

# Yale University News Release

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## Yale Announces Goal of Doubling Number of Tenured Faculty Women

New Haven, CT, April 18:-- William C. Brainard, Provost of the University, announced that Yale will seek to double the number of tenured faculty women in the combined Arts and Sciences faculty by 1990.

Provost Brainard called the objective "both desirable and feasible," adding that "achieving this objective would bring to at least 30 the number of tenured women on the faculty."

The goal was the recommendation of a "Report of the Faculty of Arts and Sciences Advisory Committee on the Education of Women." The nine-member faculty committee, which delivered its report in April 1984, was chaired by Donald M. Crothers, Professor of Chemistry and Molecular Biophysics and Biochemistry.

The committee report includes a historical survey of the Yale faculty since the introduction of coeducation in the College in 1969 and contains a number of recommendations for increasing the number of women and members of minority groups on the faculty, particularly in the tenured ranks.

The committee's recommendations were directed toward both the administration and the faculty. Its members noted that "in the end, the faculty's sense of urgency and commitment is crucial if Yale is to find and attract qualified women scholars in sufficient numbers to represent to our women students the achievement we see as potential in them."

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President A. Bartlett Giamatti, in commenting on the efforts to increase the number of tenured women faculty, stated: "The University has a deep commitment to the principles of affirmative action and is prepared to make every effort to ensure that talented women and members of minority groups are recognized for their scholarship and teaching abilities and find a place in the tenured ranks of our faculty."

The committee report shows, and Provost Brainard confirmed, that in most respects the composition of the Yale faculty as a whole is comparable to other universities and reflects the statistical availability of women members of minority groups in higher education. However, because the rate of increase in the number of tenured women at Yale during the last six years has been slow, the proportion in that category continues to lag behind national averages.

"The primary concern of the Provost's Office over the next few years will be to find ways to increase the opportunities to appoint distinguished women to the tenured faculty," Mr. Brainard said.

He added that although the Crothers' committee report focused on only one of Yale's faculties, the University is equally committed to affirmative action in the professional schools. He cited the Yale Corporation's affirmative action policies which allow departments and schools to appoint women and members of minority groups even when resources are not immediately available in their disciplines.

Although monitoring the search and appointment procedures by the Yale administration can ensure equal access to positions, Mr. Brainard emphasized that "affirmative action requires the full commitment and active participation of all members of the University."

Mr. Brainard said that while the total number of positions could not ultimately exceed the capacity of the endowment to sustain them, "I am confident that since women are entering the profession in increasing numbers, their representation at Yale in central academic fields can be increased dramatically over the next five to ten years without straining the University's resources."

According to Associate Provost Charles H. Long, the representation of tenured women on the faculty has increased since the committee submitted its report last year. "Two women were added to the tenured faculty in 1984," Mr. Long said. "Although the 1985 hiring process is not yet completed, offers have already been made to at least four others, and no tenured women have chosen to leave Yale since the report."

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Noting that the departure rate of tenured women had been a major cause of the slow progress made between 1978 and 1984, he said that he was very optimistic about Yale's ability to meet the announced goal.

# # # #

January 26, 1990

President's Statement on the Recruitment and Retention  
of Minority Group Members on the Faculty at Yale

I wish to express my deep appreciation to Professor Judith Rodin, the members of the Committee, and all those who contributed to the excellent Report on Recruitment and Retention of Minority Group Members on the Faculty at Yale. It is a thoughtful and careful document that addresses issues fundamental to the quality and strength of Yale and the nation now and in the years to come. I made it clear when I appointed and charged the Committee that I believed the issues they were asked to address were among the most important facing the University. The Report has strengthened my conviction that Yale must strive to make the faculties of our departments and schools stronger by reason of greater ethnic, racial, and gender diversity, better able to serve Yale's excellent and diverse student body, and better able to draw on the full range of America's heterogeneous society.

Yale has been concerned with the difficult and complicated questions of how to increase the representation of women and members of minority groups on its faculty for many years. The questions presented are knotty, since they require us to

consider how best to pursue aggressively our goal of diversity while maintaining our commitments to equal opportunity and the highest standards of academic excellence. The University has wrestled with these and similar issues before, in the Reports of the Marshall Committee (1977) and the Crothers Committee (1984). The Report of the Rodin Committee presents yet another occasion for Yale both to affirm its desire to increase diversity, equal opportunity and excellence in its faculty and to examine the means by which it will pursue them. I wish to reaffirm Yale's commitment to enhancing diversity on our faculty and to strengthening old initiatives and take new ones in an effort to quicken the pace at which we make progress in this important aspect of our community life.

