

Recruitment and Retention of Minority Group Members
on the Faculty at Yale.

May 16, 1989

Judith Rodin, Chair

Richard K. Chang

Michael G. Cooke

Drew S. Days III

Edmund W. Gordon

Dwight T. Janerich

Alvin K. Klevorick

Charles H. Long

Vincent T. Marchesi

Leslie Moore

Sharon M. Oster

Hugo Rodriguez-Vecchini

TABLE OF CONTENTS

I.	INTRODUCTION	1
	A. National data	1
	B. Yale data	5
II.	SUMMARY OF RECOMMENDATIONS	15
III.	YALE'S CURRENT PROCEDURES.	18
	A. Affirmative action policy.	18
	B. Affirmative action in student recruitment.	18
	C. Affirmative action in faculty positions.	19
IV.	INFORMATION GATHERED BY THE COMMITTEE.	22
	A. Interviews	22
	B. Data analysis	23
V.	CONCERNS ABOUT AND CRITIQUE OF PRESENT SITUATION	24
	A. National issues	24
	B. The current situation at Yale	25
	1. Perceived commitment to minorities	25
	2. Critical mass	25
	3. Uneven distribution of burden	26
	4. Special problems of term faculty	26
	5. Nonuniform compliance with the spirit of affirmative action	27
	6. The role of area studies	27
VI.	RECOMMENDATIONS	28
	A. Establishing target goals	28
	1. Ten year targets	29
	2. Procedures for deriving the targeted positions	30
	a) Mortgaged positions.	30
	b) Reallocated positions within divisions.	30
	c) Reallocated positions between divisions.	30
	d) New positions.	30
	3. Obligations of departments and chairs.	31
	a) Formal review and planning procedures	31
	b) Development of the applicant pool.	31
	B. Retention of current minority group faculty members	31
	1. Responses to outside offers	32
	2. Incentives for excessive burdens	32
	3. Mentoring procedures	32
	4. Review of teaching assignments in the FAS	33
	C. Short-term strategies to increase minority group presence on the Yale Faculty	33
	1. Visiting minority professors program	33
	2. Recruitment of leaders in non traditional fields to serve as faculty	33
	D. Development of the pipeline at Yale	34
	1. Programs at the undergraduate level	34
	a) Programs for students of Yale College	34
	b) Programs for non Yale students	34

2.	Programs at the graduate and professional level	35
a)	Recruitment	35
b)	Assistance in completion of degree	35
1)	Yale students.	35
2)	Non Yale students.	35
c)	Special programs	36
3.	Postdoctoral fellowships.	36
E.	Specific implementation plans	36
1.	School implementation committees.	36
2.	Standing University review committee.	37
VII.	CONCLUSIONS	37
VIII.	APPENDICES	39
A.	Analysis of demographic data and tables.	39
B.	Summary of Yale College Minority recruitment program.	58
C.	Provost's memorandum on "Procedures for faculty searches, appointment, leaves and terminations for 1988-89."	60
D.	Form for students to enroll in "National Name Exchange of Minority Ph.D.'s."	89
E.	Current and former Dorothy Danforth Compton fellowship holders.	91
F.	Dean of Graduate School's memorandum on Minority Summer Research Exchange Program.	120

I. Introduction

The full and successful participation of all segments of the nation's population in all aspects of our society's life is urgently needed. The urgency has special force for the nation's schools and universities as they provide the foundation for such participation. Furthermore, the very mission of universities demands that they encompass broad perspectives that are represented by diverse populations. The fullest development of our human resources as well as equity and social justice demand that we at Yale address this issue now with particular attention to enhancing the recruitment and retention of excellent faculty who are members of minority groups. Setting a course to achieve this objective surely raises difficult questions of institutional policy and academic planning, but they must be faced. The present report provides an analysis of Yale's current situation and a set of proposals for change.

Evidence indicates that insufficient national attention has been paid in the past to expanding the pool of academically-oriented minority group members, and now all institutions of higher learning, not only Yale, are suffering the consequences. Although Yale cannot solve the national problem, we believe that Yale can play a leadership role by responding with vigor and creativity. Thus the committee suggests a systematic approach, based on a comprehensive and University-wide program that assumes committed University officers, a cooperative faculty, and targeted procedures to enact specific programs. Many of the proposed programs will require significant investment of economic resources; others involve fundamental changes in behavior and action--on the part of the collective institution and on the part of each of us as individual members of the academy. Yale has demonstrated a commitment to affirmative action in principle and has complied with Federal regulations in this area. But the complexity, scope, and dimensions of the problem extend far beyond affirmative action procedures. A full and open commitment to embracing the breadth and diversity of American society and clear procedures for accomplishing it are long overdue at Yale.

A. National data¹

The seriousness of the problem is manifest convincingly in the available demographic data. These data are presented in greater detail in Appendix A, which provides a full analysis and

¹ The Committee is indebted to Rena Cheskis-Gold of the Office of Institutional Research for her extraordinary efforts in accumulating the data reviewed herein from a variety of sources, and her significant contributions to the work of the Committee. We thank Fran Holloway for providing affirmative action data for Yale.

numerous tables supporting the assumptions made here. The last year for which there are data from an evaluation of faculty positions at all academic institutions across the nation was 1985-86, and we draw on those data here. Data for more recent years at Yale are presented in Appendix A.

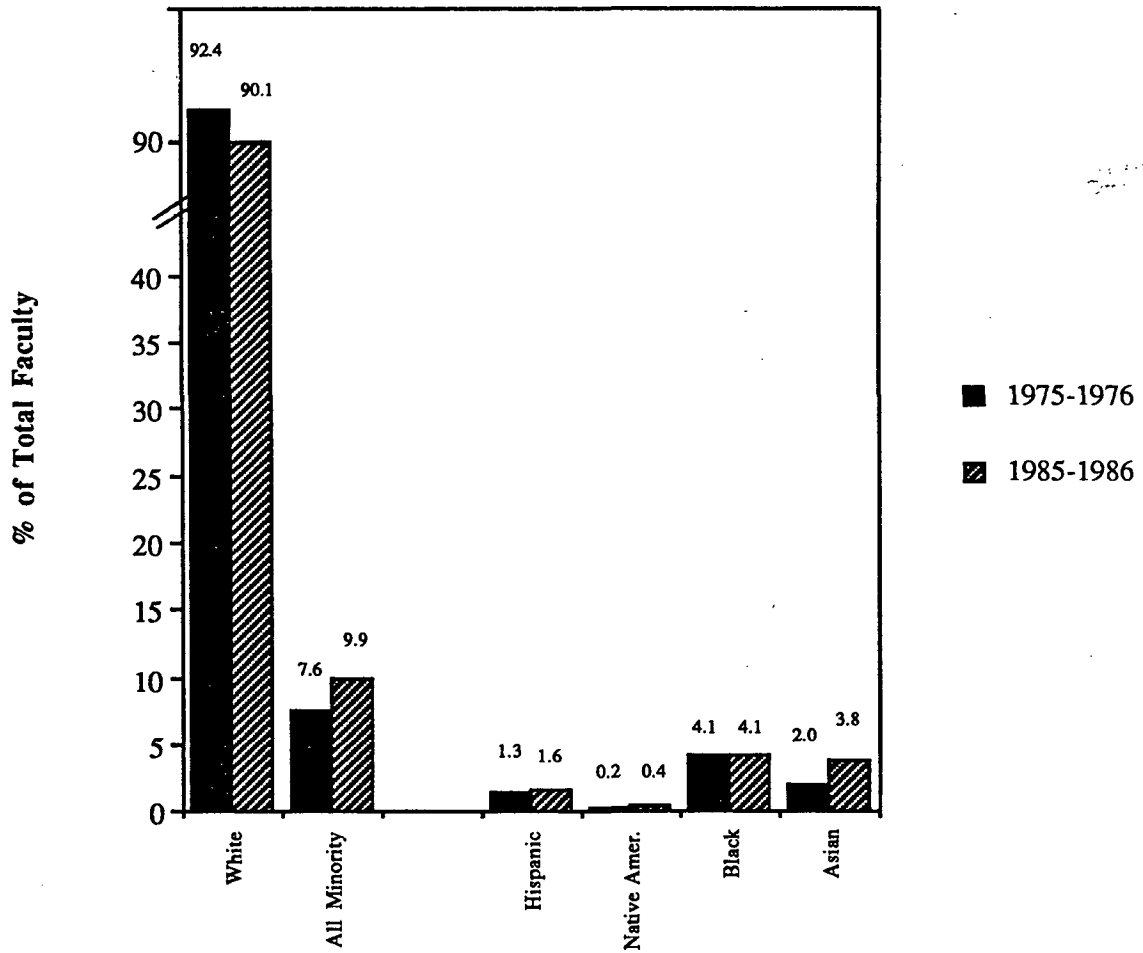
Figure 1 shows the percentages of faculty at all ranks nationwide by race in the 1985-86 data and ten years earlier, in 1975-76. First, it is notable that over 90% of all faculty members across the nation are White, although the percentage declined from 92.4 to 90.1 percent over the ten year period. The percentage of minority faculty grew during the same period from 7.6 to 9.9 percent, although it is still alarmingly low. Not shown on the figure are percentages by professorial rank. In 1985-86, 8.7 percent of tenured faculty and 12.8 percent of nontenured ladder faculty were Black, Hispanic, Asian or Native American. In 1975-76, the comparable percentages were 6.1 and 10.3 for tenured and term faculty respectively. Figure 1 also shows the progress of different groups over the ten year period. The figure shows that the percentage of minority group faculty members who are Black has stayed the same relative to all faculty nationwide. The percentage of faculty members of Hispanic and Native American origin increased slightly and the percentage of faculty who are Asian² increased somewhat more. It is important to emphasize, however, that the overall numbers for any minority group are still small. For example, Asians, the only minority group to show growth in Figure 1, still represented only 3.8 percent of all ladder faculty nationwide in 1985-86.

Another way to gain some perspective on the data is to view the absolute numbers and proportions of minority group faculty members relative to one another, since the overall percentage of minority group members grew from 7.6 percent of the nation's total faculty in 1975 to 9.9 percent in 1985. As Figure 2 reveals, the percentage of minority group faculty members who are Black decreased relative to members of other minority groups during that time period, the only group to show a decline.

Several factors appear to have contributed to the decline in the percentage of Black faculty members relative to members of other minority groups nationally in the last decade or so. Nationwide, from 1975-76 to 1985-86, the number of Black students graduating from high school and the number of Black women entering college have grown, but the percentages of Black

² Faculty members designated as Asian are of any citizenship, not only American, in all national and Yale data sets.

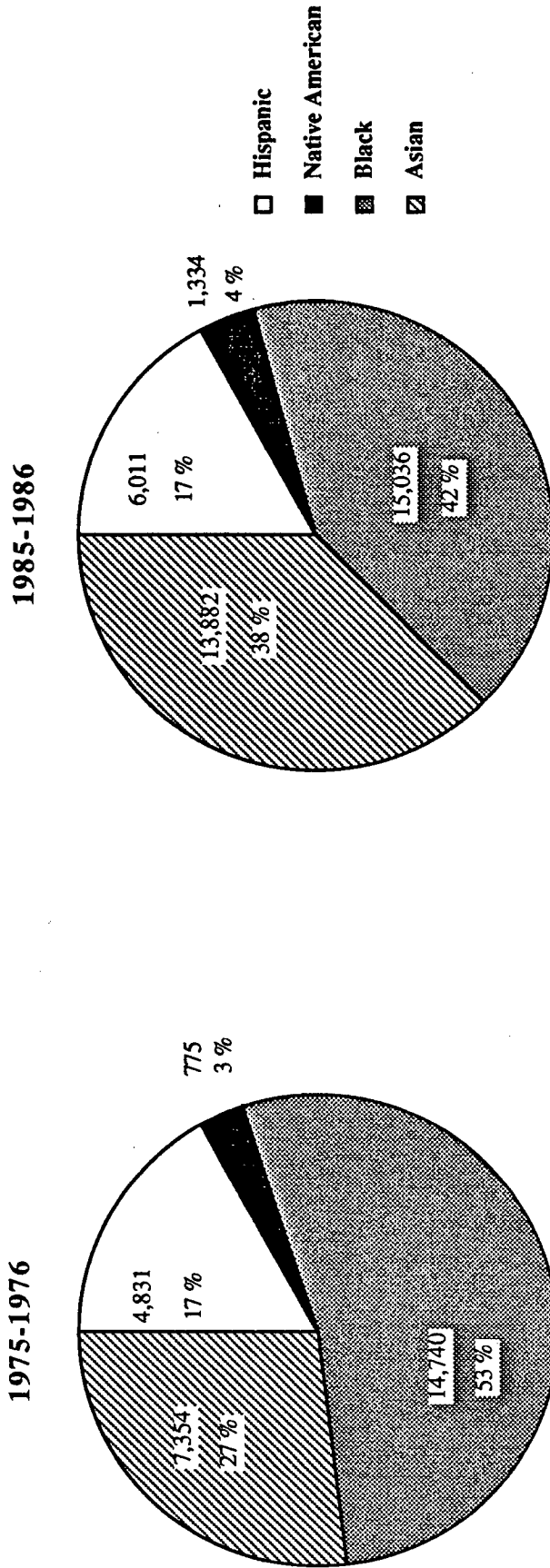
Figure 1
National Ladder Faculty
1975-1976 and 1985-1986



Source: Seventh Annual Status Report on Minorities in Higher Education, American Council on Education, Office of Minority Concerns, Table 13.

OIR: RCG, 5/15/89

Figure 2
National Ladder Faculty Who Are Members of Minority Groups
1975-76 and 1985-86



Total Number of Minority Group Faculty Members = 27,700
 % of Total Faculty who are Members of Minority Groups = 7.6 %

Total Number of Minority Group Faculty Members = 36,263
 % of Total Faculty who are Members of Minority Groups = 9.9 %

Source: Seventh Annual Status Report on Minorities in Higher Education, American Council on Education, Office of Minority Concerns, Table 13.

students in the high school and college populations have decreased. During a period when the number of B.A.'s awarded nationally was increasing, the number of B.A.'s awarded to Black students has decreased. In graduate schools, the number of Black students has not changed over the ten year period but the proportion of all non-foreign graduate students who are Black has decreased. Professional school enrollment shows the only substantial increase in the number of Black students anywhere in academe, but the percentage growth in recipients of First Professional degrees³ among Blacks has not kept pace with the increase in all First Professional degree holders. The number of doctorates awarded to Black students and the proportion of all doctorates awarded to Blacks have steadily declined, especially for Black men. Finally, the percentage of tenured faculty members who are Black has grown slightly but the percentage of term faculty has declined, which suggests that fewer new term appointments are being made to Black minority group members.

B. Yale data

We considered the data on minority group faculty members at Yale in the context of the data presented above. In 1985-86, 5.8 percent of tenured faculty at Yale and 9.4 percent of non-tenured faculty were members of minority groups. Thus minority group faculty members were even more underrepresented at Yale than they were at the national level. In 1975-76, these figures were 3.7 percent and 6.7 percent for tenured and nontenured minority group faculty members respectively, suggesting comparable growth rates over the 10 year period at Yale to the nation as a whole.

The breakdown by Schools is shown in Table 1. In the FAS there was some growth of minority group faculty in the tenured ranks. At the term level, on the other hand, minority group members have declined in numbers and proportion. The number of term faculty who are Asians has grown, but the numbers of Black and Hispanic minority group faculty members have declined. There is some variability in Yale's other Schools in how minority group representation has changed on the faculty over time. The Schools of Medicine and Nursing combined, in particular, show declines in term-faculty representation for each specific minority group.

³ J.D., L.L.B., M.D., M. Divinity.

Table 1
Ladder Faculty
Yale University

Tenured	White		Minority		Black		Hispanic		Asian		Native American		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1979-1980	601	96.0	25	4.0	6	1.0	7	1.1	12	1.9	0	0.0	626	100.0
1982-1983	634	94.9	34	5.1	10	1.5	6	0.9	18	2.7	0	0.0	668	100.0
1985-1986	631	94.2	39	5.8	12	1.8	6	0.9	21	3.1	0	0.0	670	100.0
1988-1989	661	94.2	40	5.7	13	1.9	6	0.9	21	3.0	0	0.0	701	99.9
Term														
1979-1980	737	90.3	79	9.7	25	3.1	14	1.7	38	4.7	2	0.2	816	100.0
1982-1983	704	91.0	69	8.9	26	3.4	13	1.7	29	3.8	1	0.1	773	99.9
1985-1986	690	90.4	73	9.6	23	3.0	15	2.0	35	4.6	0	0.0	763	100.0
1988-1989	692	91.3	67	8.8	14	1.8	11	1.4	41	5.4	1	0.1	759	100.1
FAS														
Tenured	White		Minority		Black		Hispanic		Asian		Native American		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1979-1980	315	94.3	19	5.7	4	1.2	5	1.5	10	3.0	0	0.0	334	100.0
1982-1983	318	94.3	19	5.6	5	1.5	4	1.2	10	3.0	0	0.0	337	99.9
1985-1986	315	93.4	22	6.5	7	2.1	4	1.2	11	3.3	0	0.0	337	99.9
1988-1989	318	93.0	24	7.0	7	2.0	4	1.2	13	3.8	0	0.0	342	100.0
Term														
1979-1980	284	91.3	27	8.7	9	2.9	4	1.3	14	4.5	0	0.0	311	100.0
1982-1983	256	90.5	27	9.5	10	3.5	5	1.8	12	4.2	0	0.0	283	100.0
1985-1986	246	89.2	30	10.9	7	2.5	7	2.5	16	5.8	0	0.0	276	100.1
1988-1989	244	90.3	26	9.6	1	0.4	5	1.9	19	7.0	1	0.4	270	99.9

Table 1, Cont.
Ladder Faculty
Yale University

Law

Tenured	White		Minority		Black		Hispanic		Asian		Native American		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1979-1980	31	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	31	100.0
1982-1983	32	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	32	100.0
1985-1986	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	29	100.0
1988-1989	31	93.9	2	6.1	2	6.1	0	0.0	0	0.0	0	0.0	33	100.0
Term														
1979-1980	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0
1982-1983	4	57.1	3	42.9	3	42.9	0	0.0	0	0.0	0	0.0	7	100.0
1985-1986	4	44.4	5	55.6	3	33.3	0	0.0	2	22.3	0	0.0	9	100.1
1988-1989	5	62.5	3	37.5	1	12.5	0	0.0	2	25.0	0	0.0	8	100.0

Medicine & Nursing

Tenured	White		Minority		Black		Hispanic		Asian		Native American		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1979-1980	192	97.5	5	2.5	1	0.5	2	1.0	2	1.0	0	0.0	197	100.0
1982-1983	226	94.6	13	5.4	3	1.3	2	0.8	8	3.3	0	0.0	239	100.0
1985-1986	221	94.0	14	6.0	3	1.3	2	0.9	9	3.8	0	0.0	235	100.0
1988-1989	247	95.3	12	4.6	3	1.2	2	0.8	7	2.7	0	0.0	259	99.9
Term														
1979-1980	403	88.8	51	11.2	15	3.3	10	2.2	24	5.3	2	0.4	454	100.0
1982-1983	404	92.1	35	8.0	11	2.5	8	1.8	15	3.4	1	0.2	439	100.1
1985-1986	399	91.9	35	8.1	12	2.8	8	1.8	15	3.5	0	0.0	434	100.0
1988-1989	415	92.5	34	7.6	10	2.2	6	1.3	18	4.0	0	0.0	449	100.1

Table 1, Cont.
Ladder Faculty
Yale University

School of Organization & Management

Tenured	White		Minority		Black		Hispanic		Asian		Native American		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1979-1980	12	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	12	100.0
1982-1983	11	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	11	100.0
1985-1986	18	94.7	1	5.3	0	0.0	0	0.0	1	5.3	0	0.0	19	100.0
1988-1989	21	95.5	1	4.5	0	0.0	0	0.0	1	4.5	0	0.0	22	100.0
Term														
1979-1980	16	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	16	100.0
1982-1983	14	93.3	1	6.7	0	0.0	0	0.0	1	6.7	0	0.0	15	100.0
1985-1986	21	91.3	2	8.7	0	0.0	0	0.0	2	8.7	0	0.0	23	100.0
1988-1989	12	80.0	3	20.0	1	6.7	0	0.0	2	13.3	0	0.0	15	100.0

Architecture, Art, Drama, Forestry, Music

Tenured	White		Minority		Black		Hispanic		Asian		Native American		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1979-1980	31	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	31	100.0
1982-1983	30	96.8	1	3.2	1	3.2	0	0.0	0	0.0	0	0.0	31	100.0
1985-1986	32	97.0	1	3.0	1	3.0	0	0.0	0	0.0	0	0.0	33	100.0
1988-1989	27	96.4	1	3.6	1	3.6	0	0.0	0	0.0	0	0.0	28	100.0
Term														
1979-1980	18	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	18	100.0
1982-1983	15	93.7	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0	16	100.0
1985-1986	11	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	11	100.0
1988-1989	9	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	9	100.0

Table 1, Cont.
Ladder Faculty
Yale University

Tenured	Divinity															
	White	Minority	Black	Hispanic	Asian	Native American	TOTAL	White	Minority	Black	Hispanic	Asian	Native American	TOTAL		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
1979-1980	20	95.2	1	4.8	1	4.8	0	0.0	0	0.0	0	0.0	0	0.0	21	100.0
1982-1983	17	94.4	1	5.6	1	5.6	0	0.0	0	0.0	0	0.0	0	0.0	18	100.0
1985-1986	16	94.1	1	5.9	1	5.9	0	0.0	0	0.0	0	0.0	0	0.0	17	100.0
1988-1989	17	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	17	100.0
<u>Term</u>																
1979-1980	12	92.3	1	7.7	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	13	100.0
1982-1983	11	84.6	2	15.4	2	15.4	0	0.0	0	0.0	0	0.0	0	0.0	13	100.0
1985-1986	9	90.0	1	10.0	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0	10	100.0
1988-1989	7	87.5	1	12.5	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0

Source: Tenured and Term counts are taken from the Office of Affirmative Action's Workforce Analysis worksheets that are based on tables from the Yale MANFILE as of early October, 1988. Numbers by School in this table may be slightly different from totals reported by the Office of Affirmative Action for the following reasons: 1. The department of History of Science is included in the School of Medicine, not in FAS; 2. Paid faculty in Molecular Biophysics & Biochemistry are included in FAS counts, not in the School of Medicine.

