked that “*this sort of thing [athletic community outreach] has tended to run itself for the past few years.*” Yet he acknowledged that if programs are to grow and become more successful that an athletic administrator would really have to embrace the role of shouldering New Haven outreach. Although he was confident that the machinery was already there, he commented that the worst thing that can happen is that the initiatives would be assigned to one person to champion the cause, but then when that person

leaves, the initiatives often leave with them. *“We want those people in a structure that is sustainable beyond what they can do. If we can streamline our community outreach initiatives, it would take no more than one or two people to shoulder it,”* the administrator commented. It was evident throughout this research how damaging the high turnover rate of athletic officials overlooking athletic outreach is to the success of the athletic outreach programs

(ii) Communication between athletic department and student-athletes

In a 2011 review of 80 athletic department’s mission statement compared with their actions, it was found that the rhetoric is far stronger than the reality when it comes to community service efforts (Andrassy & Bruening 2011). The amount of service performed by members of the athletic department is not always a reflection of the mission statement in regards to community outreach. However, there is no mention of any form of community service listed within the Yale Athletics mission statement. The Yale Athletics mission statement reads:

“The mission of Yale varsity athletics is to attract outstanding student athletes, who aspire to undertake the challenge of a high-level education while proudly representing Yale University in the pursuit of championships. Through exceptional facilities and coaches, Yale Athletics ensures that our students learn the important values of leadership, integrity, discipline and teamwork. The aspiration is that in the course of preparation and competition, students enter a co-curricular laboratory for learning that will fit them to lead in all of their future endeavors,” (The Official Website of Yale Athletics, 2014). There is no mention of any form of community service listed within the mission statement. There is also no tab pertaining to athletic community outreach on the Yale Athletics website offering any information regarding current initiatives or current team involvement. This lack of explicit support from the department for

community outreach does not lend itself to promotion and advertisement of community outreach amongst the Yale athletic community.

69% of athletes think the athletic department should play a role in organizing community outreach programs in the athletic community and were quite enthusiastic in providing suggestions as to how the athletic department could support athletic outreach. See Appendix 1.1 for a comprehensive list of student suggestions as to how Yale Athletic administration could support community outreach programs.

A senior athletic administrator commented during in his interview that that the Yale Athletic department has a role to play in helping to foster community outreach. He felt that the department needed to show its student-athletes. Furthermore, this administrator questioned what the department was providing its student-athletes if it could not ultimately show them that interacting and caring with the community does truly matter. Over 80% of student-athletes agree that the athletic department should play a role in organizing community outreach programs within the athletic community.

The athletic department claims they fully support the work of the student coordinator for athletic outreach. However, it seems that they offer reactive help, rather than proactive support. An athletic official commented on how he is very happy to help the student coordinator “*chase people if they weren't responding,*” yet the official never mentioned in helping with initial advertising or recruitment for the community outreach initiatives.

(iii)Coaches Involvement

The Squash Haven administrator is of the opinion that Yale coaches do see the benefit of having their athletes involved in outreach in New Haven. She highlighted that coaches have the prerogative and they think that they can both meet the expectation of the developing

championship kids and require it in a way that they think is valuable. She thinks that many Yale coaches who require their athletes to work in Squash Haven would say that it is in their team's interest, as coaches see the relative privilege of many of their athletes, and they're like "*hell yeah, you're gonna learn from the kids in New Haven.*" The Squash Haven administrator summarized the Yale athlete-New Haven student as "*very much a two-way mutually beneficial relationship.*"

Members of athletic administration acknowledge that coach involvement in community outreach would be a plus. An athletic official discussed his past experience as a Yale coach and described how the influence of coaches goes underestimated on this campus. "*Athletes will generally respond to their coaches. I think getting coaches getting involved is crucial, even if they're not partaking themselves, they need to be bought in.*" The same official noted a recent benefit of using coaches to circulate information to recruit teams to the "Team Impact" initiative (see Table 1). He experienced a much higher response rate from athletes through simply having coaches share the message.