As the Report recognizes, that effort to enhance the diversity of Yale's faculty must affirm and strengthen the fundamental principles and values of the University: in particular, that the University must adhere to the highest possible standards of individual excellence and promise in the recruitment and promotion of faculty, that Yale must judge all members of this academic community on the basis of individual merit and promise of contribution to our academic enterprise, that Yale must strive through its educational programs and institutional policies to serve our nation's urgent and critical need to become a society of true equality of opportunity, and that Yale's commitment to justice to members

of disadvantaged minorities must be part of a broader commitment to open wider the doors of opportunity to women, to persons with physical disabilities, and to all others victimized by invidious discrimination that prejudices their right to be judged on the basis of individual merit.

I have discussed this Report widely with students, with members of the faculty, with Deans, with members of the University administration, and with the Fellows of the Yale Corporation. I thank all those who have shared their thoughts with me.

### I. Retention

Let me first discuss the question of how to assist the academic development of, and thus help to retain, those members of minority groups who are already appointed to our faculty and those who will join us in the future.

#### A. Competition in Salary and Research Support.

Yale has a commitment to excellence at the highest academic level. The Rodin Committee is persuasive that to support that commitment, we must be prepared to compete in a market place that puts increasingly high valuations on outstanding scholars and teachers, especially those who are members of minority groups. We must be certain that Deans and Chairmen are aware of the current competitive pressures for

these members of our faculty. We must be certain that Deans and Chairmen are aware of the need to anticipate and to respond to competing offers. We have made considerable progress in recent years in responding realistically and effectively to the increasingly heated competition for excellent faculty. Yale must and will continue to make provision in our regular procedures for setting salaries and for recommending promotions in a timely manner, recognizing that competitive pressures may require expediting a process of promotion or considering individual salary adjustments. Yale is committed to meet the increasing pressures of academic competition for all of its faculty. Yale will respond to the competition in salary and support for minority faculty quickly and appropriately, as we must attempt to do with all faculty.

B. Compensation for Special Burdens.

The Committee discovered that the extracurricular tasks of committee work and advising students are not evenly dispersed among our faculties. Yale must try to prevent inequitable burdens for certain members of our faculty. Spreading as evenly as possible the load of committee and other extracurricular duties is far preferable to addressing retroactively burdens that should not have been imposed in the first place. To prevent overloads and preserve equity, we will expect Chairmen, Deans, and members of the University administration to make special efforts to divide these extracurricular duties

across all faculty. We must pay special attention to the burdens of junior faculty in this regard.

In some cases, where exceptional circumstances require special efforts of certain members of the faculty, Chairmen and Deans will be asked to recommend to the Provost's Office ways of compensating individual faculty members who carry distinctly more responsibility than the norm. This review and these exceptional responses will be available to all ladder faculty, but Chairmen will be asked to recognize and pay particular attention to the disproportionate advising and committee burdens that are apt to fall on women and minority faculty. Minority or gender status alone is not a basis for setting institutional support. But we must compensate fairly faculty members who take on more than their fair share of institutional responsibilities. And we will take into account as best we can demonstrable special informal burdens that may fall heavily on individual women and minority faculty members.

#### C. The Nurturing and Support of Non-Tenured Faculty.

Experienced faculty members are naturally the most effective members of the community to assist younger faculty in their professional development. Helping junior faculty develop as scholars and teachers is a traditionally recognized obligation of senior faculty. For many junior faculty members, informal and occasional contacts with senior faculty adequately discharge these obligations. Others may welcome more struc-



tured relationships. I am asking the Deans of Yale College and of the Graduate and Professional Schools to investigate and to report to me how all non-tenured faculty might best be nurtured and supported in their relationships to senior faculty and to the institution.

The discussions initiated by the Rodin Committee have indicated a widespread sense among junior faculty, especially in the Faculty of Arts and Sciences, that Yale does not provide an academic and personal environment that is as welcoming and supportive as a great academic institution, concerned for the future of its faculty, ought to provide. I am asking Deans, Chairmen, and all members of the senior faculty to be mindful that our junior faculty are a prized part of our academic community.