Of greatest concern is a comparison between Yale and nine similar institutions. As Table 2 shows, Yale is close to the bottom, and never exceeds mid range, for any minority group category, except for Black tenured professors and assistant professors who are Hispanic. Again, it must be emphasized that these percentages are based on extremely small numbers; movement of even one or two faculty members of minority groups from one institution to another can dramatically alter the percentages. Nonetheless, Yale is, with two exceptions, never in the top half of the distribution of percentages in Table 2. This underscores the seriousness of Yale's problem and reinforces our recommendation for an immediate, vigorous, and extensive set of responses.

We also evaluated changing trends in the relative presence of minority group members at all educational levels at Yale. If we are to solve the problems of a low minority group presence on the faculty at Yale, we and other comparable institutions must be admitting and granting degrees to significant numbers of minority group students at every educational level.

Yale College has shown a steady increase in representation of minority group members. The percentage of minority students has grown from 10.1 percent in 1970 to 22.5 percent in 1988. Within the ranks of these students, the largest percentage increase during this period has been in the number of Asian American students. In the first year after graduation, about 30 percent of recent Yale College graduates who were members of minority groups continued on to higher education. If today's graduates are tomorrow's faculty, Yale's contribution of 13 minority students in 1987 continuing immediately to Arts and Sciences graduate schools and 33 to professional schools seems alarmingly low. Plans to attend graduate and professional school at some later time after graduation are not available by race, however.

In Yale's Graduate School, the percentage of minority students enrolled increased from 5.6 percent in 1983/84 to 9.2

Table 2
Ladder Faculty
Yale University and Comparable Institutions
1985-1986

<u>Code</u>	<u>Full Professors & Associate Professors With Tenure</u>				
	<u>Total</u> <u>% Min.</u>	<u>%</u> <u>Black</u>	<u>%</u> <u>Hispanic</u>	<u>%</u> <u>Asian</u>	<u>%</u> <u>Native American</u>
U	9.6	1.4	2.7	5.4	0.1
L	8.5	1.8	1.4	5.2	0.2
A	8.1	1.1	0.9	6.1	0.0
C	7.4	2.3	0.6	4.3	0.3
I	6.3	2.0	1.0	3.3	0.0
J	5.9	1.7	0.8	3.4	0.0
K	5.8	1.0	2.4	2.0	0.4
Yale	5.8	1.8	0.9	3.1	0.0
F	5.5	1.2	1.0	3.2	0.1
E	3.7	1.2	0.9	1.7	0.0
Range	3.7 - 9.6	1.0 - 2.3	0.9 - 2.7	1.7 - 6.1	0.0 - 0.4
<u>Code</u>	<u>Assistant Professors Only*</u>				
	<u>Total</u> <u>% Min.</u>	<u>%</u> <u>Black</u>	<u>%</u> <u>Hispanic</u>	<u>%</u> <u>Asian</u>	<u>%</u> <u>Native American</u>
U	18.1	4.2	2.7	10.4	0.8
A	14.1	3.0	1.0	10.1	0.0
L	14.0	4.8	1.5	7.5	0.2
C	12.6	5.1	1.3	6.3	0.0
J	12.3	2.9	2.2	6.5	0.7
K	11.1	1.9	3.0	6.1	0.0
Yale	10.8	3.2	2.7	4.9	0.0
E	10.7	4.9	0.6	5.2	0.0
I	9.8	2.0	0.9	6.8	0.0
F	7.1	1.1	0.9	4.9	0.2
Range	7.1 - 18.1	1.1 - 5.1	0.6 - 3.0	4.9 - 10.4	0.0 - 0.8

*Note: Yale's rank of non-tenured associate professor does not exist at every institution. It is excluded from this table.

Source: 1985 - 1986 EEO-6 Reports, from Joyce Bennett Justus et al, *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity*. (University of California, 1987), p. 29.

Yale's numbers on tenured faculty are taken from the Office of Affirmative Action's Workforce Analysis worksheets that are based on tables from the Yale MANFILE as of early October, 1988. Yale's numbers for assistant professors are from the 1985-86 EEO-6 report.

Schools: Columbia (including Teacher's College), Duke, Harvard, Michigan, MIT, Stanford, Texas, UCLA, Wisconsin, Yale.

percent in 1988/89. The relevant data are shown in Table 3. Here the growth rates of different minority groups do not appear dramatically different, although as Figure 3 shows, the level of minority presence in Yale's Graduate School is currently lower than it is at the national level and at three of our major competitors.

At Yale, minorities and non-minorities are accepted to the Graduate School at the same rate relative to their distribution in the overall applicant pool, but members of various groups accept offers at different rates. In 1987-88, 68 percent of Black students and 58 percent of Chicanos and Puerto Rican students accepted Yale's offer of admission, compared with 34 percent of Asians and 45 percent of Whites who were admitted. Yale stands out as having a relatively high proportion of Black students in its Graduate School, and a low proportion of Asian and Hispanic students when compared to other competitive institutions (see Figure 3).

Members of minority groups are awarded a higher proportion of Ph.D.'s nationally than at Yale and comparable institutions, and comparable institutions appear to have higher proportions than Yale (see Figure 3). Specific group patterns at Yale are different from national ones, however. Yale currently has a lower proportion of Asian Ph.D. recipients than nationally, and the number of Asian students awarded Ph.D.'s at Yale has not increased over time.

As Table 3 indicates the percentage of students pooled across all minority groups has also grown in general in the Schools of Law, Medicine, and Organization and Management. Nationally, one of the few areas of notable growth among Black students, in particular, has been in professional school enrollment. Yet, as Table 3 shows, the Schools of Medicine and Organization and Management at Yale have had steady or declining proportions of Black students.

In summary, the relevant data point to a disappointing picture at the present time. Despite growth in their overall numbers at Yale, minority group members are underrepresented on Yale's faculties relative both to national averages and to a group of select, comparable institutions. Despite growth in graduate and professional school admissions at Yale and nationally, the number of students receiving Ph.D.'s who are members of minority groups is still extremely low. This inevitably means that in the short run, until this situation improves, there will be vigorous competition among institutions committed to having greater representation of minority group members on their faculties. Clearly this serves no institution well and thus attention must now be paid to a broad and diverse

Table 3
Yale University
Minority Student Enrollment By School (a)
1983-1984 to 1987-88

	<u>Total</u> <u>Minority</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u> <u>American</u>	<u>Native</u> <u>American</u>	<u>Total</u> <u>Non-</u> <u>Foreign</u>
GRADUATE SCHOOL (b)						
1983-1984	5.6%	47	20	30	5	1,810
1984-1985	7.5%	52	38	48	6	1,923
1985-1986	7.4%	49	36	52	6	1,941
1986-1987	8.3%	53	45	50	6	1,845
1987-1988	8.8%	59	48	56	5	1,908
PROFESSIONAL SCHOOLS						
Law (c)						
1983-1984	15.7%	39	28	18	3	560
1984-1985	15.4%	34	34	15	3	560
1985-1986	14.4%	34	27	14	4	548
1986-1987	15.5%	36	23	18	6	534
1987-1988	17.0%	43	27	18	8	564
Medicine--M.D.						
1983-1984	24.1%	42	20	47	0	453
1984-1985	24.0%	39	17	50	0	441
1985-1986	26.8%	41	21	58	0	447
1986-1987	25.1%	33	21	54	0	431
1987-1988	27.7%	36	19	58	0	408
Organization & Management						
1983-1984	10.1%	9	6	11	0	257
1984-1985	8.8%	14	2	8	0	272
1985-1986	9.1%	11	7	10	1	320
1986-1987	14.0%	14	7	18	6	322
1987-1988	13.4%	10	9	15	7	305

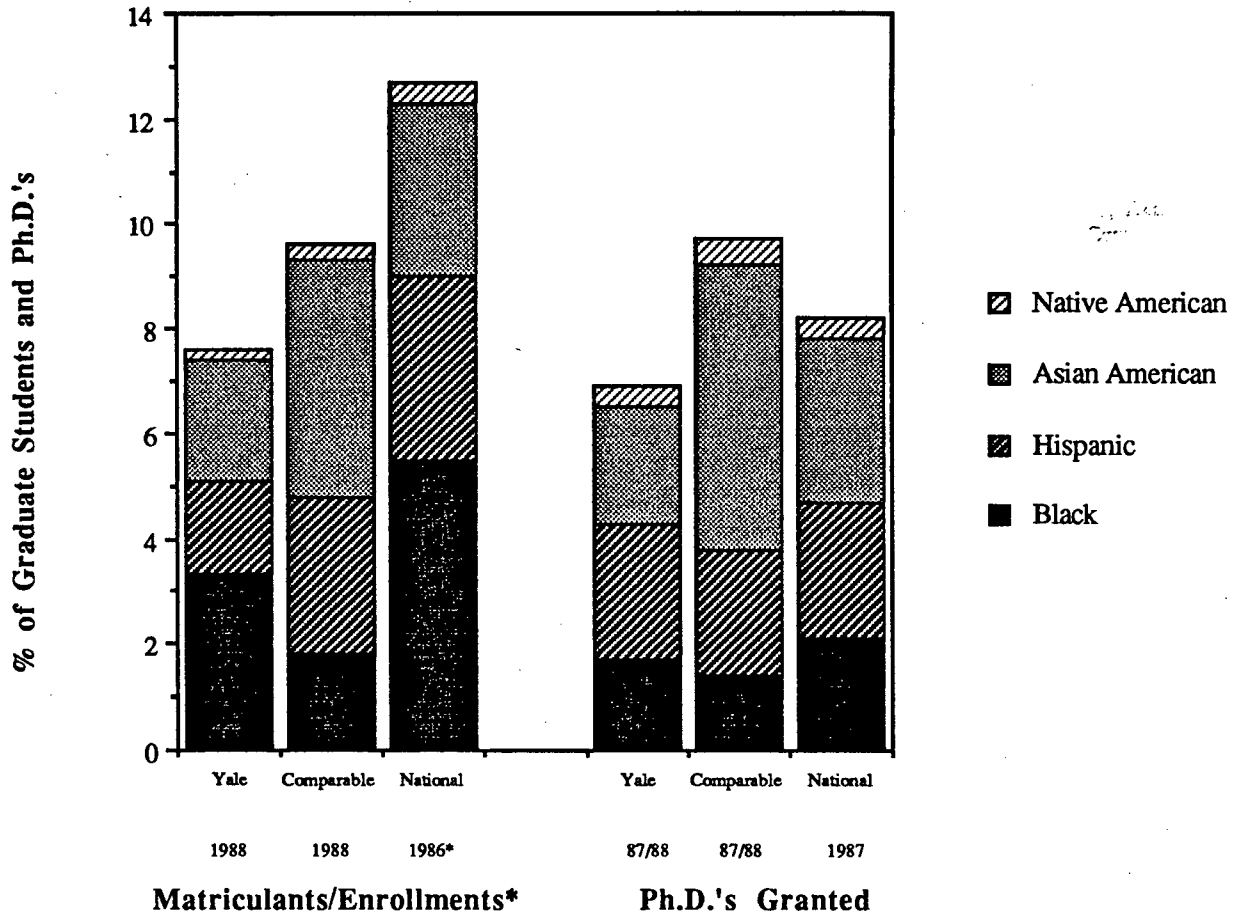
Notes:

- (a) The percentages reported here, under the category of "% Minority", are based on the non-foreign student population, i.e., on the population of students who are U.S. citizens.
- (b) Includes in-residence (FT), in-residence (PT), in-absentia (FT), and special students; does not include 5th or 6th year students registered in less than half-time status.
- (c) Includes Visiting Scholars.

Source: OIR Factbook, US4

OIR: RCG 5/15/89

Figure 3
Graduate Students and Ph.D.'s Granted
Yale, Comparable Institutions* and Nationwide



*Notes: Comparable Institutions: Harvard, Princeton, Stanford.

Graduate student data for Yale and comparable institutions are for M.A. and Ph.D. *matriculating* students who will be entering in the fall of 1988. National data are for *enrolled* M.A. and Ph.D. students in 1986, the most current year for which data are available. It is not possible to compare solely matriculant or solely enrollment data for Yale, comparable institutions and nationwide.

Harvard, Princeton, Stanford & Yale data include permanent residents in addition to U.S. citizens, but National data exclude them. In 1987, only a small proportion of national doctorates were granted to permanent residents.

Source: Yale and Comparable Institutions - Graduate School Dean's Offices; Submissions to Integrated Postsecondary Education Data System surveys.

National - Seventh Annual Status Report on Minorities in Higher Education, American Council on Education, Office of Minority Concerns, Table 7; Summary Report 1987, Doctorate Recipients from U. S. Universities, National Research Council, Table G.

set of institutional responses to rectify the national situation and the problems that are unique to Yale.

II. Summary of Recommendations

Later in the report we present our analysis and conclusions regarding the present situation at Yale and the impact it has upon the recruitment and retention of faculty who are members of minority groups. Based on this analysis we propose 22 new or expanded University-wide responses, and we explain our rationale for these recommendations. Summarized below, in outline form, are the proposals we have made.

1. Yale must assume a national leadership role in making a vigorous, creative institutional response to the full complexity, scope and dimension of the problems associated with the development, recruitment, and retention of minority group faculty members. Yale ranks poorly at present among comparable institutions, which suggests that current affirmative action procedures have been insufficient to address the problem.

2. Targeted goals, based on numbers of faculty who are members of minority groups, must be established for the next two decades until the University reflects and instantiates the breadth and diversity of American society. Many factors beyond equity and social justice, including issues of critical mass and the importance of role models, influenced this recommendation. The specific numbers and our rationale for their selection are described later in the report.

3. Specific procedures are recommended for reaching these targeted goals including ways of achieving incremental positions as well as relying upon normal rates of faculty attrition and retirement.

4. There appears to be nonuniform infusion of the spirit of affirmative action across the University. Therefore we recommend specific procedures that detail the obligations of departments and chairs and constitute a set of formal and informal procedures for discussion and review of potential minority group faculty members. We also propose explicit procedures for development of the applicant pool by the relevant departments.

5. We recommend a set of specific procedures for retention of excellent minority group members who are already colleagues on the Yale faculty. These include recommendations 6-9.

6. We recommend a set of procedures for a vigorous institutional response to competing offers.

7. Adequate compensation is needed for faculty who bear special burdens. Until the number of minority faculty members grows, the desire for a minority presence on important committees, coupled with the amount of time minority faculty spend in informal counseling of minority students will continue to place an undue burden on our current colleagues. Indeed, we suggest that all faculty at Yale might benefit from the introduction of more rewards in the system for extraordinary performance in a variety of spheres.

8. We recommend the development of a more explicit mentoring system for junior faculty. We believe that with greater attention to, and resources for, career development, Yale will be able to promote significantly greater numbers of minority group faculty members from term to tenured ranks.

9. We recommend a review of teaching responsibilities in the FAS, relative to comparable institutions. If they are significantly greater, minority faculty may be more easily recruited by outside offers, in light of the greater burdens they bear in other areas of University life.

10. We recommend attention to a series of strategies that would immediately increase the presence of minority group members on the Yale Faculty. To achieve this, we propose the following two plans (recommendations 11 and 12).

11. We recommend a large-scale, University-wide program of visiting minority professors from other colleges and Universities.

12. We recommend recruitment of minority group members who are leaders in nontraditional fields to serve as visiting or part time faculty, for example, members of the public and private sectors, or writers and musicians. One natural avenue for their activities might be a rejuvenation of the Yale College seminar system for the FAS.

13. The committee urges that Yale play a national leadership role in developing the so-called academic pipeline at all educational levels. Long-term changes in minority faculty recruitment and retention will not be ultimately successful without specific efforts in this direction by Yale and other institutions.

14. At the undergraduate level we see a need for the development of explicit recruitment mechanisms for attracting

more minority group students to academic careers. A model such as the Scholars of the House program, with summer funds for research, is recommended.

15. Yale should establish funded summer programs to enable minority students to receive training at Yale that they may not find available at their home institutions. This may enhance opportunities for qualified minority students to gain admission to graduate school in general and may have a direct benefit to Yale in its own ability to attract qualified minority graduate and professional students to Yale.

16. We recommend that more strategies be developed and more resources be made available for the identification of qualified minority undergraduates to be recruited to Yale's graduate and professional schools.

17. We recommend that an explicit program be developed to insure that minority group members in Yale's graduate and professional schools have adequate tangible and intangible support to complete their work toward the degree.

18. We recommend that some funds be made available for minority students from other institutions to carry out a portion of their scholarly activity at Yale if they are working on subjects of special interest to faculty members at Yale.

19. We recommend the expansion of special programs at Yale, for example the Division of Special Registration in the Graduate School of the FAS, to enable postbaccalaureate minority students to enter nondegree granting programs at Yale if they wish. The committee's goal is to create opportunities for students who might otherwise never consider academic careers to experience the excitement of the research enterprise of a great university.

20. We recommend the creation of a substantial minority postdoctoral fellowship program at Yale, especially one that provides for longer training (5 years) in the basic science disciplines. The postdoctoral trainee fellowship program for minority group members would be explicitly intended to develop a cadre of qualified candidates from whom Yale would recruit for its own junior faculty positions.

21. The above set of recommendations is extensive and general -- necessitated we believe by having as our charge the Yale Faculty as a whole. Therefore we recommend the immediate appointment of a committee at each School to examine the report and develop a set of strategies and priorities relevant to that School's particular mission and constraints. The Dean would be asked to provide a plan to the President, based on his or her

committee's deliberation including clear implications for immediate and long-range budgetary and academic planning, by the end of the 1989-90 academic year.

22. We recommend that the President appoint a standing, University-wide committee to review, on an annual basis, progress toward the general goals for the University that are elaborated in this report and the specific implementation plans of each School.

III. Yale's Current Procedures.

A. Affirmative action policy.

Like virtually all colleges and universities in the nation, Yale has committed itself to the linked policies of non-discrimination and affirmative action with respect to the admission of students and the employment of faculty and staff. All of Yale's official publications carry the following statement:

"The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admission, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, handicap, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation."

"University policy is committed to affirmative action under law in employment of women, minority group members, handicapped individuals, special disabled veterans, and veterans of the Vietnam era."

Such statements are effective only if the institution establishes and monitors regulations and practices for assuring non-discrimination and creates procedures and incentives for achieving affirmative action. These are set forth in the Affirmative Action Plan, a public document on file at the Affirmative Action Office. This plan and the procedures it sets forth are periodically reviewed by federal agencies.

B. Affirmative action in student recruitment.

Yale College and all of the graduate and professional schools have established programs for attracting members of

minority groups to their programs and admissions procedures designed to give such candidates the fullest consideration. The admissions efforts of all schools and programs are regularly monitored by both the Provost's Office and the Affirmative Action Office, and Yale's performance is reviewed by outside agencies. Generally speaking, these efforts include the designation of a member of the admissions office to coordinate minority recruitment, some programs aimed at increasing the number of minority candidates in the applicant pool, and procedures for paying special attention to the applications of members of designated minority groups to be certain that their qualifications are fully considered. Some parts of Yale have devoted considerable financial and human resources to this affirmative action goal.

As a sample of these procedures, we include as Appendix B of this report a description of the minority recruitment procedures currently in place in the admissions office of Yale College.

C. Affirmative action in faculty positions.

The programs to recruit members of minority groups to the University's faculties and to retain those faculty members are far more diverse and much less centralized. Appointment procedures differ from school to school, though many parallel the procedures of the Faculty of Arts and Science, which are the most detailed and most widely known. The latter appear in the current memorandum from the Provost to all departmental chairs, entitled "Procedures for Faculty Searches, Appointment, Leaves, and Terminations for 1988-89," which is reproduced in Appendix C. These procedures are grounded in two compatible goals: to ensure the appointment of the most highly qualified individual to every open position and to ensure that members of minority groups are given ample opportunity to compete for those positions. The memorandum includes a "Search Questionnaire" which must be completed at the end of every search and approved by the Provost's Office and the Affirmative Action Office before an appointment can be made.

The memorandum speaks directly to the most significant aspects of the FAS affirmative action policies and procedures:

"[The search procedures] are based on the principle that positions should be advertised and nominations for them solicited in ways that will ensure appointments of the highest possible quality and open the appointments process fully to the candidacy of women and members of minority groups." (p.1)

Referring to the thorough, three-stage procedures that must be followed in most searches, the memorandum states: "Search

procedures may also be modified when, under University policy, the Steering Committee authorizes the tenure consideration of an outstanding woman or minority candidate. When such a case has been clearly identified and a modified search authorized, advertising is deemed less important than an especially thorough canvass of expert opinion of the candidate's qualification." (p.1)

The policy underlying these procedures, and in particular the possibility of their modification, has two sources. The first is the University's overriding commitment to affirmative action as manifest in the official Affirmative Action Plan. The second is embodied in a memorandum written by President Kingman Brewster, Jr. to the Yale Corporation and adopted in 1972. It recognizes the desirability of increasing the representation on Yale's faculties of women and members of minority groups and speaks directly to the methods of funding appointments that further the goals of affirmative action if potential candidates emerge when no regular positions are available.

President Brewster's memorandum proposed that in such cases positions for women and members of minority groups be funded "in the short run by a combination of central administration and department resources--the former through an increment to the Provost's discretionary fund sufficient to implement this policy and the latter through anticipation of department retirements and through the conversion of junior positions sufficient to meet the department's contribution. It would be understood that when vacancies occur, appointments made through this route would normally be fully absorbed by the departments..."

President Brewster's memorandum has been applied not only to recruitment but also to retention. The statement expresses the current policy, as implemented by the Provost's Office, which permits the lowering of budgetary and field barriers to appointments and promotions as a way to retain or recruit outstanding women and members of minority groups to Yale's faculties. In practice this means that in every faculty search efforts should be made to identify, consider, and attract such individuals. Sometimes a non-tenured faculty member currently on the faculty matures through natural development at a time when no tenured positions are available. At other times such a scholar emerges in the process of a search for a related position. Often an individual comes to the attention of a department between searches. The 1972 policy, effectively lowering the constraints imposed by budget and field considerations, ensures that when a department has identified a woman or a member of a minority group appropriate for appointment, the absence of an open slot in that field does not prevent the department from making an offer to that individual.