However, despite the known success of coach involvement in community outreach, the athletic administration does not tend to circulate much community outreach information through the coaching staff. One athletic official explained that, "*It [community outreach work information] mostly goes to the athletes, and the assumption is that athletes would let their coaches know about that.*" The athletic director believes that programs are more successful when they were student lead, he highlighted: "*What we have done is that we've asked for initiatives to come from the students as we would like the students to create the program that they think works best for them.*" The director employed the "Holiday Gift Drive," (see Table 1) as an example of

student-lead success, claiming that student ownership on the initiatives would encourage the student athletes to be ambassadors of community outreach at home.

The Squash Haven administrator acknowledged that coaches' primary jobs are to win championships, which she highlighted as very different from 20 years ago, when *“coaches were viewed as teacher mentors, who were helping all round.”* Although she acknowledges that coaches do still engage in this mentorship with athletes, she is cognizant that it's not an explicit part of their job today, and she added *“I don't think bonuses are going to be given for showing a lot of concern for New Haven and to coaches credit, being competitive requires increasing levels of specificity and time and those kinds of things.”* This administrator explained that this is one of the reasons that she left her own role as a collegiate coach.

5. Student-Athlete Involvement and Recruitment

There is no formal structure for the recruitment of the two student coordinators for athletic outreach, nor is the position advertised across the athletic community. The current coordinator for athletic outreach explained that there is no application for the role, but rather every other year, the two graduating student coordinators for athletic outreach recruit two new sophomores for the role. The potential new coordinators are picked from the small group of athletes who have appeared engaged with athletic outreach since their freshmen year.

The current coordinator for athletic outreach highlighted that she has never read a job description for her role and explained that she is actually quite unsure of what her role actually entails. When asked if she was involved in certain programs, she appeared perplexed and she explained that student-athletes have asked her about these programs in the past but she has never been involved with either initiative and is confused as to whether she should be responsible for them.

The student coordinator for athletic outreach highlighted recruitment of athletes to engage in community outreach programs as one of the most challenging aspects of her job. The coordinator advertises getting involved in the current programs through the Yale Student Athlete Committee (YSAC), emails to Varsity captains and information sessions. A Google doc was then created with interested parties' names and email addresses to add to the panelist. The coordinator noted that at the beginning of the year, she got a lot more emails than people who end up participating regularly.

There were many divided opinions as to whether community outreach should be a mandatory aspect of being a Yale varsity athlete. The Squash Haven administrator recommended that mandating community outreach would have to be coach and team specific, to avoid being faced with a "*volunteering conundrum*." She explained the difficulties experienced by the Yale Varsity golf coach who just made volunteering with Squash Haven a mandatory service on his team. This fall, he simply put together a spreadsheet of time slots to volunteer at Squash Haven. She noted the golf coach's frustration that members of the team would not show up to their time slots, while other members were not engaging with Squash Haven students.

This Squash Haven further noted a bell curve in terms of Yale athletes' team engagement with the Squash Haven when they are mandated to be there. She commented on how "*Some athletes are awesome and always on time, and engage with the kids,*" she then commented on how there is "*the mid range of those who roll in and do what they are supposed to but don't love it,*" and finally she discussed "*the tail end of people, who come and they are looking at their phones, not engaging with it or just not showing up and not letting our coaches know.*" It seems that mandating community service on Yale teams may not benefit those on the receiving end of the service.

Both the student coordinator for athletic community outreach and the athlete survey suggested that having full team participation would be more successful than attempting to recruit athletes on an individual basis. The majority of participating athletes reported they were unhappy with their team's community outreach over the past year. Nearly 60% of athletes reported that less than a quarter of their teammates have been involved in any form of New Haven community outreach over the past year.