## II. Recruitment

### A. Search and Recruitment Procedures for Chairmen and Deans.

Recruitment of minority faculty to colleges and universities is, as the Rodin Report recognizes, an urgent national priority, and that Yale must take the lead in addressing the problem in ways that meet its full national dimensions. No one supposes that the best long-range solution to the goal of increasing minority faculty representation at Yale and in other institutions rests in "raiding" other institutions for

individuals on their faculty. Rather, Yale and other institutions must take steps to increase the number of promising minority students who elect academic careers. We are committed to this effort. However, academic competition is healthy, and in any event inevitable, and competition is one way that incentives are created to expand scarce resources. Moreover, we have an obligation now to strengthen Yale by enhancing the diversity and excellence of our faculty. Therefore, we will compete aggressively for distinguished minority faculty at other institutions.

#### B. Creation of Incremental Positions.

We must be in a position to appoint outstanding minority scholars when they are identified. Current faculty resource allocations sometimes serve as obstacles to making otherwise attractive appointments. We must therefore make our current policy of field and budgetary flexibility in such cases clearer and better understood, particularly if we are to be successful in recruiting minority faculty to Yale in the face of significant competitive pressure. An unconditional statement of this policy and a reassurance that we will commit necessary resources must dispel any concern that an incremental appointment carries a hidden cost.

Therefore, I guarantee that Yale will not draw back from providing resources where they are needed to achieve affirmative action goals, nor will we retreat from existing

policies that permit the modification of field and budgetary restrictions in the interest of making appointments of outstanding women and members of minority groups. In addition to these current methods, I pledge to Faculty of Arts and Sciences Deans and Chairmen and Deans of centrally-supported schools that when excellent minority candidates are identified, we will commit the incremental resources for their support from general funds. I cannot guarantee that budgetary strictures in the future may not require a change in this policy, but during the time this policy is in force and until I make a public announcement to the contrary, appointments under this policy will not be subject to the current practice of recovering resources over time. After a five-year period, we will assess our progress and consider the budgetary situation anew. We will develop a clear and expeditious procedure for departments to seek Provostial authorization for appointments of persons who, in addition to their other strengths, help to enhance minority representation on the Yale faculty. Such authorization will be subject, particularly in the sciences, to space and research support limitations.

I will expect the Deans of self-supporting Schools to devise procedures in their Schools which for a period of time similarly open budgetary opportunities for the appointment of faculty members of minority groups.

It is very important to emphasize that, in making these appointments, exactly the same standards of excellence will obtain as apply to all appointments. Yale will continue to have only one standard of quality for faculty appointments, applied to all. The appointment procedures for these purposes will follow the ones currently available for making appointments authorized to meet affirmative action goals or to respond to specific targets of opportunity. That is, in the case of specifically identified individuals, advertisements and letters of inquiry will not be required, though letters of reference will always seek comparative evaluations on a national basis.

C. Increase the Number of Minority Visitors.

It is clear that, given the inadequate pools of available faculty from minority groups, the process of making significant numbers of regular faculty appointments will take time. In the meantime, we must be alert to the opportunity to enrich our academic community by inviting minority visitors, both academic and non-academic, to the campus. We will make a concerted effort to use both existing funds and a new, larger fund we hope to raise for this purpose. For one-year replacements to fill temporary gaps in the teaching program, Chairmen will be expected to make special efforts to consider women and members of minority groups.

D. Visitors from Non-Traditional Fields.

Chairmen and Deans will also be asked to look for opportunities to bring non-traditional visitors to such programs as would be appropriate for them. The Residential College Seminar Program is a good example, and the Seminar Committee will be asked to make a special effort to explore that possibility. Minority visitors from the arts, public affairs, and journalism would be attractive to many departments and schools and to programs such as Social Thought and Ethics and International Relations. Every effort will be made to ensure that they can be brought to Yale as visitors.

E. Recruitment of Yale Undergraduates into Academic Careers.

No aspect of the problem of recruitment of minority faculty is more far-reaching or difficult to solve than the question of the "pipeline" that ultimately produces qualified minority candidates for faculty positions. It is therefore critically important that Yale determine effective ways to increase the supply of potential faculty members in such an academic "pipeline."

Yale's outstanding undergraduate body is one of the most appropriate places to start in a search for the minority teachers and scholars of the future. Yale already participates in several programs designed to achieve this end: the Academic Mentorship Program in the Sciences in Yale College, the Minority Summer Research Exchange Program sponsored by the Ford

Foundation, and the Mellon Foundation's Minority Undergraduate Fellowship Program. I am requesting that the Dean of Yale College explore further ways to make evident to all students, with special attention to minority and disadvantaged students, the desirability and the rewards of academic careers. More programs might be developed that include term-time or summer research support and other ways to involve undergraduates in research with Yale faculty.