In such a case, the department is given sufficient incremental resources, either by the Provost's Office, when the appointment is in the Faculty of Arts and Sciences or some of the professional schools, or by the Dean of the School in other cases. This procedure carries the understanding that when circumstances permit the additional position to be absorbed into the current number of budgeted faculty, the department will return to its former size. Sometimes this happens rapidly, as for example, when the incremental faculty member is hired in anticipation of an imminent retirement. Sometimes it takes much longer, either because no retirements are soon anticipated or because the department's program makes other demands on available slots. In some cases the incremental position is carried until the individual so appointed reaches retirement.

As a way to create temporary or permanent incremental slots for members of minority groups, this flexibility is indeed an affirmative action policy. At the same time, this policy does not encourage or even permit the appointment of faculty who are less qualified than those--whether minority or not--who are appointed in the regular search process for open positions. Existing policy simply affirms the opportunity to appoint an outstanding minority faculty member, whether or not the department has a current opening in the appropriate field.

In practice, the procedure for making affirmative action appointments to the faculty is a collaborative one between the Provost's Office and the department. This mutual responsibility has caused some confusion and misunderstanding as to when and how the procedures should be invoked, whether an incremental slot is incremental for the long term, or whether a department's request for budgetary flexibility will compete with its other program goals.

This policy is currently conveyed by the appointments memoranda and by conversations initiated by the Provost's Office. The Associate and Deputy Provosts, who work on a regular basis with deans and department chairs on matters of budget and appointments, have responsibility for affirmative action in their respective schools and departments. They discuss with deans and chairs the University's affirmative action goals in the context of specific faculties and searches. Each step of the appointments process is monitored by the Provost's Office to be certain that departments take advantage of every opportunity to identify and attract to the pool of candidates qualified women and members of minority groups. Finally, before an appointment can be made, the entire search is reviewed in light of the prescribed procedures. There is, to be sure, some tension in the process, especially between the University's budgetary

responsibility to contain faculty resources within tolerable limits and the departments' desire to further affirmative action goals without sacrificing other programmatic goals.

Some strategies place little if any strain on the University budget. For example, departments can be asked to alter the field designation of an opening at the time of a retirement and to pay special attention to fields where there are known to be individuals who would further the goals of affirmative action. Sometimes shifts of this sort can be made in a very temporary way as the natural turnover of the faculty readjusts the field coverage better to suit the department's programs. Departments can also be given permission to combine two non-tenured positions to create one tenured position. Such a shift that has little long run budgetary effect, but it may not be possible or desirable in a department already heavily weighted toward tenured positions or in one with undergraduate teaching responsibilities that are too heavy to sustain a reduction in the number of individuals in the department. The shift of resources from one department to another is neutral with respect to the University budget but difficult to achieve without disrupting the program of the department in which the reduction takes place.

Other strategies require at least short-term budgetary increases. This occurs when a department is permitted to "mortgage" a future retirement to provide a slot for the hiring or the promotion of a younger faculty member in the same or in a related field. In some cases, outside temporary funds can be used to provide the resources needed to cover the period between the additional appointment and the planned retirement. The University has also made use of the phased retirement program to provide the necessary resources to make an additional appointment before the full retirement of that faculty member.

Some of these strategies have significant implications for the budget of the University and hence cannot be employed indefinitely. But over the past decade or so the number of opportunities to make such appointments has been sufficiently small that the budgetary base of the faculties of the University has been able to absorb the expansion. Despite the commitment to these policies and the various strategies and incentives to implement them, the number of minority group members on the University faculties remains discouragingly low.

IV. Information Gathered By the Committee.

A. Interviews

The committee tried to maximize the input of the Yale

community into its deliberations. We interviewed numerous members of the Yale faculty and focused especially on current minority faculty, department chairs, and administrators (Deans, the Provost, etc). Among minority faculty members, we especially sought out those leaving Yale for positions at other institutions. Numerous minority students presenting their own individual views or representing various campus organizations also contributed to the committee's deliberations.

The following subjects were explored with those we interviewed:

1. What institutional support for research and scholarship they had received?
2. What were their perceptions of the quality of life (or the hospitality of Yale as an institution)?
3. How did they see the role of department chair and administration?
4. What were their views on issues of the "critical mass" necessary for minority faculty to work comfortably and effectively?
5. What was the function of role models and mentors in their academic career development?
6. What had been their committee assignments and teaching?
7. How did they view New Haven as a community for members of minority groups?
8. What were their reasons for leaving (if relevant)?
9. What steps had been taken to retain them (if relevant)?

B. Data analysis

As indicated in the introduction and Appendix A, we collected and evaluated data from several national sources, from other universities that had been keeping extensive data (especially the University of California at Berkeley), and from evaluations made by Yale's Offices of Institutional Research and Affirmative Action. With the disclaimer that percentage shifts based on small numbers can be misleading, we found the aggregate data informative and compelling. Yale's position relative to comparable institutions informed many of the recommendations we have made.

V. Concerns About and Critique of the Present Situation

A. National issues

The demographic data we reviewed suggest that the size of the national pipeline and pool is strikingly low at the present time. Also, although some minorities, notably Asian Americans, have made great strides in recent decades, they are still dramatically underrepresented in many schools and departments, for example the humanities. Yale must be more active in its own contribution to the development of the availability pool at all points in the pipeline. The severity of the problem also strongly suggests that the affirmative action policies and procedures currently in place are not adequate for the task Yale faces.

The committee concluded that, at present, many qualified minority undergraduates find academic careers less attractive than those in other professions. The latter often offer the potential for higher pay with faster, and sometimes more certain, opportunities for career advancement. The opportunities in industry and in professional, non-university occupations often make individuals from those segments of society who are likely to be poor and indebted--among whom minority group members are highly overrepresented--unwilling to incur the further indebtedness that pursuing an academic career will engender. University professorships are also not held in the same esteem by all segments of society. In addition, academic careers may appear less attractive to minority group members because they perceive the academy, in general, as being a less than congenial, supportive environment. One challenge that must be confronted is to make the choice of academic life more affordable and viable and to increase the visibility and status of academic life within relevant minority groups.

The committee came to recognize more fully the complexity of even defining minority group status. Among Hispanics, for example, there is great diversity in class and culture. To many disadvantaged Mexican Americans and Puerto Ricans, old world Spaniards are not Hispanic minority group members, although federal affirmative action regulations include the latter group within the Hispanic minority category.

The issues just raised are not unique to Yale. They confront most major institutions as a consequence of current trends and issues in American society at large. What, then, are the special problems we identified that are more particular to Yale?

B. The current situation at Yale

1. Perceived commitment to minorities

Our interviews left us with the overriding impression that some minority faculty (and others) do not perceive that Yale has made a sufficient commitment to minority faculty or scholarship about minorities. Others felt that Yale is not a sufficiently hospitable environment to minority group faculty members, and a few spoke of occasional instances of discrimination in the classroom and by colleagues. This view varied considerably, however, by department and School. For several interviewees, the perception that Yale was not sufficiently hospitable was instrumental either in their own decision to leave Yale or in their explanation for the failure of other qualified minority faculty to apply for or to accept positions at Yale. We recognize that this is a strong indictment. Whether or not this perception accurately reflects the objective situation, the perception is influencing behavior. It needs to be changed.

2. Critical mass

Yale lacks a critical mass of minority group members. There are several distinct consequences of this fact. First, it leads to insufficient numbers of minority group role models--people of the same race and gender and possibly even the same discipline. A role model is someone to emulate; more importantly, he or she instantiates the realm of the possible. Thus adequate numbers of faculty role models are important for students as well as for faculty.

Second, lack of critical mass diminishes a sense of full minority presence and participation in the life of the institution. Whatever its cause, this situation reinforces both student and faculty perception of the marginal or token role of minorities at Yale

Third, the relatively low number of minority group members on the Yale faculty simply reduces the opportunity for collegiality among minority group members. This is not to say that professional or personal alliances at Yale are made along racial bounds alone. Most often they are not. It is merely to note that many minority faculty expressed the desire for more opportunities to meet with other minority group members -- opportunities impeded by the problem of small numbers.

Finally, a lack of critical mass places excessive burdens on those minority faculty members who are recruited to and retained on the faculty at Yale. This fact has a number of distinct ramifications, which we address next.

3. Uneven distribution of burden

Yale prides itself on its strongly held commitment to the principle of equity, which is at the core of its sense of community. Yet we learned of a highly shared feeling of inequity in some segments of the University: many faculty members are seen as not carrying their fair share of the burden for the community beyond the demands of their own individual scholarship. One departing faculty member graphically described this in terms of the "free-rider" problem: he asserted that among his most important reasons for leaving was an unwillingness to "support other people's research any longer with my time."

Having too few minority group faculty members has led to a situation in which committee work and administrative burdens are, on the average, greater for faculty members of minority group status. The earnest and well-intentioned desire of University officials to have minority groups represented on committees coupled with the small numbers of minority faculty have made this inevitable. In addition, minority group faculty members are called upon for a substantial amount of informal, yet time-consuming, advising by minority students. This is undoubtedly due to the presumed similarity of perspective, which leads minority students to seek out minority faculty for advice.

4. Special problems of term faculty

The committee heard repeatedly of the widespread perception that the position of junior faculty members at Yale is especially unattractive. This situation was noted emphatically in the Crothers report (1984) on the status of women at Yale. It still exists and, among nontenured minority faculty in particular, appears relatively unchanged. We believe this has special implications for term minority faculty. First, there is a pervasive view that Yale's tenure system, with only a fixed number of tenured "slots", often makes it difficult to recruit highly qualified new Ph.D.'s to term appointments when applicants also have offers from institutions with positions that imply (whether in fact or only in principle) more guarantees of permanence.

Second, on the average, minority group nontenured faculty members at Yale appear to get competing offers earlier in their careers than non minority group members. Junior faculty in general may feel more pressure to take competing offers earlier,

before coming up for review at Yale. Some do not see an available slot in sight for themselves; many other assistant professors do not believe they can compete in an open senior search as specified in the current Yale procedures. Since minority group members are especially sought after by other institutions that also wish to augment their qualified minority faculty, many junior faculty who are members of minority groups face one or numerous job offers and career decisions before Yale is comfortable making or willing to make a tenure decision.

Finally, many junior faculty in particular view Yale's teaching load as especially burdensome vis-a-vis competitive institutions. This perception makes the attraction and retention of nontenured minority group faculty members more difficult given the availability of other options.

5. Nonuniform compliance with the spirit of affirmative action

We have heard complaints that while departments and Schools uniformly comply with the formal aspects of affirmative action policies and procedures, there is considerable diversity among Schools and departments, and within departments from one chair to another, in the intensity with which the spirit of affirmative action is embodied in behavior. There is also great variability in how well the current faculty, and particularly chairs of departments, understand current University policies and procedures. Minority faculty recruitment does not appear to be uniformly aggressive across all segments of the Yale community even in cases where the availability pool seems adequate.

6. The role of area studies

The relationship among minority group representation on the faculty, scholarship about minorities, and such area studies programs as Latin American studies and African and Afro-American studies, is complex. First-rate institutions such as Yale benefit from the pursuit of scholarship in a variety of areas with the potential for significant advancement of knowledge. When area studies programs demonstrably contribute to this goal, as Yale's programs do, they should be aggressively encouraged. This serves the intellectual life of the University and is often the focus of minority student and faculty activities. Further, there is a connection between strong programs in such fields and perceptions of receptivity to minorities in other fields. It is clear but worth emphasizing, however, that substantial scholarship by minorities and even scholarship about minorities does and should take place outside area studies programs. The development of more extensive minority presence, therefore, must be clearly targeted beyond the area studies programs themselves.

VI. Recommendations

In debating these recommendations, we have been acutely aware of issues of institutional balance and tradition. We strongly affirm the importance of special procedures for recruitment and retention of minority group members on the Yale faculty. But we recognize that these must conform with legal and ethical standards for equitable treatment of all members of society. The recommendations require a substantial commitment of energy, a change in perspective, and a sizable allocation of financial resources. Without all three, we believe that a fundamental change in the situation at Yale is impossible.

A. Establishing target goals

We are convinced that efforts to achieve a meaningful increase in minority group faculty representation at Yale will be successful only if goals are established against which progress can be measured. Arriving at realistic goals, however, is difficult. For example, it is hard to determine with certainty the existing pool of eligible minority candidates or to predict the composition of future pools. The numbers are optimistically tenuous because we assume that Yale and other institutions will be working vigorously over the next several years to increase the number of potential new Ph.D's and students with advanced professional degrees who are members of minority groups. However, there are limitations on overall faculty size, and faculty attrition and retirement rates are hard to forecast at present in view of the expected removal by Congress of the retirement age cap on tenured faculty members beginning in 1994.

We believe that some benchmarks can be derived from the performance with respect to hiring minority group faculty of institutions comparable to Yale. As Table 2 reflects, the representation of minority groups among Yale's tenured minority faculty for 1985-86 was 5.8 percent, fourth from the bottom among comparable institutions. For the assistant professor rank, Yale's minority group representation was 10.8 percent, also fourth from the bottom.

Differences in size, academic programs and geographic location of these institutions, among other factors not provided in Table 2, undoubtedly explain some of the variation in minority group faculty representation, particularly at the high end of the scale. We believe it is reasonable, nevertheless, to expect that Yale could rank at or near the top of this group within ten years. In fact, if these other schools adopt programs to increase minority faculty group representation, Yale's failure to take vigorous action may leave it even further behind its peer

institutions. Consequently, we believe that Yale should commit itself to establishing and striving toward a set of numerical goals.

1. Ten-year targets

We recommend that successive ten-year targets be established, based on demographic and institutional trends in the preceding decade. We believe a feasible goal for the next 10 years is that Yale increase its tenured minority group faculty from 5.7 percent to at least 8 percent, or from 40 to 56 tenured professors, and its nontenured faculty from 8.7 percent to at least 14 percent, or from 66 to 106 minority group faculty members. This would represent a 40 percent increase in the number of tenured, and a 61 percent increase in the number of term, minority group faculty members. Table 1 shows that during the period 1979-1989 there has been a 60 percent increase in the number of tenured faculty who are members of minority groups and a 16 percent decrease in term minority group faculty members. Based on these results, which were accomplished without the vigorous procedures we recommend below, why should we set a lower target for growth in the number of tenured minority group faculty members for the next ten years? Three considerations informed our decision.

First, the strong decline in the assistant professor pool suggests that we may not have a sufficient number of term minority group faculty members in the existing faculty to be able to increase dramatically the tenure ranks from within Yale. In the 1979-1989 ten-year period, 19 of the 31 new tenured positions awarded to minority group members of the faculty came from such promotions to tenure. Second, we believe it is an unwise short-term strategy to seek increments at the tenured level by raiding our fellow institutions. Third, we believe that Yale's substantial investment over the next ten years should be to expand the pool of minority group term professors, vigorously nurture their development, as we will recommend below, and promote them to tenure.

We want to stress that we view these numerical goals as conservative estimates of what Yale can accomplish on a university-wide basis. Aggressive efforts to recruit and retain minority group faculty, as well as other programs recommended in this report for increasing the pool of such candidates, should produce even greater representation. Moreover, in Schools or departments where minority faculty representation appears unreasonably low, proportionally higher goals may be appropriate.

2. Procedures for deriving the targeted positions

To enact this recommendation requires even further relaxation of field and budgetary constraints beyond that provided by current affirmative action policy. What is needed is a diverse set of measures to accomplish this goal. The Crothers committee report (1984) outlined four possible ways of achieving incremental slots for women, which we believe apply equally well for minority group members. These are:

- a) Mortgaged positions. A new position is made available to a department with the clear understanding that it will be recouped by a future departure at the same rank in the same department. A position of this kind is incremental to the department only in the short term.
 - b) Reallocated positions within divisions. An additional term or tenured position is made available to a department through the reallocation of divisional funds, possibly including funds anticipated as a result of impending retirements within the division.
 - c) Reallocated positions between divisions. An additional term or tenured position is made available to a department by the reallocation of funds between divisions. In neither this nor the preceding case is the department expected subsequently to give up an existing tenured position in return.
- Positions of types b and c are incremental to departments and to divisions respectively, but they are not incremental to the faculty as a whole.
- d) New positions. A position is made available to a department through the raising of new funds outside the University or through the transfer of funds from other areas of the University's budget. These positions are incremental to the faculty as a whole and increase the total number of faculty.

The recommendation to provide some number of truly incremental slots is admittedly complex. First, it is essential to reaffirm that only budgetary and not quality constraints are being relaxed. This is crucial for Yale and for the individual whose position is funded in this way. Second, the administration must, if it wishes to make such slots available, overcome a pervasive mistrust by the faculty regarding the ways and extent to which a slot becomes incremental to a department.

To achieve the numerical goals specified above, a number of allied recommendations must be adopted.

3. Obligations of departments and chairs.

a) Formal planning and review procedures

We recommend the development of a formal set of procedures by which department chairs, at least annually, initiate conversations with their departments about minority faculty recruitment. Chairs, in turn, will be asked annually to present the department's affirmative action plans for the coming year. These requirements will lead to more frequent and regularized discussions within departments, and between the administration and the department chairs, about the specifics of each department's recruitment and retention strategies vis-a-vis minority group members.

b) Development of the applicant pool.

In their recruitment efforts, departments must recognize that the availability pool is not the same as the applicant pool. The former refers to all those minority individuals who are qualified for a particular position and who might be available if the position were offered to them. The applicant pool refers only to those who have applied for the position. Many members of the minority groups most underrepresented at Yale may not apply for positions at Yale, in general or within a particular school or field, because they have not received sufficient information or encouragement to do so. This point is coupled, of course, with the perception that Yale may be an environment uncongenial to minority group faculty members. Aggressive, systematic outreach to enlarge the applicant pool is essential.

The committee learned of several resources already available to the Graduate School of the FAS that would help individual departments recruit junior faculty. These are only spradically used at present. They include a National Name Exchange of minority group Ph.D's each year, by field and specialty, among a consortium of institutions comparable to Yale (Appendix D) and an annual listing of all Ph.D's who held or now hold Dorothy Danforth Compton Fellowships while in graduate school (Appendix E). Compton Fellowships are among the most prestigious and competitive fellowships for minority graduate students in the Arts and Sciences. Thus, in some cases, special recruitment programs to reach targeted groups can be facilitated by use of already available resources; in other cases, new strategies and procedures will need to be developed to meet the needs of a particular field or discipline.

B. Retention of current minority group faculty members

Several changes are recommended to enable greater success in the retention of minority group faculty members at Yale.

1. Responses to outside offers

The University must improve its methods of providing creative, prompt responses to competitive offers from other institutions. Because of the limited number of minority group faculty members available nationally at the present time, we are striving to respond to a problem that derives from long-term, national social forces. In this context, the committee believes that for Yale to fulfill its responsibilities, individual responses may be needed that would appear extraordinary under more socially optimal conditions.

2. Adequate compensation for bearing special burdens

Yale needs to develop a system for greater dispersion of committee assignments and a more centralized clearinghouse for demands on faculty time. Faculty members can currently be asked to serve on committees by their chairs, Deans, the Provost, and the President, and these various quarters are frequently unaware of one another's requests. Although a faculty member can decline to serve, implicit pressure, experienced by junior faculty members in particular, coupled with a sense that citizenship and cooperation inhere only in a segment of the entire faculty have led to serious burdens for some.

For minority group faculty in particular, it is likely that until the number of such faculty members grows, the desire for a minority presence on important committees, and the time minority faculty spend informally counseling minority students will continue to place an undue burden on our current colleagues. Some plan must therefore be developed to reduce the efforts of minority group faculty members in other spheres (e.g. earned sabbatical time, course release) or to reward unusual contributions to the community (e.g. with summer research support). Indeed, we suggest that all faculty at Yale might benefit by the introduction of more rewards in the system for extraordinary performance in a variety of spheres e.g., outstanding teaching.

3. Mentoring procedures

We recommend the development of a more explicit mentoring system for junior faculty. Mentors are different from role models because a mentor has a closer and more involved intellectual relationship with a younger faculty colleague. We emphasize that mentors of minority group faculty are often not themselves minority group members but rather are simply those who help an individual's progress through the system by providing explicit feedback and advice about "career management." Department chairs sometimes play this role, but the committee found this to be sufficiently sporadic and haphazard so that we

recommend the development of a more explicit system. We believe that with greater attention to, and resources for, career development, Yale will be able to promote significantly greater numbers of minority group faculty members from the term to tenured ranks.

4. Review of teaching assignments in the FAS

There is a pervasive view that the teaching load in FAS is high relative to that at comparable institutions. We recommend the appointment of a committee to make the necessary systematic comparisons and to review the number and diversity of course offerings within Yale College in particular. Faculty teaching loads might be reduced by streamlining the set of course offerings as well as developing strategies for providing unique reductions to targeted groups within the faculty as detailed above.

C. Short-term strategies to increase minority group presence on the Yale Faculty

Until the number of minority group faculty members at Yale increases permanently, we propose a variety of strategies to enlarge minority presence on campus in the short run.

1. Visiting minority group professors program

We recommend development of a large-scale, University-wide program of visiting minority group professors from other institutions who would spend a year (or more if possible) at Yale. The committee strongly believes that Yale, and comparable institutions, serve the nation and themselves poorly by simply raiding one another or the traditionally Black colleges and universities to increase their number of minority group faculty members. Visiting professorships, in contrast, expand collegial networks across institutions, which might be of special importance in the development of future minority scholars for Yale. For example, a visiting professor might be encouraged to bring one of his or her own advanced students to Yale to receive training.

2. Recruitment of leaders in nontraditional fields to serve as faculty

We recommend that visiting or part-time minority group faculty be recruited from beyond the traditional walls of the academy as well, to include for example, professionals from both the public and private sectors as well as writers, artists, and musicians. Yale's College system, especially the College Seminar series, appears especially well suited to provide a context for this type of visitor. Other Schools at Yale may need to develop further outlets to provide flexible opportunities for increasing the faculty presence of distinguished nonacademics who are

members of minority groups.

D. Development of the pipeline at Yale

The committee urges recognition that changes in minority faculty recruitment and retention cannot be ultimately successful without explicit efforts to develop a fuller minority presence all along the pipeline. We were struck in our interviews by how frequently the decision to come to Yale or to stay despite attractive outside offers was attributed to former Yale ties as undergraduates, graduate students, or members of special summer programs. The desirability of intellectual diversity implies that Yale's faculty be drawn from graduates of many other institutions. Nonetheless, the committee believes that Yale may have moved too far in the direction of turning away from its own students and recommends that in especially meritorious cases we enlarge the opportunities for faculty positions among our own minority students.