Initiatives that encouraged full team participation were favored across the student-athlete community. 62% of athletes reported that they do not participate in any community outreach events as a full team. However, the student coordinator for athletic outreach noted that most athletes seem to prefer to do community outreach with their team. She highlighted that most athletes want to go with a teammate, especially if it's their first time. Although, she experiences individuals from teams, she has noted that it's harder to keep an individual motivated to come, and volunteers tend to enjoy their time more when with teammates. She commented on the overwhelming team responses and to the Holiday Gift Drive with 22 participating teams. 100% of athletes who completed the online survey had participated in the Holiday Gift Drive. Furthermore 80% of athletes concluded that a team related partnership with an official New Haven youth program would be the best incentive to help them engage with the New Haven community. An athletic administrator confirmed this interest in full team related initiatives, as a recent recruitment email recruiting teams to participate in Team IMPACT immediately attracted several team's interest.

There is little to no recruitment of varsity coaches to be directly involved with community outreach in the New Haven community. Speaking from his own past experience as a Yale varsity coach, one athletic official described how at Yale "*You'll find a lot of coaches who*

are involved/want to be involved in these kind of things [community outreach initiatives].” This official continued to discuss how Sam Burrell (discussed in current initiatives) used to offer several periods of times for coaches to do some coaching clinics in local schools. The official claimed “it was easy [to engage in this community outreach] cause Sam would come to me with several windows of time and ask if I could do those. I think that structural set-up is now missing for coaches.”

6.Student-Athlete Interest in New Haven youth outreach initiatives and limiting factors of their participation

A little over 50% of Yale athletes reported being involved in any form of community outreach program over the past year. Early in this project, an athletic administrator highlighted concern that a lack of interest in these programs may be a very serious reason for this low engagement in any form of community outreach. However, less than 7% of athletes reported that community outreach was not a priority for them (see Figure 1).

Athletes overwhelmingly reported that they were disappointed with their team’s outreach efforts and wanted to be more involved in the New Haven community. However, they noted many logistical barriers making it hard for them to fully engage in community outreach (see Figure 1 for full breakdown of limitations). Academic and practice schedules proved to be the biggest restriction on community outreach engagement, (a respective 33.3% and 35.02% of athletes highlighting the limit they play).

However, there were many more limiting factors beyond the student-athlete’s rigorous schedule. 11.81% of athletes reported that they were unaware of any community outreach initiatives that were specifically designed for Yale student-athletes. Several athletes commented on their lack of knowledge regarding any outreach activities available, and pointed to a lack of a

clearly designed and collated web page listing all the outreach opportunities with a calendar of events.

Limited transportation restricted nearly 10% of athletes from engaging in community outreach initiatives. The student coordinator for community outreach heavily emphasized how the lack of transportation severely limits the growth of the athletic outreach. She further noted that she has experienced many athletes who don't want to be driving off campus right before practice, and noted an absence of on campus tutoring initiative ideas. Another Yale athlete shared his frustration with the lack of transportation. Over his last 4 years of involvement with community outreach, he claims that he had a hard time getting transportation and resorted to using personal transportation (teammates cars) when trying to go off campus.

Given the level of interest among Yale varsity athletes to engage in community service, steps should be taken to reduce the current factors that limit their outreach. During an interview, one athlete commented that *“Any time you can remove a barrier to entry or decrease energy to participate, more people get involved.”* Although the limitations posed by academic and practice schedules may not be easily changed, measures can be taken to reduce other factors that are currently restricting athletes from engaging in outreach.

Conclusion

This capstone focused on 17 of the active outreach programs catered towards athletes' needs and desires. These programs were reported the most popular and successful amongst Yale athletes, as over half of the athlete community participated in at least one of these 17 initiatives over the last 12 months. This project can conclude that there is no need to create further programs, but rather steps should be taken to capitalize on the resources that are currently in

place. Specifically, issues within the athletic department and the limitations restricting Yale athletes from engaging in outreach should be addressed.