The fact is that the decade of the 1990s promises to be a period of greatly heightened demand for scholars in virtually all areas. The promise and prospects of academic life have not been so bright for a generation. Yale should broaden its general efforts to encourage a fair share of its most promising students to consider academic careers and graduate study in the arts and sciences. We should make special efforts to encourage academic careers for individuals from minority groups, women, and disadvantaged persons. Accordingly, I will provide financial and other support to the Student-Faculty Forum and other groups which seek to encourage interest in academic careers among Yale undergraduates.

I am pleased to announce that an individual donor who prefers to be anonymous has made a gift to the University to support each year for five years ten summer academic fellowships in which Yale College sophomores and juniors will work with Yale faculty on research and related projects

designed to introduce students to the nature of academic careers. These fellowships will provide free room and board and a generous stipend for the summer's work. The Fellowships will be named Bouchet Fellowships, in honor of Edward A. Bouchet, the first black graduate of Yale College, and the first black in the United States to receive the Ph.D. degree, which he received from Yale in physics in 1876. The Bouchet Fellowship will be open to Yale College sophomores and juniors of exceptional promise with preference given to persons who have demonstrated promise while overcoming disadvantage and discouragement. I would expect that these fellowships would be particularly attractive to women and persons from minority groups. The Dean will recommend to me the appropriate selection procedures, stipend level, and academic working arrangements that will assure that the Bouchet Fellowships make a significant contribution to encouraging academic careers among promising Yale undergraduates, especially those from disadvantaged groups.

#### F. Recruitment of Other Undergraduates into Academic Careers.

Yale's undergraduates are not the only students in the country who should be encouraged to pursue academic careers. Other students, when properly encouraged, could be important participants in a national effort to increase the number of faculty members who are members of minority groups. The University will therefore support and strengthen special

academic summer programs designed to enhance the academic interests of minority undergraduates from Yale and from other colleges and universities. This might take the form of academic work unavailable in a student's home institution. If it appears that Yale can make a real contribution through this kind of program, we will seek the outside funding necessary to create it.

G. Recruitment and Support of Graduate and Professional Students.

Graduate and professional students are an important community within the University. Graduate students are closest to assuming academic careers and should be encouraged to sustain and complete their studies. Yale's professional students will help to form the active core of the professions in communities throughout the country, and some will serve as members of the faculties of professional schools. Every effort should be made to encourage them. Toward that end, I have asked the Deans of the Graduate and Professional Schools to consider ways to make their programs more attractive to the widest range of students, including minority students. While we recognize that talented students in our professional schools will often have more lucrative opportunities open to them than are afforded by academic life, I hope that we can encourage the academically-inclined to consider academic careers. Academic life in all the professions will offer great rewards and opportunities for service in the decades ahead.



#### H. Student Visitors and Special Students.

The Yale community can also be enriched by student visitors and by special students who might come to Yale from colleges and universities throughout the country as well as from foreign countries. Those students, in turn, would return to their own institutions with interests enriched by their stay at Yale and more familiar with the benefits of life in this community. The Deans of Yale College and of the Graduate and Professional Schools will therefore be asked to develop specific programs which will attract to Yale advanced minority students who could benefit from a year, a term, or even a short research visit at Yale as special students or researchers.

#### I. Post-Doctoral Opportunities.

Post-doctoral students, especially in the sciences, are an essential resource for appointments to the faculty, both at Yale and in other institutions. Post-doctoral programs provide important opportunities to encourage students to commit themselves to academic careers. I am asking Deans and Chairmen to recommend specific post-doctoral opportunities, from one to five years in length, that would help to attract outstanding minority students to the University and help them to develop the research strengths that will ensure their successful pursuit of a career within an academic institution.

### III. Yale's Commitment to Process and Goals

#### A. Targeted Goals.

As I have reiterated, the objectives to which I here once again commit Yale are important and I expect that the specific initiatives set out here will help us progress at a pace faster than in the past. I share the concern of the Rodin Committee and its predecessors that progress should be tangible, measurable, and large enough to have significant impact on our academic community. It is difficult to assess good faith effort and sometimes even hard to measure progress, but I agree that, if our efforts to improve diversity bear fruit to the degree called for by the Rodin Report in its statement of numerical goals, as I intend, Yale would have made significant progress in implementing its commitment to diversity. The goals are not quotas or set-asides but they do provide one useful, if rough, measure of Yale's progress and I hope they will be achieved and even surpassed. It is important that this progress be made without compromising the commitments to excellence and equal opportunity that are also at the core of Yale's institutional commitments. I expect that the committee which will monitor progress over the next several years will be mindful of both the need to make tangible progress and the importance of preserving the other core values of the University which may affect the rate at which progress can be made.