We begin at the undergraduate level because the pipeline at Yale is relatively wide here; thus it seems a logical point of departure for a systematic approach. The committee did not address the status of minority students per se but focused on the experience of such students as it relates to the development of minority faculty.

1. Programs at the undergraduate level

a) Programs for students of Yale College

We suggest that Yale College identify and provide mentoring for selected Yale minority undergraduates as an explicit recruitment mechanism for guiding them toward academic careers. We recognize that all undergraduates would benefit from such a program and that many already seek out mentors in their disciplines while they are juniors and seniors. We believe, however, that students who are members of minority groups need more vigorous recruitment toward academic careers; the national demographic data and the Yale experience urge this view. A principled, systematic recruitment program might include regular meetings of the students and their mentors modelled after the Scholars of the House program. It must surely provide stipends for summer research with mentors and opportunities to attend regional and national meetings when appropriate.

b) Programs for non Yale students

Yale should secure funds to develop special summer programs for minority students who attend other colleges and universities. Although Yale is currently participating in one such exchange program with Cornell, Princeton, Stanford, Berkeley, and UCLA (See Appendix F), it is quite limited in size and scope. Yale

could provide national leadership in enhancing opportunities for qualified minority students to gain admission to graduate school, while increasing its demonstrable commitment to minority development. Prior experiences with such programs at Yale suggest other direct benefits. For example, the Department of Economics held a training program for three successive summers and found a striking associated increase in the number of minority graduate student applications in Economics.

2. Programs at the graduate and professional level

a) Recruitment

We recommend that more strategies be developed and more resources be made available for the identification of qualified minority undergraduates to be recruited to Yale graduate and professional schools. The committee learned of numerous efforts already in place in the Graduate School of the FAS and in many, although not all, of the professional schools. These efforts are typically understaffed and underfunded. Vigorous recruitment often requires outreach to the students at their own colleges and universities, planned visits by prospective students to Yale with full day-long agendas, and often sizable stipends. These take time and money, resources that have been insufficiently allocated at the present time. If Yale is to contribute to increasing the nation's minority group members on university faculties in the future, it must expand its own recruitment and training efforts now.

b) Assistance in completion of degree

1) Yale students. The committee recommends that explicit efforts be made to insure that minority group members have adequate tangible and intangible resources to complete their work toward the degree. Even those receiving stipends have only four years of support and members of disadvantaged groups may not have sufficient personal resources to support themselves beyond that time. If they need to find extra teaching positions or take on extra work in the fifth year and beyond, or if they perceive less intangible support than they need, progress toward the degree may be impeded. Some, indeed, do not ever finish. This problem is not unique to minorities but, if it occurs to a minority group member, it exacerbates the problems being addressed in the current report.

2) Non Yale students. Some funds should be made available for minority students from other institutions to carry out a portion of their scholarly activity at Yale if they are working on subjects of special interest to faculty members at Yale. Often this is most helpful to students after they have completed the formal requirements at their home institution. We believe this opportunity would make salient Yale's commitment to

young minority group scholars and serve Yale as a potential recruitment resource.

c) Special programs

Yale has been slowly increasing its master's level programs and in some limited cases providing opportunities for nondegree granting, postbaccalaureate programs, for example in the Division of Special Registration of the Graduate School. Additional training often motivates students to apply to Ph.D. programs. In some cases it provides additional skills and coursework necessary for successful admission to Ph.D. programs at Yale or comparable institutions. Qualified minority group students have not been explicitly recruited to such opportunities, except in certain area studies programs, and Yale has invested relatively few resources in this type of activity. The Committee believes that such programs or opportunities for special registration status need not create second class citizens. Rather they enable students who might otherwise never consider academic careers to experience the excitement of the research enterprise of a great university before they must make a formal commitment to a graduate career by seeking full admission.

3. Postdoctoral fellowships.

We recommend the creation of a substantial minority group postdoctoral fellowship program at Yale. Such a program would provide traditional two-year and longer term (up to five-year) postdoctoral positions with the length depending on the trainee's discipline and the availability of a clearly designated mentor. Adequate research funds and other resources to facilitate scholarship are integral to the success of this type of program. Persons selected for these appointments should be appointed with a department's understanding that it has responsibility for the nurturance and continued development of these trainees. Departments all across the University should be encouraged to participate in this postdoctoral effort. This program would be explicitly intended to develop a cadre of qualified candidates from whom Yale could recruit for its own junior faculty positions.

E. Specific implementation plans

The generality of some of our recommendations is necessitated by having to consider the Yale faculty as a whole.

1. School implementation committees.

We therefore recommend the immediate appointment of a committee at each School to examine the report and develop a set of strategies and agendas relevant to that School's particular mission and constraints. It is recommended that the President

ask each Dean to report to him about his or her committee's deliberations, including clear implications for immediate and long-range budgetary and academic planning, no later than the end of the 1989-90 academic year.

2. Standing University review committee.

We further recommend the appointment of a standing University-wide committee to review, on an annual basis, progress toward the general University goals that are elaborated in this report and the specific implementation plans of each School. This Committee will work with the Provost and relevant Deans with full access to pertinent information. One existing model in the FAS is the Committee on the Economic Status of the Faculty. We believe the faculty must continue to be involved in, and informed about, the University's plans and progress regarding the efforts to recruit and retain faculty who are members of minority groups and to contribute in an extensive way to the nation's efforts to prepare minority group members for academic careers.

VII. Conclusions

This report has analyzed a full array of issues bearing on the recruitment and retention at Yale of faculty who are members of minority groups. The Committee recognizes the magnitude of the issues it has raised and the financial and procedural complexity of initiating the proposals it has made. We deliberated extensively and often heatedly, but we fully believe that the changes we have elaborated are urgently needed and overdue. Yale is lagging behind comparable institutions, despite goodwill and enforcement of affirmative action procedures. If we do not respond boldly, the situation at Yale will not remain static. Trends in the data we have evaluated suggest that it will worsen, a consequence that all members of the academy must find intolerable. We end as we began, on a note of urgency and with a call for greater equity and diversity at Yale.

Respectfully submitted,

Judith Rodin, Chair

Philip R. Allen Professor of Psychology;
Professor of Medicine & Psychiatry

Richard K. Chang

Professor of Applied Physics and
Electrical Engineering

Michael G. Cooke

Bird White Housum Professor of English

Drew S. Days III

Professor of Law

Edmund W. Gordon	John M. Musser Professor of Psychology; Professor of Psychology, Child Study Center and Institution for Social Policy Studies
Dwight T. Janerich	Professor of Epidemiology
Alvin K. Klevorick	Professor of Economics; John Thomas Smith Professor of Law
Charles H. Long	Deputy Provost
Vincent T. Marchesi	Anthony N. Brady Professor of Pathology; Professor of Cell Biology and Biology
Leslie Moore	Associate Professor of English
Sharon M. Oster	Professor of Economics and Management
Hugo Rodriguez-Vecchini	Assistant Professor of Spanish

Appendix A

Demographic Data

At Yale, as at educational institutions across the nation, minorities make up only a small proportion of the faculty. In 1985-86, 8.7% of tenured and 12.8 % of non-tenured ladder faculty at all academic institutions were Black, Hispanic, Asian or Native American. Table 1 shows the minority percentages for term and tenured faculty for Yale, nine competitive schools, and nationwide in 1985-86. National figures, which include two-year institutions and public and private colleges and universities, are higher than Yale for every category except for Hispanic term faculty, but compared to other competitive institutions, Yale's minority faculty percentages fall within mid-range.

A. National Data

Table 2 shows changes over time in national minority representation in higher education. Overall, from 1975-76 to 1985-86, the number of ladder faculty nationwide stayed about the same. The contrasts in growth between minority and non-minority faculty over this time is striking. The number of faculty members who are White has decreased by one percent while the number who are minority increased by 31 percent. But there is a strong contrast among different minority groups. The number of faculty members who are Asian has almost doubled, in contrast to the number of faculty members who are Black, which has increased by only two percent.

Even doubling a small number still results in a small number; minority faculty are still (in 1985-86) less than ten percent of all ladder faculty. Thus, even though great relative gains have been made in increasing minority representation on the national faculties, the overall number and proportion of Black, Hispanic, Asian and Native American faculty members are still small. The number of faculty members who are Black, in particular, has not grown relatively or absolutely at the same rate as the numbers of other minority faculty members. In this light, we concentrate in the next section on the representation of Black students and faculty nationwide.

1. Black Students and Faculty Nationwide

A wide range of problems have been cited for the poor representation of students who are Black at all levels of the academy. Lack of high school and college mentors, decreasing college financial aid, and worry about graduate school loan repayments are related to their absence from the academic ladder. Also cited are the higher than average proportion of Black students who enroll in two-year colleges (many of which are proprietary) rather than four-year colleges, and the inability of many colleges and universities to provide the educational and cultural nurturing supplied by the historically Black colleges.

**Appendix Table 1
Comparative Ladder Faculty
1985-1986**

Full Professors & Associate Professors With Tenure:	<u>Total Minority</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Native American</u>
Yale	5.8%	1.8%	0.9%	3.1%	0.0%
National	8.7%	3.6%	1.5%	3.3%	0.3%
Range of 9 Competitive Schools*	3.7% - 9.6%	1.0% - 2.3%	0.9% - 2.7%	1.7% - 6.1%	0.0% - 0.4%
Non-Tenured Ladder Faculty Of All Ranks:					
Yale	9.4%	3.0%	2.0%	4.5%	0.0%
National	12.8%	5.4%	1.9%	5.1%	0.4%
Range of 9 Competitive Schools	- - - - - Not Available - - - - -				

***Notes:**

Competitive Schools: Columbia (including Teacher's College), Duke, Harvard, University of Michigan, MIT, Stanford, University of Texas, UCLA, University of Wisconsin.

Percentages may not add to totals because of rounding.

Sources:

Yale: Affirmative Action Office Workforce Analysis. Numbers differ slightly from Yale's submission to the 1985-1986 EEO-6 reports, as reported in the text in Table 2.

National: American Council on Education, Office of Minority Concerns, Seventh Annual Status Report on Minorities in Higher Education, 1988, Tb. 13.

Competitive: Joyce Bennett Justus, et al, *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity*, (University of California, 1987), p. 29.

1986

	1986					
	White	Total Minority	Black	Hispanic	Asian American	Native American
Graduate School Enrollment						
100% =	87.2	12.8	5.5	3.5	3.3	0.4
Number (in thousands)	1,132	166	72	46	43	5
Professional School Enrollment						
100% =	86.5	13.2	5.3	3.4	4.1	0.4
Number (in thousands)	230	35	14	9	11	1

1976

	1976					
	White	Total Minority	Black	Hispanic	Asian American	Native American
Graduate School Enrollment						
100% =	89.7	10.4	6.3	1.9	1.8	0.3
Number (in thousands)	1,030	119	72	22	21	4
Professional School Enrollment						
100% =	91.3	8.7	4.6	2.1	1.7	0.4
Number (in thousands)	220	21	11	5	4	1

1984-1985

	1984-1985					
	White	Total Minority	Black	Hispanic	Asian American	Native American
1st Professional Degrees Conferred (M.D., J.D., Div., Dental)						
100% =	90.1	9.9	4.3	2.7	2.6	0.4
Number	63,219	6,977	3,029	1,884	1,816	248

1975-1976

	1975-1976					
	White	Total Minority	Black	Hispanic	Asian American	Native American
1st Professional Degrees Conferred (M.D., J.D., Div., Dental)						
100% =	92.0	8.0	4.4	1.8	1.6	0.3
Number	56,332	4,924	2,694	1,079	962	189

1987

	1987					
	White	Total Minority	Black	Hispanic	Asian American	Native American
Medical School Degrees Conferred (Includes Foreign Students)						
100% =	NA	NA	5.1	2.0	NA	0.4
Number	NA	NA	828	331	NA	65

1977

	1977					
	White	Total Minority	Black	Hispanic	Asian American	Native American
Number of Doctorates						
100% =	92.2	7.8	4.5	1.7	1.4	0.3
Number	23,065	1,943	1,116	423	339	65

Faculty (all citizenships):	1975-1976					1985-1986						
	White	Total Minority	Black	Hispanic	Asian	Native American	White	Total Minority	Black	Hispanic	Asian	Native American
100% =	91.7	8.3	4.4	1.4	2.2	0.2	90.0	10.0	4.1	1.7	3.9	0.3
Number	409,947	36,883	19,746	6,323	9,763	1,051	439,767	49,032	20,283	8,087	19,104	1,558
% of Total Minority			53.5	17.1	26.5	2.8			41.4	16.5	39.0	3.2
All Ladder Faculty	92.4	7.6	4.1	1.3	2.0	0.2	90.1	9.9	4.1	1.6	3.8	0.4
100% =	335,401	27,700	14,740	4,831	7,354	775	330,403	36,263	15,036	6,011	13,882	1,334
Number			53.2	17.4	26.5	2.8			41.5	16.6	38.3	3.7
% of Total Minority												
Tenured - Ladder Faculty	93.9	6.1	3.0	1.1	1.8	0.2	91.3	8.7	3.6	1.5	3.3	0.3
100% =	219,160	14,338	7,045	2,599	4,281	413	237,861	22,680	9,282	4,032	8,500	866
Number			49.1	18.1	29.9	2.9			40.9	17.8	37.5	3.8
% of Total Minority												
Non-Tenured - Ladder Faculty	89.7	10.3	5.9	1.7	2.4	0.3	87.2	12.8	5.4	1.9	5.1	0.4
100% =	116,241	13,362	7,695	2,232	3,073	362	92,542	13,583	5,754	1,979	5,382	468
Number			57.6	16.7	23.0	2.7			42.4	14.6	39.6	3.4
% of Total Minority												

* Hispanics can be of any race, and, therefore, percentages of total do not add to 100%.

Sources:
 Seventh Annual Status Report 1988 on Minorities in Higher Education, American Council on Education, Office of Minority Concerns, Tables 1, 2, 3, 5, 7, 8, 11, 13.
 Sixth Annual Status Report 1987 on Minorities in Higher Education, American Council on Education, Office of Minority Concerns, Tables 3A, 3D.
 Fifth Annual Status Report 1986 on Minorities in Higher Education, American Council on Education, Office of Minority Concerns, Table 12.

Summary Report 1987 of Doctorate Recipients from United States Universities, National Research Council, National Academy Press, 1989, Tables G, I, N.

As Table 2 indicates, from under-graduate education onward, the representation of Black students has declined or failed to increase at the same pace as that of other minorities and Whites.

a) High School Completion and College Enrollment.

Blacks who are 18-24 years old have increased their high school completion rate from 67.5% in 1975-76 to 76.4% in 1985-86. Although the number of Black high school graduates has grown, as has the number of Black women enrolled in college, the college participation rate of both Black men and women has declined; 33.4% of Black high school graduates who were 18-24 years old were enrolled in college in 1975-76 versus only 28.6% in 1985-86. Moreover, while Black and White college participation rates were equivalent in 1975-76, they differed by 5.5% in 1985-86. The increase in number of Black college students has not kept pace with the total growth of undergraduate students, and Black students have declined from 10.1% of the national student body in 1975-76 to 9.4% in 1985-86.

b) B.A.'s Conferred.

The share of national B.A.'s awarded to Black students has declined from 6.5% of all B.A.'s awarded to U.S. citizens and permanent visa holders in 1975-76 to 6.1% in 1984-85. From 1975-76 to 1984-85, the total number of B.A.'s awarded to non-foreigners increased by 4.0%; at the same time, B.A.'s awarded to Black students decreased by 2.8%. Most of this decline was due to Black male students; the number of Black male students earning B.A.'s decreased by 10.2% over this time period, compared to a national decline of 6.7% for all men who received B.A.'s. Black female students have done better than Black male students in terms of receiving B.A.'s, but their numbers have not increased comparably with those of other females. The number of B.A.'s awarded to Black female students increased by only 2.9% compared to a 16.5% increase for all women.

c) Graduate and Professional School Enrollments.

At the graduate level, Black students were 6.3% of all enrollees in 1975-76, but comprised only 5.5% in 1985-86. The number of Black students in graduate programs in 1985-86 was exactly what it was ten years before: 72,000. This, however, masks a decline in the late 1970's and early 1980's to an enrollment of 61,000, which was then followed by an increase.

Professional school enrollment by Black students has actually grown faster than enrollment by White students or total enrollment. Still, enrollment by Black students increased 27% from 1975-76 to 1985-86 while all minority enrollment increased 71%. Black students have slightly increased their proportion of all students enrolled in Professional schools from 4.6% to 5.3%.

d) Professional Degrees. Nationwide, the number of First Professional degrees¹ awarded has increased by 14.6% from 1975-76 to 1984-85; the number earned by Black students has almost kept pace, as it has increased by 12.4%. But there are sharp gender differences. The number of Black male students receiving professional degrees decreased 19.5 percent while the number of Black female degree holders increased by 107 percent. The decline in degrees earned by Black males is sharper than the decline in degrees earned by all males, and the increase in Black female degree holders is not as high as the increase for all females. Consequently, the proportion of all First Professional degrees awarded to Black students has slightly declined.

e) Doctorates awarded. The small numbers of Ph.D.'s received by Black students are particularly dramatic. From 1977 to 1987, the number of doctorates awarded to Black students declined steadily from 1116 to 765. A breakdown by field shows that only 328, or 42.9%, of the 765 doctorates in 1987 were in Engineering and Arts and Sciences; over half were in Education (see Table 3). Data not presented here show that the proportion of all Blacks awarded doctorates (including Education and Professional doctorates) who were going on to academic positions has declined from 67.3 percent in 1977 to 51.6 percent in 1987. This parallels a trend away from academic employment for all doctoral recipients, but the decrease in the percentage of Black and Hispanic students who have earned Ph.D.'s and are entering academe is particularly sharp. Approximately 385 Black Ph.D. recipients in 1987 went on to academic positions, 174 of which were in the Arts and Sciences.

Most of the overall decline in the awarding of doctorates to Black students has been attributed to Black men who, in 1987, received less than half the number of doctorates that they had received ten years earlier. The number of Black women doctoral recipients reached a peak in 1982, but has since declined to the same level as in 1977.

f) Ladder Faculty. As a proportion of all ladder faculty, in 1985-86, the number of faculty numbers who are Black has remained at 4.1%, the same level as ten years before. Tenured faculty who are Black have increased steadily throughout the decade from 3% to 3.6% of all tenured faculty. Term faculty who are Black, however, declined from 1975-76 to 1983-84 from 5.9% to 4.8% and then increased to 5.4% in 1985-86 (see Table 2).

B. Minorities at Yale and comparable institutions

1. Undergraduates. At the undergraduate level, Yale has had strong growth in minority representation over the last twenty years, mostly due to the steady growth of Asian-American students (see Table 4). Asian-Americans increased steadily from 2.5

¹ J.D., L.L.B., M.D., M. Divinity.

Appendix Table 3
Doctorates Earned By U.S. Citizens Only* In 1987
(Excluding Education and Professional Doctorates)

	White		Total Minority		Black		Hispanic		Asian American*		Native American		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Physical Sciences	2,788	19.5	207	16.1	29	8.8	64	15.7	104	21.5	10	15.2	2,995	19.2
Engineering	1,327	9.3	178	13.9	12	3.7	24	5.9	135	27.9	7	10.6	1,505	9.7
Life Sciences	3,816	26.7	316	24.6	78	23.8	77	18.9	145	30.0	16	24.2	4,132	26.5
Social Sciences	3,891	27.2	379	29.5	136	41.5	146	35.9	75	15.5	22	33.3	4,270	27.4
Humanities	<u>2,470</u>	<u>17.3</u>	<u>205</u>	<u>16.0</u>	<u>73</u>	<u>22.3</u>	<u>96</u>	<u>23.6</u>	<u>25</u>	<u>5.2</u>	<u>11</u>	<u>16.7</u>	<u>2,675</u>	<u>17.2</u>
Total	14,292	100.0	1,285	100.0	328	100.0	407	100.0	484	100.0	66	100.0	15,577	100.0
	91.8%		8.2%		2.1%		2.6%		3.1%		0.4%			

* Permanent residents, who make up only a small proportion of all U. S. doctoral recipients in 1987, are omitted from this table.

Source: Summary Report of the 1987 Survey of Earned Doctorates of the National Research Council, pp. 17 - 18.

OIR: RCG 5/15/89

Appendix Table 4
Undergraduate Entering Classes
Yale Classes of 1974 to 1988

<u>Entered</u>	<u>Class</u>	<u>% Total Minority</u>	<u>% Black</u>	<u>% Hispanic</u>	<u>% Asian American</u>	<u>% Native American</u>	<u>Total Including Foreign</u>
1970	1974	10.1	6.5	1.0	2.5	0.0	1,253
1971	1975	12.1	6.6	2.6	2.9	0.0	1,294
1972	1976	14.6	7.2	3.6	3.8	0.1	1,342
1973	1977	15.0	6.0	5.4	3.4	0.2	1,305
1974	1978	12.9	6.1	3.1	3.7	0.0	1,314
1975	1979	14.8	6.4	4.4	4.0	0.1	1,350
1976	1980	13.2	5.7	3.3	4.1	0.2	1,300
1977	1981	16.5	5.9	4.3	5.8	0.5	1,330
1978	1982	14.5	5.2	3.8	5.2	0.2	1,372
1979	1983	13.9	5.6	3.1	5.2	0.1	1,275
1980	1984	17.0	6.9	3.9	6.0	0.2	1,257
1981	1985	17.4	6.8	3.1	7.3	0.2	1,295
1982	1986	15.8	6.1	2.8	6.9	0.1	1,305
1983	1987	14.7	6.0	2.9	5.7	0.2	1,255
1984	1988	17.3	6.9	2.7	7.5	0.1	1,344
1985	1989	17.8	6.3	3.4	8.1	0.1	1,278
1986	1990	19.6	6.1	3.3	9.9	0.3	1,291
1987	1991	21.7	7.6	4.4	9.5	0.2	1,312
1988	1992	22.5	7.6	4.1	10.7	0.2	1,275

Source: Yale College Admissions Profiles.