It was found that the internal organization of the athletic department (shuffling of positions and lack of database regarding outreach initiatives and team involvement) and the department's current limited communication with the athletic community regarding outreach posed potential limitations on success and further promotion of the current community outreach initiatives. It was also found that although the majority of athletes reported being unhappy with their team's outreach efforts, they showed a strong desire to engage with these programs. The most popular athletic community outreach programs are those with a low time commitment, an organized structure and that require full team participation. A complete list of recommendations was created to develop current initiatives, further engage Yale student-athletes in community outreach and ultimately promote the culture of community outreach in the Yale athletic community (See Appendix 1.2). This list of recommendations was designed based on the feedback and experience of Yale Athletic administrators and Yale varsity athletes.

This research is the first of its kind to attempt to do a comprehensive review of the Yale Athletic outreach in the New Haven community. However, given, this research is the first of its kind, the project was met with some limitations. Given the internal shuffling of roles within the athletic department, there was no member of Yale Athletic administration in charge of athletic community outreach. Therefore the current research was limited in its ability to examine past successes and failures of initiatives in order to improve current programs. Towards the end of this research project, the role of overlooking community outreach was assigned to one administrator in the athletic department.

There was a potential bias in those who responded to the athlete survey regarding community outreach. Although all Yale student-athletes received this survey via email, it is plausible that only athletes who were interested in community outreach actually took the survey. Therefore the reported data would be slightly skewed to favor community outreach amongst Yale athletes. The current survey received responses from concentrated populations from certain teams which may have skewed data and made certain outreach programs seem more popular. For example there were a large number of participants from the Cross Country and women's crew team, both of whom are very involved with Bulldog Buddies. It may not be accurate to conclude that over 65% of Yale student-athletes have been involved with this initiative. If this study was to be replicated, it would be recommended that each team have a designated member in charge of obtaining a full team response to avoid this sampling bias.

Further Research

The most important aspect of community outreach is that it actually serves the desired community. There remains two questions of Yale Athletic outreach in the New Haven community: what makes student-athletes interested in community outreach and how is athletic outreach actually being received in the New Haven community.

A question raised by Yale athletic administrators and the student coordinator for athletic outreach was what actually gets student-athletes interested in community outreach. The current research found that there is strong interest among student-athletes to be involved, however further research should work to identify what actually makes athletes interested. If there was a very clear understanding as to what motivates athletes to get involved then the department could tailor programs and initiatives to match these motivations. A future survey could be sent to

student-athletes currently involved in the Yale's active athletic outreach programs to simply ask what they find appealing about community outreach.

A senior athletic official also noted that going forward, there needs to be a mechanism for evaluating the effectiveness of community outreach on the community. *"I think acts of kindness are acts of kindness,"* he explained, *"but what's the value of what we are doing for the community themselves?"* This administrator posed concern that the athletic community outreach is not serving the community through adding benefit to the youth of New Haven. He furthered questioned: *"We've got to wonder what got left behind, was anything left behind? Is there any residual benefit?"* Further investigation into Yale athletes' community outreach in the greater New Haven area should examine how this outreach is being received in the community.

The engagement of Yale athletes with New Haven youth appears to help bridge the town-gown relationship between Yale and the greater New Haven area. However, the importance of this bridge between Yale and New Haven extends beyond the greater New Haven area. University campuses across the United States experience similar tensions. An individual athlete's effect on their community may cause a ripple effect. However, a team's impact can create a tidal wave of difference. Aristotle says it perfectly, *"The whole is greater than the sum of its parts."* The energy a single person brings to a cause is proliferated when banded together to create a whole. A sports team is influential and powerful within their educational spectrum and throughout their local community. It is crucial to understand how to engage the larger community with the university. Given the power that sport has on unifying communities, the student-athlete has the unique potential to engage the surrounding community with the university at large

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Table 1:

Current Program's description and teams and % of athletes involved

(Yale University Public Schools & Youth, 2017 and current survey results)