B. University-Wide Committee.

I will appoint and charge a University-wide committee to consider further and monitor the implementation of the programs I am putting in place to enhance diversity at Yale. The Provost and I will meet with this Committee as frequently as the Committee requests and at least once a year to review Yale's progress in increasing the representation of women and minority groups on our faculties. The Chairman of this Committee will also meet with the Yale Corporation each year to report on the University's progress.

I am requesting that the Deans of the Graduate and Professional Schools consider the substance and purpose of this statement and discuss with me during the Spring the best ways within their Schools to implement the purposes of this statement.

The shortage of minority groups on college and university faculties is a crucial and pressing national concern, given the history of inequality in our society. The national shortage of minority faculty, which is of grave proportions, is created by and reiterates both real and perceived social stratifications. In fundamental ways, that shortage threatens our efforts to make real the claims and the benefits of equal opportunity and undermines our inherent institutional and civic commitments to encourage all men and women, through education, to liberate their potential as equal citizens of the nation.

This shortage demands a focused national commitment to enhance the strength and justice of our society by enhancing diversity within our educational institutions. Our University and our nation will not be strong and just and dedicated to the affirmation of democratic principles -- the principle of reward for individual effort and merit, the commitment to open and equal opportunity in all facets of endeavor, and the ideals of shared responsibility for the future of the country -- without the participation of individuals from all groups in the dialogue and critical examination of ideas which shape higher learning and form the enlightened foundation of our society. Yale's efforts alone cannot resolve this problem which is in fact national in scope. I do believe, however, that our commitment will serve as an example to other institutions of higher learning and that the recommendations we pursue will make a great and good contribution to Yale.

From Beano ~~CHAD~~  
November 1991

## The President's Response to the Jaynes Committee Report

I would like to express my appreciation to the Committee chaired by Professor Gerald Jaynes to "Monitor the Recruitment and Retention of Disabled, Minority, and Women Faculty" for the work it has done and the recommendations it has made. I take the opportunity of commenting on the Committee's report to reassert my strong view that increasing the pools of minority and women candidates for our faculty, increasing the number of minority and women faculty at Yale, and retaining our present colleagues are important institutional goals that deserve continued thought and effort.

The Jaynes Committee's report suggests that there is still much that we can and should do to increase the diversity of the University's faculties. To that end, I reaffirm what I have previously announced, that for a five-year period (beginning in 1991-92), at any time a department identifies an outstanding minority scholar who would make a contribution to Yale, it will be provided the resources for that appointment and permitted to undertake a targeted search procedure to recommend that candidate to the appropriate appointments committee. In such searches, the field and budgetary barriers that normally constrain appointments at Yale will be set aside in the Faculty of Arts and Sciences and in those professional schools that depend upon the central support of the University. When such an individual is appointed and for so long as he or she is at Yale, the department will not be asked to surrender any other faculty positions in order to provide the resources necessary for that special appointment. I reiterate as well that the deans of self-supporting schools should create similar budgetary opportunities. Two scholars have already been hired as a result of that policy, and there are a number of others being considered by departments and schools. I have asked the Provost to reaffirm and clarify this policy in his annual letters and appointments memoranda to the chairmen and deans.

Developing appropriate and sufficient recruitment mechanisms remains a pressing problem. With respect to those Committee recommendations aimed at identifying potential women and minority faculty, I endorse the recommendation that departments and schools develop and report their own plans for increasing the pools of scholars from which they might draw candidates. Although local differences among disciplines will undoubtedly demand some differences in specific recruitment strategies, there are some steps that all should take. First, there should be at least one annual discussion of the department's affirmative action progress and plans, either at a meeting called especially for that purpose or at a meeting that deals generally with recruitment and appointments matters. Second, either a special committee or one of the standing appointment committees should develop specific mechanisms for identifying talented women and minority candidates for positions. Lists of graduate students about to enter the job market are among the ways to accomplish this. Another effective way to cover a wide spectrum of potential candidates would be to develop more specialized lists of scholars identified by the departmental members of particular subfields. However departments and schools choose to carry out this activity, I agree that it would be appropriate and helpful for chairmen and deans to include in their annual reports a discussion of their activities and plans in this area.