OIR: RCG 5/15/89

percent of entering students in 1970 to 10.7 percent of the current freshman class. Until the entering class of Fall 1987, however, Black students had not grown consistently in number or as a proportion of the class. With the classes entering in 1987 and 1988, an additional 20 Black students increased the proportion of entering students who were Black to 7.6 percent. After fluctuating for the last twenty years, Hispanic representation in the entering Yale classes has been higher for the last two classes. This year, Mexican-American and Puerto Rican students made up 4.1 percent of entering undergraduates.

Table 5 shows data on minority undergraduate enrollments for Yale and five competitive institutions. The minority percentage is calculated taking the enrollment base as all non-foreign students. Compared to the 5 other institutions in Table 5, Yale is in the mid-range of entering students who are minority group members across the board for each minority group. Other data show that for each of the institutions over the last ten years, the rate of admission offers to Black students has regularly been about 20% higher than the admission rate of non-minority students. (The admission rate is defined as the number of offers extended as a fraction of the total applications received).

Many institutions have recently begun to emphasize minority retainment in addition to minority recruitment at the undergraduate level. At Yale, where the graduation rate (the rate at which entering students eventually receive B.A.'s) is known to be high, longitudinal rates are not regularly calculated. Cross-sectional data comparing the number of entering students in 1984 with the number receiving B.A.'s in 1988 are available, but they may be somewhat unreliable due to students transferring from other institutions throughout the four years of college. Given these caveats, for the Class of 1988, somewhat fewer Black students received B.A.'s than entered in 1984. This does not appear to be true for White, Asian-American or Hispanic students.

2. Graduate and Professional Schools. The Yale Graduate School's patterns of minority representation parallels those of the College, although the levels of minority presence are lower (See Table 3 in the text). The overall percentage of minority students has been growing steadily, mainly because of the increase in Asian-American students. Representation of Black students has grown steadily only in the last three years, and now Black and Asian-American students each comprise 3.2 percent of the enrolled non-foreign students.

A closer look at the results of the admission process in the Yale Graduate School shows that the admission rate for minorities in 1987-88 was the same as the admission rate for White candidates; each was about 30 percent. Black and Hispanic accepted Yale's offer of admission more frequently than did White or Asian-American students; 68 percent of Black students and 58 percent of Mexican-American and Puerto Rican students who were

Appendix Table 5
Undergraduate Matriculants, for the Entering Class of 1988
Yale and Comparable Institutions

<u>Numbers</u>	<u>Total Minority</u>	<u>Black</u>	<u>Hispanics</u>	<u>Asian American</u>	<u>Native American</u>	<u>Total Non- Foreign</u>
Brown	286	93	59	134	0	1,276
Dartmouth	246	91	38	87	30	1,039
Harvard	461	136	89	228	8	1,532
Princeton	232	70	54	105	3	1,078
Stanford	582	162	162	256	2	1,558
Yale*	315	98	61	153	3	1,243
<u>% of Total</u>						
Brown	22.4	7.3	4.6	10.5	0.0	
Dartmouth	23.7	8.8	3.7	8.4	2.9	
Harvard	30.1	8.9	5.8	14.9	0.5	
Princeton	21.5	6.5	5.0	9.7	0.3	
Stanford	37.4	10.4	10.4	16.4	0.1	
Yale*	25.3	7.9	4.9	12.3	0.2	
 Range	21.5% - 37.4%	6.5% - 10.4%	3.7% - 10.4%	8.4% - 16.4%	0.0% - 2.9%	

* Differs slightly from Appendix Table 4 due to the date of reportage and the exclusion of foreign students from the total.

Source: Consortium On Financing Higher Education Redbook XIII, Table B., Jan. 1989

OIR: RCG 5/8/89

admitted accepted Yale's offers as compared with 34 percent of Asian-American students and 45 percent of White students. Because of the small numbers involved, it is notable that 157 Black, Mexican-American, and Puerto Rican students applied to Yale, and 28 eventually matriculated. We do not know whether the students who were not offered admission or who did not accept our offer attended other institutions or decided not to go on to a doctoral program.

Table 6 presents data on the students who accepted offers of admission from Yale and 9 comparable schools in the fall of 1988. These students are not always the ones who actually attended fall classes because summer attrition and last-minute acceptances alter the composition of the class. Only Berkeley and MIT have exceptionally high representation of minority students, and Asian-Americans make up a large part of their minority graduate-student body. Harvard and Stanford also have high proportions of minority students. Compared to the other institutions in Table 6, Yale is, overall, in the lower half of entering graduate students who are minority group members. The proportion of Black graduate students coming to Yale, however, is 3.3%, which is near the top among the institutions listed; the entire range is fairly narrow, however, and disappointingly low as it varies from .8 percent to 3.5 percent.

3. Ph.D.'s Conferred. Table 7 shows that over the last 17 years, the number of all Arts and Science Ph.D.'s conferred at Yale to U.S. citizens and permanent residents has fluctuated and that 1987-88 number is higher than for some other years in the 1980's. Paralleling national trends, at Yale, the number of Ph.D.'s granted to White students has declined as the number of Ph.D.'s granted to non-resident aliens has grown (data not presented here). In contrast to national trends, however, at Yale there has been neither a consistent decline in the number of Ph.D.'s granted to Black students nor a dramatic increase in the number of Ph.D.'s granted to Asian-Americans. The number of Hispanic students receiving Ph.D.'s is also very small, but it has shown an increase. In 1988, minority students received 7.0% of Yale Ph.D.'s awarded to U.S. residents.

The numbers of Ph.D.'s conferred at Harvard, Princeton, Stanford and Yale in 1987-88 are shown in Table 8. Only Stanford stands out with a much higher representation of all minority students, Blacks and Asian-American students in particular, receiving Ph.D.'s. Although Stanford has a much larger Hispanic presence at the undergraduate level than do other comparable institutions, it does not currently have a disproportionately large Hispanic population in graduate school or receiving the Ph.D.

Data on doctorates granted nationally in 1987 are also included in Table 8, although doctorates awarded to Asian-Americans are slightly underreported due to the exclusion of permanent residents. Overall, minority students receiving Ph.D.'s

Appendix Table 6
Graduate School Matriculants*, for the Entering Class of 1988
Yale and Comparable Institutions
June 1988

<u>Numbers</u>	<u>Total Minority</u>	<u>Black</u>	<u>Hispanics</u>	<u>Asian American</u>	<u>Native American</u>	<u>Total Including Foreign</u>
Berkeley	404	80	130	174	20	2,297
Brown	30	9	10	9	2	384
Chicago	44	14	13	16	1	656
Columbia	25	6	6	12	1	642
Cornell	115	28	34	52	1	1,283
Harvard	64	16	19	27	2	573
MIT	227 **	35	21 **	170	1	1,031
Princeton	20	3	5	11	1	375
Stanford	91	14	31	44	2	739
Yale	46	20	11	14	1	598

% of Total***

Berkeley	17.6	3.5	5.7	7.6	0.9
Brown	7.8	2.3	2.6	2.3	0.5
Chicago	6.7	2.1	2.0	2.4	0.2
Columbia	3.9	0.9	0.9	1.9	0.2
Cornell	9.0	2.2	2.7	4.1	0.1
Harvard	11.2	2.8	3.3	4.7	0.3
MIT	22.0 **	3.4	2.0 **	16.5	0.1
Princeton	5.3	0.8	1.3	2.9	0.3
Stanford	12.3	1.9	4.2	6.0	0.3
Yale	7.7	3.3	1.8	2.3	0.2

Range 5.3% - 22.0% 0.8% - 3.5% 0.9% - 5.7% 1.9% - 16.5% 0.1% - 0.9%

* Matriculants as of June 1988 are not necessarily those who entered in the fall of '88. Other data from Yale show that the percent minority dropped from 9.3% of June matriculants to 7.7% of the entering class due to last minute acceptances and summer attrition. Fall '88 data are not available for institutions other than Yale.

** Questionable as to whether the data include Hispanics other than Chicanos and Puerto Ricans.

*** Minority percentages of a class are usually calculated as Minority/Non-Foreign. The number of foreign students is not available for other institutions besides Yale, so percentage minority is calculated as Minority/Total. The greater the proportion of foreign students in the student body, the greater the difference between the two methods of calculation. At Yale, for example, Minority/Non-Foreign = 10.3% vs. Minority/Total = 7.7%.

Source: Graduate School Office of the Dean, DWARF Reporting, 6/17/88.

Appendix Table 7
Ph.D.'s Granted
Yale University
U. S. Citizens and Permanent Residents
1976-1977 to 1987-1988

	<u>White</u>	<u>Total Minority</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian American</u>	<u>Native American</u>	<u>Total Non- Foreign</u>	<u>% Minority/ Non-Foreign</u>
1976-1977	246	7	1	3	3	0	253	2.8
1978-1979	264	22	12	4	6	0	286	7.7
1980-1981	207	14	5	4	5	0	221	6.3
1982-1983	227	12	3	5	3	1	239	5.0
1984-1985	213	12	2	6	4	0	225	5.3
1986-1987	230	15	8	2	4	1	245	6.1
1987-1988	214	16	4	6	5	1	230	7.0

Source: Yale's biennial submission to Integrated Postsecondary Education Data System survey.

OIR: RCG 5/16/89

Appendix Table 8
 Ph.D.'s Granted 1987-1988
 Yale, Comparable Institutions, and Nationwide
 (U.S. Citizens and Permanent Residents)

	<u>White</u>	<u>Total Minority</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian American</u>	<u>Native American</u>	<u>Total Non- Foreign</u>	<u>% Minority/ Non-Foreign</u>
Harvard (b)	223	19	2	8	7	2	242	7.9%
Princeton	167	12	1	3	8	0	179	6.7%
Stanford	325 (c)	55	11	8	34	2	380	14.5%
Yale	214	16	4	6	5	1	230	7.0%
<hr/>								
1987								
National, excluding Education and Professional Doctorates and permanent residents.	14,292	1,285	328	407	484	66	15,577	8.2%

(a) Harvard, Princeton, Stanford & Yale data include permanent residents in addition to U.S. citizens, but National data exclude them. In 1987, only a small proportion of national doctorates were granted to permanent residents.
 (b) Excluding doctorates in education; calendar year 1987.
 (c) Stanford: White includes unknown race.

Source: Harvard, Princeton, Yale - Integrated Postsecondary Education Data System survey.
 Stanford - Registrar's Office.
 National - 1987 Survey of Earned Doctorates, National Research Council, pp. 17 - 18.

as a proportion of all U.S. citizens is somewhat greater for the U.S. as a whole than for Harvard, Princeton, and Yale. When comparing the proportions of Ph.D.'s granted to each minority group at Yale and at the national level, (proportions not included in the table), Yale lags behind in Ph.D.'s awarded to Asian-American students, as 2.2 percent of Yale Ph.D.'s awarded in 1987-88 were to Asian-American, compared to the 3.1 percent of Ph.D.'s awarded nationally to Asian-American students in 1987. Yale also has a somewhat smaller proportion of Ph.D.'s going to Black students: 1.7 percent at Yale, vs. 2.1 percent nationally.

4. Professional Schools and Other Degrees. At Yale and nationwide, minority participation is higher in professional degree programs than in Arts and Science graduate programs. As Table 3 in the text and Table 9 indicate, professional school enrollment for minority at Yale in 1987-88 is 13.8 percent of all non-foreign professional students compared with a minority enrollment of 8.8 percent of non-foreign students in the arts and sciences.

In the Law School, Asian-Americans are not a large part of the student body, and its growth in minority presence has come mainly through the increase in the number of Black students. In strong contrast to national professional school enrollment patterns, which show that Black students have grown in number and as a proportion of the student body over time, Yale's Schools of Medicine and Organization and Management have had a steady or declining proportion of Black students.

Eleven percent of all Master's level degrees granted in 1987-88 to non-foreign students were awarded to minorities. Other data not included here indicate that some Arts and Science master's level programs at Yale had relatively large proportions of minority degree recipients. In 1986-87 and 1987-88, some of the master's level programs with over 20 percent minority degree recipients were Afro-American Studies and African Languages, East Asian Languages and Literature, Political Science, International Relations and Sociology. The number of minority group member degree recipients can vary widely from year to year, however.

5. Faculty. At Yale, the proportion of tenured minority group faculty has grown over the past ten years from 4.0% to 5.7%. The gains have not been balanced across minority groups; the percentages of tenured faculty who are Black or Asian have increased while the proportion who are Hispanic have not. Growth of tenured minority group faculty members stopped in 1985-86, however, as the proportion of tenured faculty who were of minority status was the same in 1988-89 as in 1985-86. Currently, there are 40 tenured minority faculty members at Yale, one-third of whom are Black (see Table 1 in the text).

Minority faculty on term appointments have declined in number and proportion in the past ten years. In 1979-80, 9.7% of the term faculty were minorities, and in 1988-89, 8.7% were.

**Appendix Table 9
Yale University
1987-1988 Graduate And Professional School Registration
And Degrees Granted, By Minority Percentage**

Total University 1987-1988	Number of Non-Foreign	% Minority of Non-Foreign
<u>Enrollment</u>		
Graduate and Professional Enrollment	5,585	11.8%
Graduate Only	2,513	8.8%
Professional Only	3,072	13.8%
<u>Degrees Conferred</u>		
Ph.D.'s Conferred	290	7.0%
Master's Degrees Conferred (incl. M.A., M.Phil., MPPM, P.A., MSN, M. Arch)	1,270	11.0%
Other Degrees Conferred (M.D., J.D., M. Div)	387	14.6%

* Black, Asian-American, Native American, Hispanic.

Source: Yale submissions to Integrated Postsecondary Education Data System survey.

OIR: RCG 5/15/89

There has been a general decline in the number of term faculty at Yale, and the absolute number of minority nontenured faculty has also decreased from 79 in 1979-80 to 67 in 1988-89. Compared to national data for minority tenured faculty, Yale is lower in every category. Yale is also near the bottom in minority representation statistics for tenured faculty among its competitor institutions.

For all term ladder faculty, we can only compare Yale's situation with the national average. While Yale's proportion of term faculty who are Hispanic is slightly higher than the national level, Yale's proportional representation of every other minority group is lower than the national average. Nationally, from 1975-76 to 1985-86, the proportion of all term faculty grew, particularly because of a large increase in the number of faculty who were Asian. At Yale, the proportion of term faculty who are minority group members has fluctuated and declined from 1979-80 to 1988-89, and the proportion who are Asian has increased beginning in 1982-83 (See Tables 1 and 2 in the text, and Appendix Tables 1 and 2).

The various schools at Yale have had different rates of growth in the presence of minority faculty over time. Returning to Table 1 in the text, one observes that FAS has seen a growth in the tenured proportion of minority group faculty members over the last ten years because of the increasing numbers of Black and Asian faculty members. The Hispanic presence on the tenured faculty has not changed, and after some growth in the mid-1980's, the number of tenured faculty who are Black has ceased to rise. For term faculty, Asian faculty members have shown strong growth in both their number and the proportion of the faculty they constitute. By contrast, Black faculty members have been declining steadily -- and dramatically -- in number since 1982-83, and Hispanic representation has fluctuated.

At the Medical school, representation of tenured minority faculty members is not as high as in FAS, and after seven years of increase, the proportion of tenured minority faculty has declined. The numbers of Black and Hispanic tenured faculty members has not increased at all for the last seven years, while the representation of Asian faculty members grew in the beginning of the decade and then declined. The presence of minority groups among the term faculty has been declining throughout the ten-year period, and this decline occurred for each minority group. In 1979-80, there was a relatively high proportion of minority group members among the term faculty (11.2 percent), but that figure has declined to the 7.6 percent at present.

Other schools at Yale (Art, Architecture, Divinity, Drama, Forestry, Law, Music, Organization and Management) are notable for their absence of Hispanic faculty at the tenured or term level. Organization and Management is the only professional school with a tenured faculty member who is Asian, although several schools have term Asian faculty. Faculty members who are

Black are strongly represented in Law and Divinity, through the recent tenuring of two Black term faculty members in the Law school leaves it with a lower proportion of term faculty who are Black.

Appendix B

Minority Recruitment Program

Yale's Undergraduate Minority Recruitment Program (MRP) was established in 1972 to complement the efforts of its admissions staff. The program is supervised by the Director of Minority Recruitement and the Assistant to the Dean for minority recruitment. Five students are also employed who serve as Student Recruitment Coordinators for the following groups: Asian Americans, Afro-Americans, Native Americans, Mexican Americans and Puerto Ricans. The primary goal of the program is to encourage talented and qualified minority students to apply to Yale. It is also our intent to encourage these students to matriculate to Yale if they are accepted. The major components of the program include:

A. Student Search Process

Minority students who have taken the PSAT (Preliminary Scholastic Aptitude Test) and who met the criteria established by the Yale Admissions Office, are contacted by the MRP and encouraged to investigate Yale. These students receive a letter from the Director as well as a letter from an undergraduate student of color.

B. Applicant Mailing

All students who voluntarily code themselves as Asian American, Afro-American, Native American, Mexican American or Puerto Rican receive a letter from a Yale undergraduate of that same ethnic group. They also receive a copy of our Students of Color at Yale brochure.

C. Mailing to Admitted Students

All students of color who have been offered admission receive additional packets of information. In addition to their official acceptance letter, they also receive a congratulatory packet of information from the Director. This packet includes an invitation to the Weekend At Yale Program (sponsored by the MRP) as well as other information on Yale's academic and extracurricular offerings. Each student will also receive a letter from an undergraduate.

D. Phon-A-Thon

All admitted students of color receive a telephone call from an udergraduate.

E. Weekend At Yale

A three day program sponsored by the Undergraduate Admissions Office and the Minority Recruitment Program. This program is designed to introduce students to Yale and give them an opportunity to experience campus life. A copy of this year's program is enclosed for your reference.

F. Student Recruitment Program

Each year (during Spring Recess) 45-50 students of color are selected to recruit for the MRP. These students visit junior high and high schools in their hometown and encourage students to consider Yale. In previous years we have sent students to: New York, Boston, Washington, D.C., Philadelphia, Detroit, Chicago, Memphis, Houston, Dallas, San Antonio, Corpus Christi, Puerto Rico, Miami, Los Angeles, San Francisco, Albuquerque, Fresno, Las Vegas, Portland, Seattle, St. Louis and Hawaii.

In addition to these specific activities, we are also engaged in a year round series of letter writing, overnight hosting, and group visitations. Without these programs the current enrollment of students of color at Yale would be a mere fraction of what it is today.

<u>Class of:</u>	<u>Applications</u>	<u>Admits</u>	<u>Matrics</u>
1992	2,607	651	288
1991	2,524	635	285
1990	2,266	558	253
1989	1,898	472	228
1988	1,793	481	232

These statistics include Asian Americans, Afro-Americans, Puerto Ricans, Mexican Americans and Native Americans and includes U.S. citizens only.

Appendix C

TO: Chairs of Departments in the Faculty of Arts and Sciences

FROM: Frank M. Turner

DATE: November 10, 1988

RE: Procedures for Faculty Searches, Appointments, Leaves and Terminations for 1988-89

I enclose two copies of a memorandum designed to guide you in conducting searches, in making appointments, reappointments and promotions, and in processing leaves and terminations. Although there have been no substantial policy changes since this memorandum was last issued, there have been some changes in procedures. Given these changes and the central importance of search and appointment procedures, I hope you will take the time to review the memorandum, even if you are not at the moment actually engaged in any of the processes.

I also want to point out that this memorandum does not attempt to restate the fundamental policies governing the standards for appointments to each rank, the eligibility for leaves, or the conditions under which terminations occur. For the policies which lie behind the procedures described in the memorandum, the Faculty Handbook is the source to consult.

Without repeating here what is contained in the memorandum itself, and while urging you to pay close attention to all of its provisions, I refer you particularly to the following:

1. the information that must be reviewed by the appropriate member of the Provost's office at the beginning of a search (A. 1 a, page 2).
2. the nature of documentation required for appointments, particularly the "short-list" letters required for tenured appointments (A. 1 a iii, pages 2 - 3; chart, page 8).
3. the requirement that all search materials be submitted to and approved by the appropriate Dean and the Affirmative Action and Provost's Offices before forwarding the recommendation to the appropriate appointments committee (A. 1 b, page 3).
4. the rule that not even provisional offers of appointment may be made without prior approval of the Provost's Office and only after the search has been approved and the recommendation forwarded to the appropriate appointments committee (A. 3, page 4).
5. the requirement that chairs discuss with the appropriate member of the Provost's Office, before formal action by the department, the names of all members of their faculties who should be considered for reappointment or promotion this year and, in the case of subsequent

negative decisions, that they notify this office with a brief written explanation of the decision (B. 3, page 5).

6. the change in the jurisdiction of the Junior Appointments Committee, newly designated the Term Appointments Committee, which from now on will review all recommendations for appointments and promotions to the rank of term associate professor (B 5, page 5).
7. the new format for presentation of publications included in Appendix G.

I also call your special attention to Section I. B, concerning reappointments and promotions within the non-tenured ranks, including the necessity for initial clarity on the number of reappointments and of years in rank possible for each individual (section B, pages 4-5). Remember that the rank of acting instructor (convertible) was eliminated, thus erasing the distinction between appointments to the ladder ranks for individuals earning the Ph.D. at Yale and those earning it elsewhere. Individuals in both categories will be appointed lecturer (convertible). Finally, please read carefully Section F, on the review of non-tenured faculty, which clarifies the important penultimate year review, including the need to notify the candidate in writing that the review will take place (pages 6-7).

In summary, let me say that these procedures are motivated by the desire both to ensure excellence in faculty appointments and to assure opportunity for the appointment of women and members of minority groups. The surest way for us to meet these objectives is for departments to remain alert to promising candidates both outside and inside the University and to those who may need further development before they are ready for appointment as well as those who are ready now. We must be prepared to use existing resources flexibly to take advantage of the opportunities they represent.