Program/Initiative Name	Program Description	% athletes involved	Teams Involved
Assemblies and School Visits	Student-athletes and coaches volunteer to visit local youth organizations, schools, and community organizations to talk about academics, athletics, and college life or to demonstrate sports skills.	1.15%	Women's hockey, Football,
Big Brother/Big Sister Program	This mentoring program connects Yale students one-on-one with children in the New Haven community. Mentors and children meet individually on a weekly basis in an activity of their choice, like a trip to the park or watching a movie. There are also planned gatherings for all mentors and children to join together, including Yale athletic events and pizza parties.	25.29%	Women's hockey, Women's crew, men's soccer, women's soccer, Women's swimming and diving, volleyball, men's lightweight crew
Bulldog Buddies Mentor Program	Mentor program that matches Yale student-athletes with students from the Augusta Lewis Troup School. Mentors visit the school weekly to play games, help with homework and read books. Mentors are not expected to participate every week.	65.52%	Women's hockey, Women's crew, sailing, Football, Women's swimming and diving, Volleyball, women's soccer, men's lightweight crew, track and field

<i>Bulldog Paws</i> (Pediatrics Alliance with Student-Athletes)	Pairs Yale athletic teams with pediatric patients at Yale-New Haven Hospital. Various teams adopt a child as a new teammate and develop a bond of mutual support and friendship between the child and the team.	17.4%	Women's Ice Hockey, Softball, Women's Basketball, Men's Basketball, Football, Women's Swimming and Diving, Gymnastics, women's soccer
Community Rowing Program	The Yale Community Rowing program brings students to Yale's rowing facilities each summer for one week sessions ranging from the basic "Learn to Row" to more advanced programs for upper-middle and high school students. Every spring, volunteers from both the Yale men's and women's varsity swim teams lead weekly community swim lessons for New Haven youth.	21.84%	Women's crew, men's lightweight crew, sailing
Dive In	Volunteers from both the Yale men's and women's varsity swim teams lead weekly swim lessons for New Haven youth throughout the entire academic year.	3.4%	Yale Men's Swimming and Diving
Fall Youth Day	Free and open to the public and draw hundreds of New Haven students to Yale's campus for free sports clinics, free admission to a varsity event, and special prizes for participants.	40.23%	Football, men's lightweight crew, women's crew, women's soccer, women's tennis, men's ice hockey, track and field
Holiday Gift Drive	Every year the athletic department works with local elementary and middle schools to pair	100%	Men's Ice Hockey,

	<p>teams with a child in need of a little extra cheer this holiday season. For teams who wish to participate, they would then receive a list of their child's holiday wishes and would provide a few of the gifts for the child.</p>		<p>Women's Ice Hockey, Lightweight Crew, Women's Gymnastics, Women's Swim & Dive, Men's Swim & Dive, Fencing, men's squash, cross country, baseball, sailing, men's lacrosse, women's basketball, softball, women's crew, women's lacrosse, women's and men's golf, women's soccer, heavyweight crew, men's soccer, volleyball</p>
NCAA Girls Sports Clinic	<p>Clinics take place throughout the academic year, and are conducted by Yale coaches and athletes of non-traditional sports (Squash, Crew, etc.), to expose youth to sports they would not otherwise be exposed to.</p>	1.15%	
New Haven Tennis Outreach	<p>After school program established through a partnership between the Yale Athletic Department and New HYTEs, a local tennis-based youth development nonprofit.</p>	6.9%	<p>Women's tennis, sailing</p>
NYPP (New Haven Board of	<p>The League runs from January until March</p>	2.3%	

Education/Yale/PAL/Parks and Recreation) Basketball League	followed by an awards banquet after the championship game. Approximately 125 boys and girls from the New Haven area participate in the league, and Yale student-athletes run clinics.		
School Visits/ Hospital Visits	School/Hospital visits take place throughout the academic year as Yale Coaches and Athletes visit and speak with various elementary and middle schools around New Haven along with Yale New Haven Hospital.	11.49%	Football, men's soccer, women's soccer
Sport Clinics	Clinics take place throughout the academic year, and are conducted by Yale coaches and athletes to expose youth to sports they would not otherwise be exposed to.	9.2%	men's soccer, softball, women's soccer, women's tennis
Spring Olympic Youth Day	Free and open to the public and draw hundreds of New Haven students to Yale's campus for free sports clinics, free admission to a varsity event, and special prizes for participants	29.83%	Women's crew , women's tennis, men's golf
Squash Haven	Provides individually directed academic enrichment and squash instructions to New Haven public school students in fifth grade through high school	66.67%	Sailing, women's crew, women's hockey, men's soccer, volleyball, women's soccer, women's tennis, men's lightweight crew, men's golf
Swim Haven	Volunteers from both the Yale men's and women's varsity swim teams lead community swim lessons for New Haven youth during their Spring semester	6.3%	Women's swimming and diving, men's swimming and diving, women's tennis
*Team Impact	Drafts children with serious or chronic illnesses	N/A	N/A