With respect to recruitment of identified candidates, I would also endorse a wide range of efforts departments might make to increase their chances of success, though these efforts should be regardless of race or gender. For many reasons, it has become increasingly challenging to recruit outstanding scholars at all ranks. Yale's location and (for nontenured candidates) well-known high standards for tenure may make that task particularly difficult. As the report indicates, in recent years the problem of finding positions for two-career families has become very difficult for Yale. The Provost, the Deans, and I work actively on this problem regularly. Although we have had some notable successes, the difficulty of attracting two-career families to New Haven seems likely to worsen. Earlier this year the Provost named Associate Provost Ann Ameling the coordinator of this effort, to expand and better organize Yale's resources with respect to this issue.

I agree with the Committee's suggestion that special circumstances may warrant partial teaching relief in the first year or an accelerated schedule for the first leave

(e.g., to replace an earned leave at the former institution) for newly recruited faculty. Such transitional responses might be used for any new faculty member. However, in view of the excellent leave policies of the University and the high value Yale places on teaching, I believe that it would not be appropriate generally to offer recruited candidates reduced teaching loads or increased leave opportunities. As a longer-term recruitment strategy, the idea of creating post-doctoral opportunities for minority faculty is one that we have already examined, but in the current financial climate the very large cost has seemed prohibitive. I would hope that the Committee might continue to look at this and other ideas, perhaps with an eye to suggesting funding that might be identified in order to make them possible.

I believe that to increase the size of fields such as ethnic and women's studies as a device for increasing the numbers of women or minority scholars would not be consonant with Yale's academic values. The number, extent, and shape of the University's fields of study ought to be determined on intellectual grounds by faculty members, the departments, and faculty committees that establish curricula, and the administration in consultation with them. When the intrinsic academic importance of the field justifies inclusion or augmentation in the programs of study in such areas as ethnic or women's studies, then the potential capacity to recruit a woman or member of a minority group represents an added value to the community. This has proved to be the case in the past and will again. In fact, in the two specific fields mentioned in the report, the history of Latin America and Women's Studies, the Steering Committee of the Faculty of Arts and Sciences has recently been persuaded on academic grounds to authorize additional resources which should result in adding two senior scholars to the faculty.

With respect to those recommendations aimed at retaining women and minority faculty who are already at Yale, I would endorse several of the Committee's suggestions, with the understanding that such efforts should be made for all of Yale's nontenured faculty. I believe that, as the earlier ad hoc committees on this subject chaired by Professors Crothers and Rodin said, most of the steps Yale should make with respect to retention and promotion should be applied to all of the nontenured faculty. With very few stated exceptions, the University's appointments procedures must apply to all faculty, and the treatment of the whole faculty must be as equitable and supportive as possible. Chairmen should and

do take very seriously their responsibility for keeping nontenured faculty informed of the procedures, the expected standards for promotion, and their own prospects for reappointment and promotion in the University. Procedures for this are in place, but it is important to ensure that chairmen carry these out effectively and in a way that nontenured faculty perceive the support and concern.

The Provost has discussed this important issue in his annual meeting with FAS chairmen and will underline it as well in letters to chairmen and in the 1991-92 appointments memoranda. He will urge chairmen to distribute to any interested faculty the detailed appointments memorandum itself. As the Committee suggests, the regular conversations with nontenured faculty might well inform the chairman about the way nontenured faculty, particularly women and minority faculty, view the institution. The chairman's annual report is one useful way for this information to be transmitted to my office and that of the Provost.

Another aspect of retention is of course the University's need to respond to recruiting pressures from other institutions. The Provost and I are keenly aware of the competitive market for faculty of the excellence of Yale's, and in particular the competition for excellent minority faculty. We spend a good deal of time discussing this situation with deans, chairmen, and individual faculty and we seek appropriate ways to respond to offers from outside. Given Yale's commitment to maintain an equitable salary structure, responses to offers must be complex. Offers and counter-offers must not dominate the salary structure of the University. On the other hand, offers from outside collectively establish a market test for Yale faculty and are taken into account both in individual responses and in the annual salary pools.

As the Committee recognizes, outside offers often involve non-salary items as well. In order to respond appropriately, the Provost must make a careful review of the individual situation. I will make it clear that we expect chairmen to discuss all such offers with the Provost's Office -- regardless of the race or gender of the faculty member. It would be unfortunate for a faculty member to conclude incorrectly that Yale was indifferent to such an event. We will look carefully at non-salary issues in outside offers and try to be responsive. In one area, however, we will generally not be forthcoming, and that is with respect to offers that would systematically



lessen the teaching responsibilities of faculty members. We try to be flexible and helpful concerning specific research opportunities that may involve some special, limited reduction in teaching. However, the Deans, the Provost, and I strongly believe that the tendency of some universities to compete for faculty by attenuating teaching responsibilities is shortsighted and damaging to the integrity, as well as the excellence, of the university.