Enclosure

PROCEDURES FOR FACULTY SEARCHES, APPOINTMENTS,
LEAVES, AND TERMINATIONS IN THE
FACULTY OF ARTS AND SCIENCES

TABLE OF CONTENTS

	Page
I. Appointments, Reappointments, and Promotions	1
A. New appointments to all ladder ranks and promotions to tenure	1
B. Reappointments to the same rank and promotions within the non-tenured and tenured ranks	4
C. Appointments to other teaching ranks	5
D. Appointments of visiting faculty	6
E. Appointments to the research ranks	6
F. Review of non-tenured faculty	6
G. Hiring citizens of other countries	7
II. Leaves of Absence	7
III. Terminations, Resignations, and Retirements	7
IV. Documents and Deadlines for Appointments	8
V. Appendices	
A. Sample letter of inquiry for a tenured position	
B. Sample "short-list" letter for a tenured appointment	
C. Sample "supplemental" letter	
D. Sample "target of opportunity" letter	

- E. Search questionnaire
- F. Applicant list
- G. Format for vita

Sample letters for extending offers of appointment to:

- H. Assistant professor (Ph.D. completed)
- I. Lecturer (convertible)
- J. Associate professor on term
- K. Tenured appointments

I. APPOINTMENTS, REAPPOINTMENTS, AND PROMOTIONS

The first step in the process of appointing new members of the faculty and in making promotions to tenure of persons currently on term appointments is for the Chair of the department to secure budgetary authorization from the Provost's Office. Although prior approval is not required for reappointments and promotions within the non-tenured ranks, there is no presumption that departments may automatically fill positions that become vacant in either the tenured or non-tenured ranks. These positions effectively revert to a pool of faculty resources. Chairs should bring requests for filling such positions to the appropriate member of the Provost's Office. Normally, decisions about non-tenured positions will be made by the Steering Committee of the Faculty of Arts and Sciences. For tenured appointments, that committee will normally seek advice from the appropriate divisional advisory committee, and confirmation from the Executive Committee of the Faculty of Arts and Sciences. Questions about these and other matters described below should be addressed to Mr. Adelberg, Ms. Ameling, Mr. Haller, Mr. Long or Mr. Suttle, as appropriate to the department.

A. New appointments to all ladder ranks and promotions to tenure
(professor, associate professor, assistant professor, instructor, or lecturer convertible)

- 1. Search procedures: When budgetary authority has been given for appointment to these ranks of persons not currently holding such positions at Yale, or for promotions to tenure, the search procedures described below should be observed. They are based on the principle that positions should be advertised and nominations for them solicited in ways that will ensure appointments of the highest possible quality and open the appointments process fully to the candidacy of women and members of minority groups. Usually a search will include announcements in appropriate professional journals and newsletters and at professional meetings, and contact with relevant departments and schools, either by letter or by telephone. Some of the persons contacted should be women and members of minority groups.

The steps involved in a search are described below. They are intended as a guide for use in the majority of appointments. In special cases of proposals for tenured appointments when the availability of a candidate of universally acknowledged preeminence makes some of the steps unnecessary, the Steering Committee of the Faculty of Arts and Sciences may, after consulting with the appropriate divisional advisory committee, approve a foreshortened search procedure which nevertheless tests the proposal for its consistency with the standards of appointment and with policies of equal opportunity and affirmative action. Modification of the search procedure for such "targets of opportunity" will typically include a determination that advertisement is not necessary and that letters soliciting evaluation need mention only the particular candidate rather than provide an alphabetical listing of a group of candidates under consideration (See section a-iii below).

Search procedures may also be modified when, under University policy, the Steering Committee authorizes the tenure consideration of an outstanding woman or minority candidate. When such a case has been clearly identified and a modified search authorized, advertising is deemed less appropriate than an especially thorough canvass of expert opinion of the candidate's qualifications. Letters of evaluation in such cases will typically solicit the referees' evaluation of the particular individual in comparison to a list of specified scholars in the

field. Consult the Provost's Office for advice and for sample letters to use in seeking these opinions.

Unless prior approval for a modified search is granted by the Steering Committee, all of the steps described below must be taken before the process of actual appointment may commence and before any offer of appointment may be made.

- a. Commencing a search: Before the position is advertised or announced, the Chair of the department should send the following information to the appropriate member of the Provost's Office, with copies to Ms. Fran Holloway, Director of the Affirmative Action Office
 - i. The names of the chair and members of the search committee, as they have been approved by the Provost.
 - ii. The texts of proposed advertisements and announcements. The texts should include designation or rank, commencement date and length of term, subfield, other requirements of the position including a request for evidence of accomplishment and potential as teacher and scholar, the last day on which applications will be accepted (at least one month after the advertisement appears), and the statement: "Yale is an equal opportunity/affirmative action employer." The texts should be accompanied by a list of persons and publications to whom they will be sent.
 - iii. For tenured appointments, the text of proposed letters soliciting nominations of candidates. A search for a tenured position may involve the use of two types of letters soliciting advice about candidates. It often begins with a letter of inquiry that simply defines the field of the appointment as it has been authorized and advertised and requests nominations of candidates, including women and members of minority groups. A sample of such a letter is included as Appendix A of this memorandum. For cases in which the Steering Committee determines that the department has canvassed the field thoroughly and the preliminary list of candidates is of appropriate merit and breadth, the Committee may approve the use of a short-list letter (see below) as the initial letter, provided that it elicits nominations of additional candidates.

Whether or not a letter of inquiry has been used, after the deadline for applications has passed and the search committee has reviewed the applicants and nominees, it must solicit evaluations of the most promising ones by a letter (the short-list letter) which presents an alphabetical list of four to eight scholars under consideration, including any internal candidates for promotion, and requests a comparison of the scholarship and teaching of these and any other suitable candidates. Short-list letters may not be sent out until after the deadline for applications has passed. A sample of such a short-list letter appears as Appendix B of this memorandum.

Remember that the texts for both types of letter are models only and revisions may be made for a particular appointment. In some cases it may be appropriate to use a somewhat different letter when the short-list includes an internal candidate. Please consult the appropriate member

of the Provost's Office, who may propose the use of such a letter to the Steering Committee.

In 1988-89, a draft of the short-list letter must be approved by Dean Pollitt if the recommendation is to be forwarded to the Tenured Appointments Committee for the Division of the Biological Sciences, or by Dean Altman if the recommendation is to be forwarded to the Tenured Appointments Committee for one of the other divisions. This letter should be accompanied by a list of persons to whom it will be sent, copies of any letters received in response to an initial inquiry, any notes taken during telephone solicitation of nominations, and a brief statement of the reasons for the selection of the short-list. Please send copies of this material to the appropriate member of the Provost's Office and to Ms. Holloway.

In most cases the responses to the short-list letters are sufficient to bring the recommended appointment to the appointments committee. Sometimes, however, a candidate will emerge late in the search, or the short-list responses on a particular candidate will be insufficiently detailed. In such cases, Chairs may think it appropriate to solicit further information about the candidate in order to submit supplemental letters to the appointments committee. Consult the Dean who has approved the short-list letter for advice as to whether supplemental letters are necessary or appropriate. Drafts of such letters must in any case be approved by the Dean before they are sent, and copies must be sent to the appropriate member of the Provost's Office. A sample supplemental letter appears as Appendix C of this memorandum.

- b. Validation of the search: When the department has ranked the candidates, it must prepare and submit to the appropriate member of the Provost's Office, with a copy to Ms. Holloway, the search questionnaire (a sample of which appears as Appendix E of this memorandum) and all supporting documents. For appointments to tenure, this material must also be sent to the Dean who has approved the short-list letter. Submission of these documents should be made at least two weeks before the proposed appointment is to be forwarded to the appointments committee.

The search questionnaire should be accompanied by the following information on the top candidates, including all those whom the department has voted to appoint if the first candidate is unavailable:

- i. Letters of recommendation: For all appointments, include a copy of the advertisements and the department's letter of inquiry (if any), all solicited letters of recommendation, and all responses to those letters. For tenured appointments, include a copy of the short-list and supplemental letters (if any) and all responses to those letters.
- ii. A vita and selective list of publications: Follow format of Appendix G of this memorandum

Copies of representative publications of the top candidates should be available to the Dean on request.

The data requested in the search questionnaire concerning the race and sex composition of the pool of applicants may be secured by the use of pre-

printed postcards, available from Ms. Holloway, which ask each candidate to supply such information anonymously. When the appropriate member of the Provost's Office and, in the case of tenured appointments, the appropriate Dean have approved the search, the appointments process may begin.

2. Appointments materials: When the search has been approved, documentation of the candidate's qualifications should be assembled as indicated on the chart on page 8. The details concerning which documents are required, the deadline for their submission, and the committee to which they should be sent are presented in the chart. The vita used in support of departmental recommendations should follow precisely the format given as Appendix G of this memorandum.
3. Extending offers of appointment to the ladder ranks: Ordinarily no letters of appointment may be sent before the recommendation has been approved by the appointments committee. In special circumstances, and only after the search has been approved by the appropriate Dean and the Affirmative Action Office and the appointments process has commenced, the Chair may, with the prior approval of the Provost, extend provisional offers in writing. Such letters must include the following elements and, in the case of appointments of tenure, the text of the letters must be approved. (Samples of letters for extending offers are included as Appendices H through K of this memorandum).
 - a. Description of any further steps to be taken in the appointments process before the offer is formal.
 - b. The terms of appointment: Precise title, length of term with exact dates, salary and how it is to be paid, terms and conditions of appointment including benefits, as stated in the Faculty Handbook, and precise terms of secondary appointment, if any, in another department or School.

Copies of letters extending offers should be attached to the Personnel Profile form which is submitted upon acceptance of an offer.

B. Reappointments to the same rank and promotions within the non-tenured and tenured ranks:

Current policies concerning the number of reappointments possible to various ranks and the effect of certain kinds of leaves of absence on the length of appointments make the process of reappointment individualized and complex. It is therefore particularly important for Chairs to monitor carefully the time at which non-tenured faculty should be considered for reappointment or promotion, or notified of nonrenewal.

Some of these policies also affect the permissible total number of years in the non-tenured ladder ranks. Notice particularly that there may be only one reappointment at the rank of assistant professor and that the maximum time in that rank is seven years. It is helpful, therefore, for departments to make initial appointments for either four or three years, with the expectation of one reappointment of up to three or four, for a maximum of seven. Chairs should at the outset of each appointment reappointment, and promotion confirm with the faculty member the duration of any relevant prior teaching experience and should reassess with her or him the total eligible time in the non-tenured ladder ranks, particularly as it is affected by promotion, leaves, or part-time teaching.

The chart on page 8 gives the details of the documents necessary to reappoint or promote within the non-tenured ranks. For promotions within the tenured ranks, the chart is also appropriate, except that letters of evaluation should normally be sought from at least four sources outside Yale. The following are some special provisions concerning reappointments or promotions.

1. Decisions on promotion of associate professors with tenure must be made within five years of the initial appointment without term. (Automatic promotion to full professor will occur after seven years in rank.)
2. Notice of decisions of reappointment for all term appointments of more than one year must be given in writing to the candidate one year in advance of the expiration of the term. (For those cases in which exceptions may be made, see the Faculty Handbook Section III F.)
3. Chairs should discuss with the appropriate member of the Provost's Office, prior to formal departmental action, all members of their faculty who during the year might expect to be considered for reappointment or promotion. Negative decisions on all candidates for reappointment or promotion should be reported with a brief written explanation by the Chair to the appropriate member of the Provost's Office.
4. Convertible appointments: The term of a convertible appointment may not exceed one year. If the degree is received during that year, a recommendation by the department for conversion to an assistant professorship for a term of up to five years, or to an instructorship for a term of one year, will be forwarded to the Corporation without further action by the Term Appointments Committee. The conversion is retroactive to July 1 if the degree is received by October 1. If the degree is received after the end of the fall semester or quarter, but before February 1, conversion is retroactive to January 1.

If the degree is not received during the year of convertibility, the appointment must be reviewed again by the Term Appointments Committee if the convertibility is to be extended for a second year. No person who is a candidate for a Ph.D. degree may teach at Yale for more than two years without having received the degree.

5. Promotions to term associate professor: Beginning in 1988-89, recommendations for promotions to this rank will be forwarded to the newly designated Term Appointments Committee. The intention of this change is to assure a more thorough and rigorous review of the scholarly accomplishment of candidates and more uniform policies with regard to this rank. For the documents and procedures required see the chart on page 8.
- C. Appointments to other teaching ranks (professors adjunct, associate professor adjunct, assistant professor adjunct, senior lector, lector, senior lecturer, lecturer, full-time acting instructor)
1. Search procedures: Appointments to these ranks do not require the search procedures developed for appointments to the ladder ranks. They should be made, however, with Yale's commitment to the recruitment of women and members of minority groups in mind. For appointments to these ranks, each department is required to complete a brief applicant list which is included as Appendix F of this memorandum and should be attached to the Personnel Profile form submitted when the individual accepts an offer.

2. Appointments procedures: The details concerning the documents required for each rank, the number of copies of them required, the deadline for their submission, and the committee to which they should be sent are represented on the chart on page 9. The vita required in support of departmental recommendations should follow precisely the format given as Appendix G of this memorandum.

D. Appointments of visiting faculty

1. Extending offers of visiting appointments: When a department has identified a visitor whom it wishes to appoint, and has determined that the person is available and interested, the Chair should write to Mr. Adelberg, Ms. Ameling, Mr. Haller, Mr. Long, or Mr. Suttle describing the appointment and the proposed salary. In the case of part-time visiting appointments, the Provost's Office may request permission from the visitor's home institution for the visitor to teach at Yale. When the salary has been approved by the Provost's Office and permission secured, the Chair may extend an offer.
2. Appointments procedures: The details concerning which documents are necessary for making visiting appointments, the number of copies required, the deadline for their submission, and the committee to which they should be sent are represented on the chart on page 9. The vita required in support of departmental recommendations should follow precisely the format given as Appendix G of this memorandum. In addition, for part-time visiting appointments, a copy of a letter from the candidate's home institution giving approval for the visitor to teach at Yale should be included. The Provost's Office will request such approval as indicated below.

E. Appointments to the research ranks (Senior research scientist or scholar, research scientist or scholar, associate research scientist or scholar, postdoctoral associate)

1. Search procedures: Appointments to these ranks do not require the search procedures developed for appointments to the ladder ranks. They should be made, however, with Yale's commitment to the recruitment of women and members of minority groups in mind. For appointments to these ranks, each department is required to complete a brief applicant list, which is included as Appendix F to this memorandum and should be attached to the Personnel Profile form submitted when the individual has accepted an offer.
2. Appointments procedures: The details concerning the documents necessary for appointments to these ranks, the number of copies of them required, the deadline for their submission, and the person to whom they should be sent are presented on the chart on page 9. The vita required in support of departmental recommendations should follow precisely the format given as Appendix G of this memorandum.

F. Review of non-tenured faculty

Chairs should keep non-tenured faculty members informed of the department's procedure for appointments and promotions and each year should informally discuss with each individual the department's assessment of his or her progress and prospects. They should also inquire about the faculty member's recent work: teaching (including that in inter-disciplinary programs), research, and community service.

It is a department's responsibility to review thoroughly with each non-tenured member of the faculty his or her accomplishments and promise as a member of the profession. Such a review must take place during the penultimate year of each appointment in the non-tenured ranks. The individual faculty member should be notified in writing that such a review will take place and be given the opportunity to submit any relevant publications or works in progress. The Chair should also ask the appropriate program director about the individual's contributions, if any, to interdisciplinary programs. Although a non-tenured member of the faculty cannot expect to be a candidate for tenure at Yale unless there is an authorized tenured vacancy in the relevant field, it is particularly important for the Chair to conduct this penultimate year review with thoroughness and care. The purpose of this review is to provide a clear and accurate assessment of the individual's accomplishments and prospects in the profession. It must not be suggested that this is a review "for tenure," though the outcome of such a review might be a consideration of whether a tenured position in the candidate's field might be anticipated or authorized.

G. Hiring citizens of other countries

The Office of Advisor to Foreign Students and Scholars (422 Temple Street , 22305) should be notified as early as possible and asked to assist when the appointment of a foreign faculty or research staff member is being recommended for appointment. Advertisements may be required to meet federal requirements for visas, even in cases -- e.g., non-ladder promotions -- which would otherwise not require advertisement. Please refer to the Faculty Handbook, Section XIII -M.

II. LEAVES OF ABSENCE

For eligibility for leave, please consult the Faculty Handbook, Section IX, where Yale's leave policy is described in detail. Chairs should address requests for leaves of absence in 1989-90 to Dean Pollitt no later than December 9, 1988. Please note that when a leave has been approved and it is known that the faculty member will take it, a Personnel Profile form must be sent to the Dean of the faculty in which the person holds appointment. Profile forms for persons who hold appointments both in Yale College and the Graduate School should be sent to Dean Pollitt.

III. TERMINATIONS, RESIGNATIONS, AND RETIREMENTS

Appointments in the Faculty of Arts and Sciences are normally for nine months. Salaries are normally paid on a twelve-month basis from July 1. When faculty on nine-month appointments resign, or when their appointments terminate, the effective date of resignation or termination must be either December 31 or June 30. For term faculty whose employment terminates before the scheduled end of their appointments and for tenured faculty who resign before their scheduled retirement date, a Personnel Profile form indicating the termination must be sent to the appropriate Dean.

- A. Teaching faculty: Personnel Profile forms should be sent to the Dean of the faculty to which the individual was assigned, except that forms for full professors assigned both to Yale College and to the Graduate School should be sent to Dean Altman.
- B. Research faculty: Personnel Profile forms for individuals in the Humanities and Social Sciences should be sent to Dean Altman; in the Biological Sciences, to Mr. Adelberg; in the Physical Sciences, to Mr. Haller.

IV Documents and Deadlines for Appointments 1988-89

LADDER RANKS	DOCUMENTS REQUIRED						TO BE SENT TO	DEADLINE
	Profile with Vita	Copies of Vita	Copies of Major Writings	Copies of Reviews	Letter Requesting Recommendations	Letters of Recommendation		
Tenured								
Professor	*	380	*	*	*		Both tenured ranks: responses to all short list letters (4-7) sources outside Yale.	All ranks ten days before Committee meeting
Associate Professor with tenure	*	380	*	*	*		For Humanities, Social Sciences and Physical Sciences to Dean Altman For the Biological Sciences to Dean Pollitt	
Non-tenured Ranks								
Associate Professor on term	*	14	*	*	*	*	Initial appointment: 5 from experts in field, some chosen by candidate. Reappointment: none necessary	Dean Pollitt
Assistant Professor	*	14	*	*	*	*	Initial appointments: at least two. Reappointment: none necessary	
Instructor	*	14	*	*	*	*		
Lecturer Convertible	*	14	*	*	*	*		

* One copy of each

Dean Altman is Chair of the Tenured Appointments Committees for the Humanities, Social Sciences and Physical Sciences.
 Dean Pollitt is Chair of the Tenured Appointments Committee for the Biological Sciences.
 Dean Pollitt is Chair of the Term Appointments Committee.

March 9, 1989 is the latest date for submission of recommendations to appoint effective 1989-90. Problems with meeting this final deadline should be raised with the Chair of the appropriate appointments committee.

V Documents and Deadlines for Appointments 1988-89

NON-LADDER RANKS	DOCUMENTS REQUIRED							TO BE SENT TO	DEADLINE
	Profile with Vita	Copies of Vita	Applicant Form	Copies of Major Writings	Copies of Reviews	Letter Requesting Recommendations	Letters of Recommendation		
Professor Adjunct	*	14		*	*	*	At least four from outside Yale	Dean Pollitt	Ten days before Committee Meeting
Assoc. Prof. Adjunct	*	14		*	*	*	Three	Dean Pollitt	
Assistant Professor Adj	*	14		*	*	*	Three	Dean Pollitt	
Senior Lecturer	*	14	*	*	*	*	None	Dean Pollitt	None
Senior Lecturer	*	14	*	*	*	*	None	Dean Pollitt	None
Lector	*	3	*					Dean Pollitt	
Lecturer	*	3	*					Yale College Dean	
Visiting Appointments									
Professor	*	3		*	*	*	None	Dean Altman	None
Associate Professor	*	3		*	*	*		Dean Altman	
Assistant Professor	*	3		*	*	*		Dean Pollitt	
Lecturer	*	3		*	*	*		Dean Pollitt	
Research Scholar/Sci.	*	3		*	*	*		Dean Pollitt	
Research Appointments									
Senior Research Scientist/Scholar	*	14	*	*	*	*	At least four from outside Yale	Dean Altman	Ten days before Committee meeting
Res. Scientist/Scholar	*	14	*	*	*	*	Initial app't: two; promotions: one from Chn. or P.I.	Hum.&Soc.Scis. Dean Pollitt; Bio.Scis. to Mr. Adelberg; Phys.Scis. to Mr. Haller	None
Associate Research Scientist/Scholar	*	*	*	*	*	*			
Postdoctoral Associate	*	*	*	*	*	*			

* One copy of each

APPENDIX A

Sample LETTER OF INQUIRY, seeking nominations for a tenured position

Dear _____:

The Department of _____ has been authorized to make a tenured appointment in (description of field or fields defining the position). The department would like your assistance in identifying candidates for this position. We will base our final recommendation primarily on the prospects that the candidate will make distinguished contributions in the field. However, promise and qualities as a teacher, colleague and university citizen are also important considerations. While recognized achievements to date are essential in estimating future accomplishments, we are prepared to consider all evidence of the potential for significant original research of scholars in the early stages of their careers.

We would be grateful for your suggestions of outstanding candidates, including especially women and members of minority groups. Any comparative evaluations you can make of their qualifications for the position will be most helpful.

Sincerely yours,

Chair

APPENDIX B

Sample SHORT-LIST letter for a tenured appointment

Dear _____:

The Department of _____ has been conducting a search to identify candidates for a tenured appointment in (description of field or fields defining the position). The department would now like your assistance in evaluating candidates for this position. Our final recommendation will be based primarily on the prospects that a candidate will make distinguished contributions to the advancement of knowledge in his or her future scholarly career. However, the candidate's qualities and promise as a teacher, colleague, and university citizen are also important considerations. While recognized achievements to date are essential in estimating future accomplishments, we are prepared to consider all evidence of the potential for significant original research in the case of scholars at earlier stages in their careers.

In preliminary discussions and with the help of experts in the field from other institutions, the following appear to be persons we should be considering:

[List 4-8 in alphabetical order, with present affiliations;
include any internal candidates.]

Although we have not asked all of these if they are willing to be considered, they represent the kind and quality of scholar we hope to appoint. We would therefore appreciate your comments on as many as possible of the individuals listed. We are interested in your views of their suitability for appointment to the position and your comparison of their achievements and future promise. We welcome your comments on their respective strengths and weaknesses, as evidenced in their writing, teaching and other activities. In making your comparisons please take into account differences in the professional experience of the individuals.