<p>*No data collected as Team Impact is a new initiative to Yale's Campus</p>	<p>on to college athletic teams local to where they live. The drafted child then visits their assigned team at practice and games 2-4 times per month and has special access to team-only events. Depending on child's health, the team can visit child at the hospital or attend an off-campus activity</p>		
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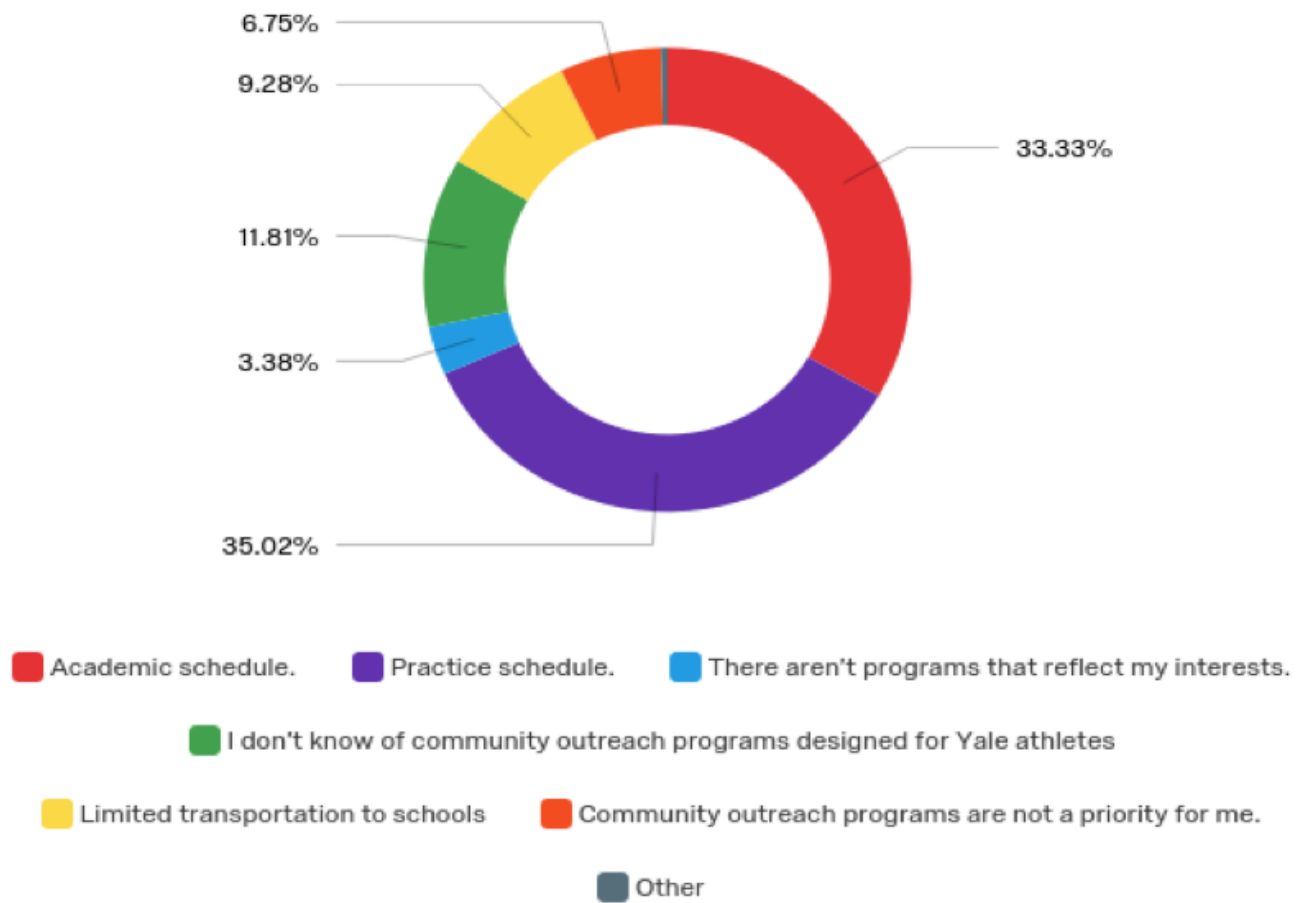