As to the Committee's final recommendation, that it share with the Provost's Office and the Affirmative Action Office the monitoring of the procedures used in particular promotion procedures, I have discussed this matter with the Deans and the Provost and I have concluded that this would be inappropriate. If the Committee were to examine only the procedures, as the report recommends, it is difficult to see how it could do more than is already being done by the offices and individuals already monitoring the searches, particularly at the very end of the appointments process. In addition, it seems clear in the report's recommendation that the procedures are not the only matters that would be reviewed. For example, the report recommends that the Committee review the chairman's description of the reasons why a particular candidate had not been recommended for promotion. That and other parts of the appointments must be kept confidential, and widening the number of committees and individuals that have access to the letters and other confidential matters would not be consistent with faculty or University policies.

The University's grievance policies provide ample opportunity for redress for a faculty member who believes that he or she was treated in a discriminatory manner or in a way that violates Yale's procedures. It is not necessary to empower a standing committee to take that responsibility. On the other hand, it does seem to me appropriate for the Committee to examine carefully the procedures themselves and to make recommendations for changing them as they identify flaws or potential improvements.

I would like to make some specific comments about the issue of increasing the number of tenured women in the Faculty of Arts and Sciences.

In April of 1985, in response to the Report of the Faculty of Arts and Sciences Advisory Committee on the Education of Women, the University announced that it would

seek to double the number of tenured women in that faculty from 15 to 30 by the year 1990. By the fall of 1989 I was pleased to be able to announce that we had reached that goal, and by the end of 1990-91 that number grew to 33.

I said when we reached that goal that Yale would not reduce its efforts to increase still further the number and percentage of women in the Faculty of Arts and Sciences, and that I was equally concerned about the appointment of women in the nontenured ranks and in all of the faculties of the University. Increasing the number of women faculty remains an important commitment for Yale.

As before, we will identify the number of tenured women in the Faculty of Arts and Sciences as the most visible measure of our progress. The FAS faculty does not have a special priority in this regard, but as the largest and most central of the University's faculties, it covers the widest range of fields and has the most significant symbolic value at Yale. Furthermore, although Yale must be equally concerned with the hiring and retention of women at all stages of their careers, tenured appointments carry special significance, since they compose the various boards of permanent officers, in which the powers of appointment at Yale are finally lodged.

I note that the Jaynes Committee has recommended against the setting of particular goals or targets for minority and women faculty, and I accept the reasons for the Committee's doubts that specific targets can capture Yale's commitment to enhancing the diversity and excellence of our faculty. However, I wish to make clear my expectation that, given the nature of the appointments pools from which our faculty is drawn, the proportion of tenured women in the Faculty of Arts and Sciences will steadily increase from the present level. We will proceed toward this goal without lowering in any way Yale's very high standards of appointment. To assist in the process of appointing women, we will continue the existing University policy of temporarily relaxing field and budgetary barriers when to do so will increase the likelihood of appointing outstanding women. Yale and other leading universities must take constructive steps to increase the number of minority candidates in appointments pools so that similar expectations of increases at Yale and in the academy generally can be expected.

I reiterate my gratitude to the members of the Committee To Monitor The Recruitment and Retention Of Disabled, Minority, And Women Faculty and to Professor

Jaynes for their hard work and devotion to the improvement of Yale and I pledge continued attention to and support for their recommendations as I have indicated.

In the next few weeks, I will speak to the Provost and Deans about the Committee's report and my responses, and implement those recommendations that I have endorsed. Because I remain convinced of the continuing value of this Committee I intend to appoint it each year for so long as I think it can make a valuable contribution to this important area of University policy. The report of the 1990-91 Committee is the basis of my charge to its successor Committee. I ask the Committee in particular to: 1) move forward with even more specific recommendations about ways departments and schools might identify and enlarge the pool of women and minority candidates; 2) make specific suggestions as to ways departments might better counsel their nontenured faculty, including the possibility of an informal mentoring program; 3) give further thought to improving the counsel and support provided to faculty moving through the ranks; 4) review the current appointments procedures to see where they might be improved or clarified to enhance the recruitment of women and minorities; 5) using such means as the chairmans' annual reports as well as other data, to continue to monitor departments' and schools' affirmative action efforts and results to determine which are the most effective techniques for recruiting and retaining faculty.