If you know of other qualified scholars whom we should consider in addition to the names above, please mention them in your comparative evaluations. Since Yale University is an equal opportunity, affirmative action employer, we would be especially grateful if you could bring to our attention any other women or members of minority groups in this area of research and teaching.

Your response will be helpful not only to the professors of this department, but also to the Faculty Committee on Tenured Appointments in the event that the department recommends any of the individuals for appointment.

In behalf of all of us, I wish to thank you in advance for your assistance.

Sincerely yours,

Chair

APPENDIX C

Sample SUPPLEMENTAL LETTER for individuals who emerge as candidates either as a result of or subsequent to the short-list letter

Dear _____:

The Department of _____ has been conducting a search to fill a tenured position in _____.

After consulting with colleagues at other institutions [optional: and receiving responses to specific letters of inquiry] and extensive deliberation among our faculty members, _____ has emerged as a high ranking candidate for the position [optional: even though he/she was not on our original list].

We would be grateful for your views of _____'s scholarly achievements and promise, your characterization of (his/her) standing within the profession at large and in (his/her) fields of interest in particular, and in summary (his/her) qualifications for a tenured appointment at Yale. We especially invite any comparisons you can make to other significant individuals in the field.

Your response will be helpful not only to the professors of this department, but also to the Faculty Committee on Tenured Appointments in the event that the department recommends the candidate for appointment.

On behalf of all of us, I wish to thank you in advance for your assistance.

Sincerely yours,

Chair

APPENDIX D

Sample TARGET OF OPPORTUNITY letter-- to be used only in cases recommended by a Divisional Advisory Committee and confirmed by the Steering Committee

Dear _____:

The Department of _____ is considering recommending _____ for appointment as Professor of _____ at Yale.

We would be grateful for your specific characterization of _____'s achievements and promise as a scholar and teacher, (his/her) standing in the profession at large and in (his/her) fields of particular interest, and in summary (his/her) qualifications for a tenured appointment at Yale.

We especially invite any comparisons you can make to other significant individuals in this field. Your response will be helpful not only to the professors of this department, but also to the Faculty Committee on Tenured Appointments in the event that the department recommends the candidate for appointment.

On behalf of all of us, I wish to thank you in advance for your assistance.

Sincerely yours,

Chair

Yale University
Faculty Of Arts and Sciences Search Questionnaire
1988- 89

One copy of the completed search questionnaire should be sent to the appropriate member of the Provost's Office and one copy to Frances A. Holloway, Director of the Affirmative Action Office, 80 Wall Street, as soon as a final candidate(s) has been selected and no later than two weeks before the department expects to forward the appointment to the Appointments Committee. For tenured appointments, a copy must also be sent to the Dean appropriate to the appointment.

Department _____ Chair _____

Position to be filled:

Brief description (subfield, degree requirements) _____

Rank _____ Term _____

Proposed Candidate(s):

Name	Race/ Ethnic Group*	Sex	Country of Citizenship	Country of Permanent Residence
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Search Committee:

Chair _____ Other Member(s) _____

Person to contact for information regarding this search:

Name _____ Telephone No. _____

For appointments or promotions to a tenured rank:

Provost/ Date _____

Approved - Office of the Provost _____

Date _____

*The definitions used by the government are on page E - 4.

A. Recruitment

1. How was the position advertised?

a. Advertisements? _____
(attach a copy of each)

Where advertised? _____ Date(s) run _____

b. Announcements? _____
(attach a copy of each announcement with mailing list)

Date(s) sent _____

c. Letters? _____
(enclose a copy with mailing list)

Date(s) sent _____

d. Phone calls? _____
(enclose list of individuals called)

Date(s) _____

e. Other _____

2. Special efforts to identify women and members of minority groups: _____

N.B. The wording of advertisements and letters must be reviewed by the appropriate member of the Provost's Office and by the Director of the Affirmative Action Office before they are sent or distributed. This may be done by telephone (x2-0849), or by forwarding draft copies to the Provost's and the Affirmative Action Offices.

C. 1. Composition of the total pool of candidates for this position. Please indicate persons who are not U.S. citizens separately.

Total		American	Asian	Black	Hispanic	White	Unknown
No.	%	Indian					
M							
F							

2. In the opinion of the search committee, what sources were most fruitful in attracting
- a. qualified candidates in general? _____
 - b. qualified women candidates? _____
 - c. qualified candidates from minority groups? _____

* * *

*This information is requested for the purpose of preparing reports required under applicable laws and regulations of the U.S. Department of Labor and the U.S. Equal Employment Opportunity Commission (EEOC). See, for example, section 713(a) of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. (Supp. II) section 2000e-12(a), 29 C.F.R. Part 1602; Executive Order 11246 dated September 24, 1965, 30 Federal Register 12319; 41 Code of Federal Regulations Part 60-1 (Obligations of Contractors and Subcontractor); and Department of Health, Education & Welfare Office of the Secretary, Memorandum to College and University Presidents (November 1975), as modified by Equal Employment Opportunity Commission, Government-Wide Standards Race/Ethnic Categories, 42 Federal Register 17900 (April 4, 1977).

Applicable EEOC guidelines set forth five race/ethnic categories, as follows:

American Indian or Alaskan Native -- Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander -- Person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Black, not of Hispanic Origin -- Persons having origins in any of the Black racial groups of Africa.

Hispanic -- Persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

White, not of Hispanic origin -- Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

APPENDIX G

Format for vita to be submitted with recommendations for appointment or promotion.

Please include the following information, in this order, in a vita not to exceed two pages:

1. Candidate's name
2. Proposed rank and term of appointment
3. School to which assignment is proposed, that is Yale College, Graduate School, or both.
4. Date and place of candidate's birth
5. Summary of college and graduate education
6. Summary of professional career: major professional activities including rank and years of service in each rank at Yale or other institutions, with indication whether full or part-time for each year.
7. Professional honors or recognition.
8. A one-paragraph, explicit statement of the reason for the appointment, including the role the candidate will play in the teaching and research activities of the department, professional standing, etc. The Committee will want to know which courses the candidate will be expected to teach. In recommending for appointment as associate professor with tenure, specify the period within which the department expects to recommend promotion to a professorship in keeping with the standards defined in the Faculty Handbook, Section V.B.2
9. Statement concerning teaching (not required for research appointments) which discusses the candidate's record of courses taught and makes an evaluation of his or her effectiveness as a teacher. For appointments as lecturer, the vita must show the full teaching experience at Yale. The statement should be as specific and objective as possible.
10. Selective list of major publications on which the candidate's scholarly reputation stands. Please list these publications in the following format:

Format For Presentation of Publication Records

The format for the presentation of the publications of a candidate for appointment is designed to provide the Appointments Committee with a precise record of the work of the candidate. It is very important that the department Chair follow this format carefully. In particular, the Chair should place all projects for which there does not exist significant materials in manuscript in Section VI of the format. The Chair should also indicate all materials published by the candidate that were not subject to the usual processes of professional refereeing carried out in the field or discipline. That is to say, the Chair should indicate articles published in non-referreed journals and any self-refereed publications.

I. Research Publications: Books

1. Published Books--Books that have actually been published and are available in printed form.
2. Books in Press--Book-length manuscripts that have been refereed and for which contracts have been signed and which are in process of publication. A letter from the publisher should accompany the vita.
3. Books Accepted for Publication--Manuscripts that have been refereed and for which contracts have been signed but which are not yet in the process of publication. A letter from the publisher should accompany the vita.
4. Book-length Manuscripts that are available for reading but for which a publisher has not yet been found.

II. Textbooks and Publications Primarily for Classroom Use: Books

These shall be listed according to Classifications 1 through 4 of Section I.

III. Research Articles

1. Published Refereed Articles--Articles that have actually been refereed and published and that are available in printed form.
2. Refereed Articles in Press--Articles that have been refereed and formally accepted for publication. A letter from the editor should accompany the vita.
3. Articles in Circulation--Articles that have been submitted for refereeing or that may be submitted for refereeing, but which have not been accepted for publication.

IV. Reviews

1. Review Articles--Normally a major article reviewing one or more books or a series of major articles. List according to classifications in 1 through 3 of Section III.
2. Book Reviews--Normally book reviews of no more than approximately 1500 words.

V. Other Publications (Non-Research)

Books or articles written by the candidate that do not directly relate to his or her field of scholarly research.

These should be listed according to classifications in Sections I and II.

VI. Topics of Current or Proposed Research

1. Proposed Book-length Projects--Projects which the candidate intends to undertake for which a contract may or may not have been signed, but for which little or no manuscript material yet exists.
2. Proposed Articles--Articles which the candidate intends to undertake but for which little or no manuscript material yet exists.

APPENDIX H

Sample letter of offer to ASSISTANT PROFESSOR (Ph.D. completed)

Dear Mr./Ms. _____:

I write to confirm our telephone conversation. The Department of _____ is recommending your appointment as Assistant Professor of _____ for a term of _____ years, from July 1, 19__ to June 30, 19__. The recommendation must now be approved by the faculty-wide Term Appointments Committee, whose recommendation must then be submitted for approval to the Joint Boards of Permanent Officers of the Faculty of Arts and Sciences. Thereafter, the appointment will be transmitted by the Provost for final approval by the Fellows of the Yale Corporation, the University's governing board.

Your initial salary, effective July 1, 19__, would be \$ _____. Although the salary represents compensation for the nine-month academic year, salary payments are divided into twelve equal installments, with the first installment to be paid on the last day of the initial month of appointment.

The appointment, as I have indicated, would be for a term of _____ years. A description of Yale's ladder faculty ranks, including expectations and schedules for reappointment and promotion, can be found in the Faculty Handbook, particularly Sections III, C-F, and V, B, 1. [Here add any particular information, depending upon the individual.]

The normal teaching load in our department is _____, and for 19__ we would expect you to cover the following (areas/courses): _____.

Information on leave policy, fringe benefits, and other matters is contained in the Faculty Handbook, which is enclosed. Because it is of continuing importance to all faculty members, and because the policies it contains represent essential employment understandings between you and the University, I urge you to read it with care and, if you decide to join us, to keep up with the revisions of it that will be circulated to you from time to time. Let me know if you have any questions or concerns about the terms of your appointment as I have described them here.

We look forward to having you with us.

Sincerely yours,

Chair

Enclosure

cc: (Deputy or Associate Provost, as appropriate)

APPENDIX I

Sample letter of offer to LECTURER CONVERTIBLE (Ph.D. not completed)

Dear Mr./Ms. _____:

I write to confirm our telephone conversation. The Department of _____ is recommending your appointment as Assistant Professor of _____ for a term of _____ years, from July 1, 19__ to June 30, 19__. The recommendation must now be approved by the faculty-wide Term Appointments Committee, whose recommendation must then be submitted for approval to the Joint Boards of Permanent Officers of the Faculty of Arts and Sciences. Thereafter, the appointment will be transmitted by the Provost for final approval by the Fellows of the Yale Corporation, the University's governing board.

Your initial salary, effective July 1, 19__, would be \$ _____. This salary and rank are predicted on the assumption that you will have received the Ph.D. by June of 19__. If you do not, your appointment would initially be that of Lecturer Convertible, at a salary of \$ _____. If you receive the Ph.D. by October 1, the appointment would be converted, retroactively to July 1, to the higher rank and salary. The appointment would not be renewed beyond a second year without such a conversion to Assistant Professor. Although the salary represents compensation for the nine-month academic year, salary payments are divided into twelve equal installments, with the first installment to be paid on the last day of the initial month of appointment.

The appointment as Assistant Professor, as I have indicated, would be for a term of _____ years, including any on convertible appointment. A description of Yale's ladder faculty ranks, including expectations and schedules for reappointment and promotion, can be found in the Faculty Handbook, particularly Sections III, C-F, and V, B, 1. [Here add any particular information, depending upon the individual.]

The normal teaching load in our department is _____, and for 19__ we would expect that you would cover the following (areas/courses): _____

Information on leave policy, fringe benefits, and other matters is contained in the Faculty Handbook, which is enclosed. Because it is of continuing importance to all faculty members, and because the policies it contains represent essential employment understandings between you and the University, I urge you to read it with care and, if you decide to join us, to keep up with the revisions of it which will be circulated to you from time to time. Let me know if you have any questions or concerns about the terms of your appointment as I have described them here.

We look forward to having you with us.

Sincerely yours,

Chair

Enclosure
cc: (Deputy or Associate Provost, as appropriate)

APPENDIX J

Sample letter of offer to ASSOCIATE PROFESSOR ON TERM

Dear Professor _____:

I write to confirm our telephone conversation. The Department of _____ is recommending your appointment as Associate Professor of _____ for a term of years, from July 1, 19__ to June 30, 19__. This recommendation must now be approved by the faculty-wide Term Appointments Committee, whose recommendation must then be submitted for approval to the Joint Boards of Permanent Officers of the Faculty of Arts and Sciences. Thereafter, the appointment will be transmitted by the Provost for final approval by the Fellows of the Yale Corporation, the University's governing board.

Your initial salary, effective July 1, 19__, would be \$_____. Although the salary represents compensation for the nine-month academic year, salary payments are divided into twelve equal installments, with the first installment to be paid on the last day of the initial month of appointment.

The appointment, as I have indicated, would be for a term of ____ years. A decision about renewal of your appointment for a second term would normally occur in the penultimate year of this appointment. A description of Yale's ladder faculty ranks, including expectations and schedule for reappointment and promotion can be found in the Faculty Handbook, particularly section V, B. [Here add any particular information, depending upon the individual.]

The normal teaching load in our department is _____ and for 19__ - __ we would expect that you would cover the following (areas/courses): _____.

Information on leave policy, fringe benefits, and other matters is contained in the Faculty Handbook, which is enclosed. Because it is of continuing importance to all faculty members, and because the policies it contains represent essential employment understandings between you and the University, I urge you to read it with care and, if you decide to join us, to keep up with the revisions of it which will be circulated to you from time to time. Let me know if you have any questions or concerns regarding any matters treated in the Handbook or about the terms of your appointment as described here.

We look forward to having you join us.

Sincerely yours,

Chair

Enclosure

cc: (Deputy or Associate Provost, as appropriate)

APPENDIX K

Sample letter of offer of appointment to TENURED position

Dear Professor _____:

It is with great pleasure that I write to inform you that the Department of _____ has voted to recommend your appointment as Professor/ Associate Professor of _____, without term. The further steps in the process of appointment include approval by the Tenure Appointments Committee for the _____, and by the Joint Boards of Permanent Officers of the Faculty of Arts and Sciences. After their approval, the appointment is made by action of the Fellows of the Yale Corporation, the University's governing board. You will receive notice of final action taken by the Corporation.

The Provost has authorized an annual salary for you of \$ _____, effective July 1, 19___. Your appointment would formally begin on that date. Although the salary represents compensation for the nine-month academic year, it is payable in twelve monthly installments. The initial salary would be the base for subsequent increases, in accordance with general University policy. The Provost has also authorized reimbursement for costs incurred in moving up to \$ _____ (and/or _____ pounds). The departmental assistant is available to offer assistance in arranging a move and will contact you in due course in any event.

The normal teaching load in our department is currently _____, and for 19__ - ___ we would expect that you would cover the following (areas/courses): _____.

University policies on leaves, fringe benefits, and other matters are described in the Faculty Handbook which is enclosed. Because its terms are of continuing importance to all faculty members, and because the policies it contains represent essential employment understandings between you and the University, I urge you to read it with great care and, if you decide to join us, to keep up with the revisions of it which will be circulated to you from time to time. Let me know if you have any questions or concerns about any matters treated by the Handbook or about the terms of your appointment as described here.

We look forward to having you join us.

Sincerely yours,

Chair

Enclosure

cc: (Deputy or Associate Provost as appropriate)

NATIONAL NAME EXCHANGE - Current Membership

The current members of the Consortium are: Brown University, Columbia University, Cornell University, California Institute of Technology, Carnegie-Mellon University, Harvard University, Howard University, Massachusetts Institute of Technology, Northwestern University, Ohio State University, Princeton University, Stanford University, Vanderbilt University, Washington University, Yale University, University of California-Berkeley, University of California at Los Angeles, University of Chicago, University of Illinois at Urbana-Champaign, University of Michigan, University of Minnesota, University of North Carolina, University of Pennsylvania, University of Texas at Austin, University of Washington, and University of Wisconsin-Madison.

Graduate Fellowship Opportunities
FOR MINORITY AMERICANS
in the
YALE GRADUATE SCHOOL



1989-90

The Yale Graduate School is the recipient of two major fellowship grants for minority Americans: the Dorothy Danforth **COMPTON Fellowships** provided by the Danforth Foundation of St. Louis, Missouri, and fellowships provided under the **Patricia Roberts Harris Fellowship Program** of the Department of Education. Both programs support minority graduate students who are pursuing the Ph.D. in one of the arts or sciences. At Yale, preference is given to students from those minority groups who are least represented in graduate education nationally: American Indians, Black Americans, Mexican Americans, and Puerto Ricans.

Yale's commitment to the graduate education of minority Americans is of long standing. In 1876 Yale became the first American university to award the Ph.D. to a Black American, to Edward Alexander Bouchet in Physics. In recent years the Yale Graduate School has been one of the leading institutions in the effort to improve minority representation in doctoral programs. Of 452 institutions that grant the Ph.D. in the United States, Yale is one of only ten that have received Compton fellowships and one of 155 that have been awarded Patricia Roberts Harris fellowships.

**COMPTON
PURPOSE**

The Compton Fellowships are intended to support the doctoral education of minority Americans who plan a career in college teaching. The program expresses the long-term interest of the Danforth Foundation and of Yale in the graduate education and professional well-being of scholar-teachers.

FIELDS OF STUDY

At Yale, Compton Fellowships are available to minority graduate students in all fields of study, but preference will be given to students in humanities and natural sciences Ph.D. programs, as these are the areas where minorities are least represented in college teaching.

AMOUNT AND DURATION

Compton Fellowships cover tuition and in most cases provide an annual stipend of \$8,000. Yale shares costs with the Danforth Foundation so that Compton Fellowships may be continued through the fifth year of study, one year beyond the norm at Yale. Like other graduate students at Yale, Compton Fellows are asked to engage in teaching and/or research assistance in advanced years of study as a condition of their awards.

**PATRICIA ROBERTS HARRIS
FELLOWSHIP PROGRAM
PURPOSE**

Patricia Roberts Harris fellowships are designed to assist the graduate education of minority Americans in preparation for careers in which they are now critically underrepresented. Yale's target groups within Patricia Roberts Harris guidelines are the four minority groups mentioned above, with preference given to students intending careers in teaching and/or research.

FIELDS OF STUDY

Patricia Roberts Harris fellowships are available to Yale graduate students in Afro-American Studies, American Studies, Anthropology, Economics, History, Political Science, and Sociology.

AMOUNT AND DURATION

In 1988-89 Patricia Roberts Harris Fellowships provide \$6,000 toward tuition costs and an annual stipend of \$10,000. Yale covers the balance of tuition. Patricia Roberts Harris awards are for three years, but Yale undertakes to provide two more years of tuition coverage and teaching, research, or fellowship support equal to the Patricia Roberts Harris stipend.