Figure 1:
 Factors that have limited Yale Student-Athlete participation in New Haven youth outreach initiatives.

Appendix 1.1:

Student Suggestions as to how Yale Athletic administration could support community outreach programs.

- *“Make requirements of service for every team.”*
- *“If it were more of a norm, encouraging coaches to build it into our athletic schedule rather than an additional thing”*
- *“Make an hourly quota of community service that teams must fulfill in their off season.”*
- *“Connect athletes more directly with opportunities in community outreach programs (i.e. email, advertisements). Find ways to make athletes more aware of these opportunities. Also, encouraging coaches to get their athletes involved in these programs is a great idea!”*
- *“They could spread more information about the existing programs and examples of the work of previous Yale teams.”*
- *“Make them more known, especially for teams without an ongoing community program partnership”*
- *“I would have appreciated the Athletic Department spreading more information about the existing programs and examples of the work of previous Yale teams.”*
- *“Increase communication for opportunities within the community. I wasn’t aware of most of the outreach programs for athletes listed within this survey”*
- *“Make it more of a part of the Yale Athletics culture. Make Yale DI athletes more aware of the existing programs from their freshmen fall”*
- *“Set a minimum number of hours that a team must volunteer at a given list of events/programs throughout the year”*

- *“Make it mandatory for teams to partake in community outreach. I know my team may initially complain about it, but I think it would be incredibly beneficial to the community and would bring us closer as a team!”*
- *“The Yale Athletic Administration could help organize and advertise community outreach programs—this would help consolidate athletic outreach and make sure athletes know about available outreach opportunities.”*
- *“Partner up teams with programs that relate to their sport (i.e. have the varsity teams link up with local New Haven soccer teams”*
- *“We should have days where athletes all go visit schools in the area. Just any type of organizational help would be huge. If something was already in place like that, and was just expected of my team then I know we would be more likely to reach out.”*
- *“The department could help to draw more attention to programs - i.e. having an “activities fair” style meeting at the beginning of the school year where people can sign up”*

Appendix 1.2:

Recommendations for the capitalization of the Yale athletic resources to promote Outreach

1. Communication

- Encourage each team to have their own community coordinator to note the team's initiatives, log the team's hours of service and report back to their athletic department.
 - Many teams are engaging in community activities that the athletic department are unaware of as these initiatives are simply aspects of the team culture and are passed down through the team.(I.e. Members of the women's swim team reported taking part in their Cure4Cam blanket initiative, in which they annually make blankets for patients in the Yale New Haven Hospital Pediatric ward. The athletic department is unaware of such initiatives).
- Set bi-weekly meetings between the student coordinators for athletic outreach and the Yale Athletics administrator who is currently overlooking athletic outreach in New Haven.

2. Recruitment

- Recruit athletes through more personal outreach. Given the current student coordinator for athletic outreach was recruited via personal outreach and current administrators noted personal outreach was the most effective form of recruiting, personal recruitment should be used rather than mass emails.

- Explain the Yale Athletics COC during freshmen orientation and provide information regarding the wide range athletic outreach initiatives that take place in the New Haven community.