Increasing diversity in all aspects of higher education remains a pressing national and institutional goal. Yale remains firmly committed to this goal. I will continue to depend upon the deans, the faculty, and committees like the Jaynes Committee to provide ideas and to recommend actions that will help Yale to achieve that diversity.

November, 1991

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YALE UNIVERSITY

OFFICE OF THE PRESIDENT

105 WALL STREET  
NEW HAVEN, CONNECTICUT 06520

February 23, 1999

To: Members of the Faculty of Arts and Sciences

From: Richard C. Levin and Alison F. Richard

Since the 1970s, Yale has sought to increase the diversity of its students, its faculty, and its staff. We view this goal as an institutional imperative. The quest for excellence requires that we search every population to identify those individuals with the greatest potential to advance knowledge and lead society. We greatly enrich the intellectual exchange through which we all learn and develop when we bring together people who understand the world from the perspectives they derive from diverse backgrounds, experiences, and accomplishments.

By any measure, our students today are exceptionally diverse as well as exceptionally talented. We believe that a faculty with substantially increased numbers of outstanding women and members of underrepresented minority groups would further enhance Yale's contribution to the education of these remarkable students as well as to scholarship and society at large. We must find ways to accelerate our progress toward greater diversity in the University's faculty — most especially and most urgently in the Faculty of Arts and Sciences. We believe that greater diversity will enhance and strengthen a faculty expected to stand in competition with the foremost leaders in their fields throughout the world.

After several months of intensive discussion with other Officers of the University, the Deans of Yale College and the Graduate School, and the Directors of the Divisions, we announce today a plan of action for the Faculty of Arts and Sciences, with four components: (1) increased use of new faculty positions, (2) enhanced central support and leadership, (3) strengthened efforts by departments to identify opportunities for recruitment, and (4) the development of realistic and ambitious objectives for increased representation of women and minorities.

**Increased use of new faculty positions.** Yale has long sought to increase the diversity of its faculty. Since 1972, we have required those conducting faculty searches to seek to identify women and minority candidates who meet Yale's high standards, and we have encouraged their recruitment. When departments have identified recruitment or promotion opportunities in the absence of immediately available faculty slots, the University has responded by providing resources in order to seize those opportunities. Still, we remain short of our aspirations, and we must accelerate our efforts.

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In certain academic disciplines and fields, women are well represented nationally while, at Yale, their numbers remain very small. In such instances, we will continue to provide new resources when needed to enable departments to recruit or promote women — with the understanding that, at a future time, the departments will absorb such new positions into their budgeted allocation of faculty slots. In disciplines and fields that very few women have entered, however, we will now give departments the flexibility to make junior or senior appointments with new resources that will remain in place for the duration of an appointee's time at Yale.

In most fields, members of minority groups are scarce in the academy, and Yale must compete effectively to attract and retain the very best. To permit departments to take advantage of recruitment or promotion opportunities as they arise, we will continue the policy that Yale established in 1991. That initiative provides, when needed, the additional resources for the duration of an appointee's time at Yale.

**Enhanced central support and leadership.** We must do more than make new faculty slots available. We also must bring greater initiative, urgency, and vigor to our efforts to increase diversity. To ensure the administration's leadership and energetic engagement, the Provost, in the coming months, will designate a member of her Office to support departmental efforts to recruit women and minority candidates and to help identify career opportunities for their spouses and domestic partners — as we do increasingly for all our faculty.

**Strengthened efforts by departments to identify opportunities for recruitment.** To resources and leadership, we add a third and equally crucial ingredient — the commitment of the faculty. At this time, we are asking each department and program to think specifically and creatively about how to increase diversity, and about how to bring new faculty here over the next few years. Next year, and regularly thereafter, we expect departments or appropriate departmental committees to engage in ongoing discussion of strategies and actions to increase diversity. The Deans will encourage such discussion, and, at the outset of every search, both tenured and nontenured, they will ask departments to propose specific measures to identify women and minority candidates for the position.

**The development of realistic and ambitious objectives for increased representation of women and minorities.** For the rest of this spring, we will be meeting with the leadership of FAS departments and programs to assess prospects for achieving greater diversity. Although we will not try to develop specific goals or targets for each unit, we will establish realistic and ambitious FAS-wide objectives toward which we can work as a community.

In this statement, we have focused on the Faculty of Arts and Sciences. Over the coming months, we plan to engage the Deans of the professional schools in developing parallel strategies. We will not relax our efforts until the entire University exhibits the excellence and vitality that depend upon the broad-based contributions of a talented and diverse faculty.