3. Initiative Alterations

- Facilitate more initiatives with New Haven students at PWG. Given a PWG based program (Squash Haven) reported the highest percentage of student-athlete involvement (66.67%), it is evident that convenience for Yale athletes will facilitate more athlete participation.
- Extend the meet and greet for New Haven students and Yale athletes from the football team to other Yale varsity teams. Given the recent success of the men's basketball team, it could be a worthwhile to have a meet and greet after games.
- Do bi-monthly Yale athletics day rather than a Fall Youth Day and a Spring Olympic Day to have more frequent community inclusion days. It may also reduce the large decrease in athlete participation from Fall to Spring (40.23% to 29.83%) as athletes would be more engaged with the initiative.
- Incorporate more club sport and Intramurals into athletic outreach. These teams are comprised of committed athletes, who may have more time to give to outreach (particularly on Youth Days).

4. Team Ideas

- Measure impact of the community outreach programs on the teams through identifying possible correlation between a team's overall outreach efforts and its athletic performance. If a positive correlation were to be found, it could be used to further promote outreach amongst teams.

- Enforce a community outreach competition between teams, to encourage team participation.
 - Certain universities found success through competition. At Columbia University, students are awarded “spirit points” for community service, GPA, and attendance at events as part of a larger team competition. Some universities emphasize the importance of community outreach by including team service in the annual coaches’ evaluations. Other universities have high expectations and even mandates for student-athlete participation in service events throughout the year, (NCAA, 2007).
- Create a team recognition awards. The idea would not be to entice community outreach initiatives with a reward, but rather reward the teams who are highly involved with community outreach.
 - This award would be similar to the Thomas Ford ‘42 award, which is awarded to an individual athlete who shows dedication to community outreach. It would be awarded to the team who shows the most unified and engaged efforts towards community service (i.e. Mandi Schwartz Bone Marrow drive run by the Yale Football and Women’s Hockey teams). Positive peer pressure would be encouraged from upperclassmen to receive award. This award would also serve as a notice that the team doesn’t measure its success on the back of individuals, but on the performance of the team as a unit.

5. Organization of Yale Athletics Website

- Include “Athlete Community Outreach in New Haven” as a tab under the “Inside Athletics” tab on the main index page (<http://www.yalebulldogs.com/landing/index>)
- Under this new “Athlete Community Outreach in New Haven” tab:
 - List the names, position and email addresses of the student coordinators name for athletic outreach. Also list the name, position and email address of the Yale Athletics administrator who is currently overlooking athletic outreach in New Haven.
 - Incorporate an up to date database of current available initiatives. Given 11.81% of athletes reported they did not know of outreach programs designed for athlete, it is important to name and describe each active program. Furthermore, list which teams are involved and a person whom an interested party can contact to get involved. In any cases where record keeping of community service hours, community members reached, or the number of students involved in service is a display of dedicated commitment to service. In case that such information was posted, the respective athletic department was recognized as having a dedicated community outreach program, regardless of the number of service projects listed (Andrassy & Bruening 2011).
 - Attach a Hyperlink to the Dwight Hall website for further outreach initiatives. Given, The Thomas Ford ‘42 Community Outreach Committee is an affiliate organization of Dwight Hall at Yale, the Athletic

Department should guide its athletes towards Dwight Hall if they are not satisfied with the athletic community outreach initiatives.

6. More involvement from the Athletic Department

- 69% of athletes think the athletic department should play a role in organizing community outreach programs in the athletic community and were quite enthusiastic in providing suggestions as to how the athletic department could support athletic outreach. See Appendix 1.1 for a comprehensive list of student suggestions as to how Yale Athletic administration could support community outreach programs.

7. Possible transport

- Given 9.2% of athletes reported restricted transportation limited their community outreach efforts, make athletes aware that cars are available to them through Dwight Hall.
- Make zip cars available through the athletic department for athletes to travel to New Haven schools.

8. Feedback from New Haven

- Develop a mechanism for evaluating the effectiveness of community outreach on the community.