Note: *Patricia Roberts Harris Fellowships in 1989-90 are subject to the availability of funds and to the success of Yale's application for renewal. Yale has been successful in the last 11 competitions.*

DIRECTORY
OF
DOROTHY DANFORTH COMPTON FELLOWS
TEACHING IN COLLEGES AND UNIVERSITIES
AND
LISTING OF FELLOWS TO RECEIUE A. PH.D. (1986-90)

Fall 1988

The Danforth Foundation
231 South Bealston Avenue, Suite 580
St. Louis, Missouri 63105
314/862-6200

DOROTHY DANFORTH COMPTON FELLOWS
TEACHING IN COLLEGES AND UNIVERSITIES

ADAMS, RAQUEL HERNANDEZ (Microbiology, Molecular Biology)

Ph.D., University of Texas at Austin, 1985
 Compton Fellowship, 1981-85
 National Institute of Health Postdoctoral Fellowship, 1986-87

Address: Department of Microbiology
 University of Texas at Austin
 Austin, Texas 78712

ALLEN, BRENDA (Psychology)

Ph.D., Howard University, 1987
 Compton Fellowship, 1982-87
 Howard University Dissertation Year Fellowship, 1987
 Postdoctoral Fellowship, Cognitive Behavior, Yale University,
 1987-88

Dissertation Title: "The Differential Effects of Low and
 High Movement and Sensate Stimulation
 Affordance on the Learning of Black
 and White Working Class Children"

Address: Postdoctoral Study
 Yale University
 94 Edward Street, #8
 New Haven, Connecticut 06511

ARMSTEAD, MYRA BETH YOUNG (History)

Ph.D., University of Chicago, 1987
 Compton Fellowship, 1983-84

Address: Assistant Professor
 History Department
 Bard College
 Annandale-on-Hudson, New York 12504

BAKER, OLIVER K. (Physics)

Ph.D., Stanford University, 1987
 Compton Dissertation Year Fellowship, 1985-86

Dissertation Title: "Large Angle Scattering and
 Nuclear Resonance Effect in
 Electron Capture by Protons"

Address: Postdoctoral Fellow
 Los Alamos National Laboratory, MP-3
 Mail Stop H-809
 Los Alamos, New Mexico 87545

BARTHELEMY, ANTHONY (English)

Ph.D., Yale University, 1984
Compton Dissertation Year Fellowship, 1981-82
Ford Foundation Postdoctoral Fellowship, 1986-87

Address: Associate Professor (tenured)
Department of English
Louisiana State University
Baton Rouge, Louisiana 70803

BENITEZ, EUGENIO ENRIQUE (Philosophy)

Ph.D., University of Texas at Austin, 1985
Compton Fellowship, 1981-85

Address: Assistant Professor
Department of Philosophy
Catholic University
Washington, DC 20064

BIRT, ROBERT EARL (Philosophy)

Ph.D., Vanderbilt University, 1984
Compton Dissertation Year Fellowship, 1983-84

Dissertation Title: "Alienation in the Later Philosophy
of Jean-Paul Satre"

Address: Assistant Professor
Department of Philosophy
Texas A & M University
College Station, Texas 77843

BLACKMAN, RONALD (Zoology)

Ph.D., Howard University, 1987
Compton Fellowship, 1986-87

Dissertation Title: "The Effects of 20 Hydrozyecdysone on
Cultured Drosophila Cells"

Address: Postdoctoral Study
United States Department of Agriculture
Gainesville, Florida

BOBIA, ROSA WILLIAMS (Comparative Literature)

Ph.D., Vanderbilt University, 1984
 Compton Dissertation Year Fellowship, 1983-84

Dissertation Title: "James Baldwin and His Francophone Critics: An Analysis and Annotated Bibliography (1952-1981)"

Address: Assistant Professor
 Department of Liberal Studies
 Post Office Box 444
 Kennesaw College
 Marietta, Georgia 30061

BRAY-DIKE, MARGIE (Human Nutrition)

Ph.D., Howard University, 1987
 Compton Fellowship, 1981-87

Dissertation Title: "Nutrition and Diet in Irritable Bowel Syndrome: An Assessment"

Address: 3311 West 3rd Street, #334
 Los Angeles, California 90020

(Year of Maturity Care)

BROWN, ANDREW (Psychology, Neuropsychology)

Ph.D., Howard University, 1988
 Compton Fellowship, 1985-87

Address: Creedmoor Psychiatric Center
 8-84 West Chester Boulevard
 Queens, New York

BROWN, RAE LINDA (Music)

Ph.D., Yale University, 1987
 Compton Fellowship, 1985-87

Address: Assistant Professor
 School of Music
 University of Michigan
 Ann Arbor, Michigan 48109

Temporary- Music Department
 Address: University of California,
 Los Angeles
 405 Hilgard Avenue
 Los Angeles, California 90024

BROWN, RICARDO (Physiology)

Ph.D., Howard University, 1988
Compton Fellowship, 1986-87

Dissertation Title: "The Effects of Aldehyde on the Automaticity and Transmembrane Potential of Cardinal Pacemaker Fibers"

Address: Postdoctoral Study
University of Cincinnati Medical Center
Morgan Hall #1002
Cincinnati, Ohio

BYRD, RUDOLPH (American Studies)

Ph.D., Yale University, 1985
Compton Dissertation Year Fellowship, 1982-83

Honors: Visiting Scholar, Center for Afro-American Studies,
University of California, Los Angeles, 1985-86

Address: Assistant Professor
Department of English
Carleton College
Northfield, Minnesota 55057

CALDERON, ROSEMARY (Psychology)

Ph.D., University of Washington, 1988
Compton Fellowship, 1987-88

Dissertation Title: "Stress and Coping in Hearing Families with Deaf Children: A Model of Factors Affecting Adjustment"

Address: Postdoctoral
University of Washington
Seattle, Washington 98195

CAMACHO, DAVID (Political Science)

Ph.D., University of Washington, 1988
Compton Fellowship, 1987-88

Dissertation Title: "Raza Political Development and Behavior: A Case of Assimilation"

Address: Assistant Professor
Department of Political Science
University of Washington
Seattle, Washington 98122

CAPTAIN-HIDALGO, YVONNE (Spanish and Portuguese)

Ph.D., Stanford University, 1984
Compton Dissertation Year Fellowship, 1983-84

Dissertation Title: "Realm of Possible Realities:
A Comparative Study of Alejo
Carpentier and Manuel Zapata
Olivella"

Address: Assistant Professor
Language Department
George Washington University
Washington, DC 20052

CLARK, VERNESSA R. (Psychology)

Ph.D., Howard University, 1986
Compton Fellowship, 1981-86
Howard University Dissertation Year Fellowship, 1986

Dissertation Title: "The Effects of Personality and
Aerobic Fitness on Cardiac Responses
to Challenging Tasks"

Address: Assistant Professor
Department of Psychology
Morehouse College
Atlanta, Georgia 30314

CRUZ, ARNALDO (Comparative Literature)

Ph.D., Stanford University, 1984
Compton Fellowship, 1981-82

Dissertation Title: "The Problematics of Origin in
Jose Lezama Lima's Paradiso"

Address: Assistant Professor
Comparative Language
Fordham University
New York, New York 10023

DASHER, DAVID (Chemistry)

Ph.D., Howard University, 1988
Compton Fellowship, 1981-88

Dissertation Title: "The Synthesis of Diselenocroconate"

Address: Senior Scientist
Corning Glass Company
Corning, New York

DEAN, NATHANIEL (Mathematics)

Ph.D., Vanderbilt University, 1987
Compton Fellowship, 1983-87

Dissertation Title: "Contractible Edges and Conjectures
about Paths and Cycle Numbers"

Address: Research Associate
Bell Laboratories
Morristown, New Jersey 07960

DENNISTON, DOROTHY (English)

Ph.D., Brown University, 1983
Compton Dissertation Year Fellowship

Address: Assistant Professor
Department of English
Brown University
Providence, Rhode Island 02912

DIXON, SANDRA (Hispanic Studies)

Ph.D., Brown University, 1985
Compton Dissertation Year Fellowship, 1983-84

Address: Assistant Professor
Hispanic Department
University of West Virginia
Morgantown, West Virginia 26506

FLORES, WILLIAM V. (Political Science)

Ph.D., Stanford University, 1987
Compton Fellowship, 1984-85

Dissertation Title: "The Dilema of Survival:
Organizational Dependence,
Conflict and Change in a
Chicano Community"

Address: Assistant Professor
Chicano Studies
Fresno State University
Fresno, California 93740

GERZINA, GRETCHEN (English)

Ph.D., Stanford University, 1984
Compton Dissertation Year Fellowship, 1983-84

Dissertation Title: "Carrington: Another Look at
Bloomsbury"

Address: Assistant Professor
Department of English
Spellman College
Atlanta, Georgia 30314

GLADNEY, LARRY DONNIE (Physics)

Ph.D., Stanford University, 1985
Compton Fellowship, 1982-85

Dissertation Title: "Measurement of the Lifetimes of
the Neutral and Charged D Mesons"

Address: Physics Department
University of Pennsylvania
Philadelphia, Pennsylvania 19104-6396

GREENE, LORRAINE WILLIAMS (Psychology)

Ph.D., Vanderbilt University, 1986
Compton Dissertation Year Fellowship, 1985-86

Dissertation Title: "Personal and Ecological Variables
Important in Two Career Categories
of Employed Black Women"

Address: Private Practice
Physicians Park B, Suite 10
300 25th Avenue, North
Nashville, Tennessee 37203

GUTIERREZ, DAVID (History)

Ph.D., Stanford University, 1986
Compton Fellowship, 1984-85

Dissertation Title: "Ethnicity, Ideology, and Political
Development: Mexican Immigration
as a Political Issue in the Chicano
Community 1930-37"

Address: Assistant Professor
History and Chicano Studies
University of Utah
Salt Lake City, Utah 84112

HARDIMON, MICHAEL (Philosophy)

Ph.D., University of Chicago, 1985
Compton Fellowship, 1983-84

Address: Assistant Professor
Department of Linguistics and Philosophy
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

HARMON, GARY L. (Zoology, Molecular Biology of Gene Cloning)

Ph.D., Howard University, 1986
Compton Dissertation Year Fellowship, 1985-86
NASA Postdoctoral Fellowship, 1986-88

Dissertation Title: "Ultrastructural and Cytochemical
Profile Tubulin Isoforms in Cultured
Normal and Neoplastic Human Mammary
Epithelial Cells"

Address: Postdoctoral Study
U.S. Department of Agriculture
Beltsville, Maryland 20705

HARRINGTON, JAMES W. (Geography)

Ph.D., University of Washington, 1983
Compton Dissertation Year Fellowship, 1982-83

Address: Assistant Professor
Department of Geography
Francis E. Froncyak Hall
SUNY - Buffalo
Buffalo, New York 14260

HARRISON, FAYE (Anthropology)

Ph.D., Stanford University, 1982
Compton Dissertation Year Fellowship, 1981-82

Dissertation Title: "Semiproletarianization and
the Structure of Socioeconomic
and Political Relations in a
Jamaican Slum"

Address: Assistant Professor
Department of Anthropology
University of Louisville
Louisville, Kentucky 40208

HEPBURN, JOAN (English)

Ph.D., Brown University, 1985
Compton Dissertation Year Fellowship, 1983-84

Address: Assistant Professor
Humanities Division
Department of English
Fordham University
Bronx, New York 10458

HILL, LINDA (Behavioral Sciences)

Ph.D., University of Chicago, 1982
Compton Dissertation Year Fellowship, 1981-82

Address: Assistant Professor
Harvard Business School
Cambridge, Massachusetts 02138

HUNTER, JOYCE (Physiology)

Ph.D., Howard University, 1988
Compton Fellowship, 1985-88

Dissertation Title: "Evaluation of Differences
in Myocardial Fiber Size and
Orientation in Normal Left
Ventricles"

Address: Instructor
College of Medicine
Department of Physiology
Howard University
Washington, DC 20059

JACKSON, KENNETH W. (Sociology)

Ph.D., University of Chicago, 1982
Compton Dissertation Year Fellowship, 1981-82

Address: - Assistant Professor
Behavioral Sciences
Director of Afro-American Studies
Texas Southern University
Houston, Texas 77004

JOHNSON, LORA (Classics)

Ph.D., Brown University, 1984
Compton Dissertation Year Fellowship, 1983-84

Address: Assistant Professor
Clark University
Worcester, Massachusetts 01610

JONES, GWENDOLYN (Psychology)

Ph.D., University of Washington, 1987
Compton Fellowship, 1984-87

Address: University of Washington
School of Social Work
Seattle, Washington 98195

KELLY, ROBIN G. (History)

Ph.D., University of California, Los Angeles, 1987
Compton Fellowship, 1983-87

Dissertation Title: "Hammer and Hoe' Black Radicalism
and the Communist Party in Alabama,
1929-1941"

Address: Department of History
Emory University
Atlanta, Georgia 30322

LESTER, NEAL ANDRE (English)

Ph.D., Vanderbilt University, 1988
Compton Fellowship, 1981-85

Dissertation Title: "Ntozake Shange's Development of
the Choreopoem"

Address: Assistant Professor
Department of English
University of Montevallo
Montevallo, Alabama 35115

LINDSAY, RACHEL (Education)

Ph.D., University of Chicago, 1984
Compton Dissertation Year Fellowship, 1983-84

Address: Assistant Professor
Department of Educational Psychology
Chicago State University
Chicago, Illinois 60628

LOMAWAIMA, TSIANINA (Anthropology)

Ph.D., Stanford University, 1987
Compton Dissertation Year Fellowship, 1984-85

Dissertation Title: "'They Call It Prairie Light' Oral
Histories from Chilocco Indian
Agricultural Boarding School, 1920-
1940"

Address: Assistant Professor
American Indiana Studies Program
University of Washington, Seattle
Seattle, Washington 98195

LOPEZ, IRIS (Anthropology)

Ph.D., Columbia University, 1985
Compton Dissertation Year Fellowship, 1984-85

Address: Assistant Professor
Latin American and Caribbean Studies
City College of New York
New York, New York 10031

LUBIANO, WAHNEEMA (English)

Ph.D., Stanford University, 1987
Compton Fellowship, 1985-87

Dissertation Title: "'Messing With The Machine': For
Afro-American Novel and Nexus of
Vernacular, Historical Constraints,
and Narrative Strategy"

Address: Assistant Professor
Department of English
University of Texas at Austin
Austin, Texas 78712

MANLEY, THEODORIC, JR. (Sociology)

Ph.D., University of Chicago, 1986
Compton Dissertation Year Fellowship, 1985-86

Address: Assistant Professor
Department of Sociology
DePaul University
Chicago, Illinois 60614

MATEO, MARIO (Astronomy)

Ph.D., Washington University, 1987
Compton Fellowship, 1985-87

Dissertation Title: "The Structural Parameters and
Initial Mass Functions of Magellanic
Cloud Star Clusters"

Address: Postdoctoral Study
Mount Wilson Observatory
Pasadena, California 91109

MCLEAN, POLLY (Radio/Television/Film)

Ph.D., University of Texas at Austin, 1984
Compton Fellowship, 1981-84

Address: Teaching in Swaziland, Africa
Auspices of Academy for Educational Development
Washington, DC

MENCHEA, MARTHA (Anthropology)

Ph.D., Stanford University, 1987
Compton Dissertation Year Fellowship, 1986-87

Dissertation Title: "Chicano Mexican Conflict and Cohesion
in San Pablo, California"

Address: Department of Anthropology
University of Texas at Austin
Austin, Texas 78712

MENDEZ, ROQUE (Psychology)

Ph.D., University of Texas at Austin, 1985
Compton Dissertation Year Fellowship, 1984-85
Fulbright Recipient, Mexico, 1985-86
Postdoctoral Fellowship, Harvard Medical School

Address: c/o Dr. David Glasser
76 Malvern Road
Worcester, Massachusetts 01610

MIGUEL, PEDRO SAN (History)

Ph.D., Columbia University, 1987
Compton Fellowship, 1982-86
Fulbright-Hays Fellowship, 1984-85

Address: Assistant Professor
History Department
University of Puerto Rico
San Juan, Puerto Rico 00936

MONTANO, DANIEL E. (Social Psychology)

Ph.D., University of Washington, 1983
Compton Dissertation Year Fellowship, 1981-82

Address: Assistant Professor
Department of Family Medicine HQ-30
University of Washington
Seattle, Washington 98195

MONTENEGRO, PATRICIA (Spanish and Portuguese)

Ph.D., Stanford University, 1986
Compton Fellowship, 1984-85

Dissertation Title: "Structures of Power and Their
Representation in Three Fictional
Works by Elena Garro"

Address: - Assistant Professor
Department of Modern Languages and Literature
Oakland University
Rochester, Michigan 48063

MOORE, BRENDA LEE (Sociology)

Ph.D., University of Chicago, 1987
Compton Fellowship, 1986-87

Address: Assistant Professor
Sociology Department
SUNY - Buffalo
Buffalo, New York 14260

NAJERA-RAMIREZ, OLGA (Folklore)

Ph.D., University of Texas at Austin, 1988

Dissertation Title: "Ideology and Soc Process in
LaFiesta de los Tastoanes"

Address: Assistant Professor
Department of Anthropology
University of California, Berkeley
Berkeley, California 94720

OLGUIN, RICK (Political Science)

Ph.D., Stanford University, 1986
Compton Dissertation Year Fellowship, 1985-86

Dissertation Title: "The Politics of Criticism as a
Criticism of Politics: The Mutual
Concerns of Ethnic Studies and
Political Theory"

Address: Assistant Professor
American Ethnic Studies and Politics
University of Washington
Seattle, Washington 98195

PARPAL, MARY (Psychology)

Ph.D., Stanford University, 1987
Compton Fellowship, 1982-83

Dissertation Title: "Socialization Within the Family:
Negotiation and Mutual Influence"

Honors: NIMH Post Doctorate Fellowship

Address: National Institute of Mental Health
Washington, DC

PENA, DEVON (Sociology)

Ph.D., University of Texas at Austin, 1983
Compton Dissertation Year Fellowship, 1981-82

Address: Assistant Professor
Department of Sociology
Colorado College
Colorado Springs, Colorado 80903

PHILLIPS, PHILIP W. (Chemistry)

Ph.D., University of Washington, 1982
Compton Fellowship, 1981-82

Address: Assistant Professor
Department of Chemistry
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

PINDER, STEPHANIE LYNNE (Psychology)

Ph.D., Vanderbilt University, 1988
Compton Fellowship, 1982-86

Dissertation Title: "Psychological Reactance, Desirability
of Control, and the Effect of Dietary
Abstinence on Eating Attitudes and
Behavior"

Address: MacArthur Postdoctoral Fellow
Duke University Medical Center
Department of Behavioral Medicine
Box 3119
Durham, North Carolina 27710

PITTS, WALTER (Linguistics)

Ph.D., University of Texas at Austin, 1986
Compton Fellowship, 1982-86
Postdoctoral Fellowship, 1986-87

Address: Department of Linguistics
Louisiana State University System
Baton Rouge, Louisiana 70803

POWERS, DAVID M. (Music)

Ph.D., University of Chicago, 1988
Compton Fellowship, 1987-88

Address: Postdoctoral Scholars Program
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27514

PRILLERMAN, SHELLEY (Psychology)

Ph.D., University of California, Los Angeles, 1988
Compton Fellowship, 1986-88
Postdoctoral Fellowship, University of California,
Los Angeles, 1988-89

RICHARDSON, JOHNNY (Physics)

Ph.D., Howard University, 1988
Compton Fellowship, 1988

Dissertation Title: "The Magnetic Ordering Temperature
and the Degree of Short Range Atomic
Order in All-FE Alloys"

Address: Assistant Professor
Department of Physics
East Carolina University
Greenville, North Carolina 27834

RJH, SHIRLEY (Comparative Literature)

Ph.D., Brown University, 1984
Compton Dissertation Year Fellowship, 1982-83

(On Maternity Leave)

RUIZ, DIRK (Psychology)

Ph.D., Stanford University, 1987
Compton Fellowship, 1983-85

Dissertation Title: "Learning and Problem-Solving:
What is Learned While Solving
the Towers of Hanoi"

Address: Postdoctoral Fellow
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213

SAMPLES, SUSAN (German)

Ph.D., Yale University, 1982
 Compton Dissertation Year Fellowship, 1981-82

Honors: Fulbright Award and President Pride Grants

Address: Assistant Professor
 Department of Foreign Languages
 Mount St. Mary's College
 Emmitsburg, Maryland 21727

SANCHEZ, GEORGE (History)

Ph.D., Stanford University, 1988
 Compton Fellowship, 1987-88

Address: Assistant Professor
 Department of History
 University of California, Los Angeles
 Los Angeles, California 90024

SANTIAGO-VALIENTE, WILFREDO (Economics)

Ph.D., Columbia University, 1984
 Compton Fellowship, 1982-84

Address: Senior Economist
 Office of the Mayor
 49 Chambers Street
 New York, New York 10007

Adjunct Faculty
 Department of Economics
 Pace University and Brooklyn College

SCOTT, DIANE MARIE (Hearing and Speech Sciences)

Ph.D., Vanderbilt University, 1986
 Compton Fellowship, 1982-85
 Compton Dissertation Year Fellowship, 1985-86

Dissertation Title: "Measurement of Temporal Resolution
 in the Auditory System"

Address: Assistant Professor
 Department of Audiology and Speech Sciences
 Michigan State University
 East Lansing, Michigan 48834-1212

SCRUGGS, STEPHANIE (Slavic Languages)

Ph.D., Brown University, 1982
Compton Dissertation Year Fellowship, 1981-82

Address: Free Lance Writer and
Photo Journalist
Richmond, Virginia

SIMMS, ANNTARIE (Speech Communication)

Ph.D., University of Texas at Austin, 1984
Compton Dissertation Year Fellowship, 1982-83

Address: Assistant Professor
Trenton State College
Trenton, New Jersey 06825

SMITH, THADDEUS (History)

Ph.D., Brown University, 1987
Compton Dissertation Year Fellowship, 1982-83

Address: Assistant Professor
History Department
Middle Tennessee State University
Murfreesboro, Tennessee 37132

STEADMAN, VERNISE (Mathematics)

Ph.D., Howard University, 1988
Compton Fellowship, 1986-88

Address: Assistant Professor
University of the District of Columbia
Washington, DC 20008

TORRES, HECTOR (English)

Ph.D., University of Texas at Austin, 1986
Compton Fellowship, 1981-85

Address: Assistant Professor
Department of English
University of New Mexico
Albuquerque, New Mexico 87106

TREJO, STEPHEN ⁵/₄ (Economics)

Ph.D., University of Chicago, 1988
Compton Fellowship, 1986-88

Address: Assistant Professor
Economics Department
University of California, Santa Barbara
Santa Barbara, California 93106

URQUIZA, ANTHONY (Psychology)

Ph.D., University of Washington, 1988
Compton Fellowship, 1986-87

Dissertation Title: "The Effects of Childhood Sexual
Abuse in an Adult Male Population"

Address: Assistant Professor
School of Family Studies and
Consumer Sciences
San Diego State University
San Diego, California 92182-0282

VILLANUEVA, VICTOR (English)

Ph.D., University of Washington, 1986
Compton Dissertation Year Fellowship, 1983-84

Address: Assistant Professor
Department of English
University of Missouri-Kansas City
Kansas City, Missouri 64110

WARE, MATTHEW (Physics)

Ph.D., Howard University, 1988
Compton Fellowship, 1986-88

Dissertation Title: "High Field, Low-Temperature Magnetic
Properties of Copper"

Address: - Assistant Professor
Department of Physics
North Carolina Agricultural and
Technical State University
Greensboro, North Carolina 27411

WARREN, KENNETH (English)

Ph.D., Stanford University, 1988
Compton Fellowship, 1981-87

Dissertation Title: "Race and the Agenda of American
Literacy Realism"

Address: Assistant Professor
English Department
Northwestern University
Evanston, Illinois 60201

WHITE, CLEMENT (Hispanic Studies)

Ph.D., Brown University, 1987
Compton Dissertation Year Fellowship, 1985-86

Address: Assistant Professor of Spanish
Latin American Literature
University of Rhode Island
Kingston, Rhode Island 02881

WILEY, ROB (Speech Communication)

Ph.D., University of Texas at Austin, 1986
Compton Fellowship, 1981-85

Address: Assistant Dean
School of Law
University of Texas at Austin
Austin, Texas 78712

WILLIAMS, HARRY M., JR. (American Civilization)

Ph.D., Brown University, 1988
Compton Fellowship, 1986-88

Dissertation Title: "When Black is Right: The Life and
Writings of George S. Schuyler"

Address: - Visiting Lecturer
Afro-American Studies
Brown University
Providence Rhode Island 02912

WILSON, RUTH (Anthropology)

Ph.D., Stanford University, 1985
Compton Fellowship, 1982-85

Dissertation Title: "An Ethnomedical Analysis of
Health Beliefs, Health Behavior
and Hypertension Among Low Income
Black Americans"

Address: Assistant Professor
African Anthropology Department
Rutgers University
New Brunswick, New Jersey 08903

YAKEL, JERREL (Biology)

Ph.D., University of California, Los Angeles, 1988
Compton Fellowship, 1985-88

Address: Postdoctoral Fellowship in Paris, 1988-90

DOROTHY DANFORTH COMPTON GRADUATES
OF PARTICIPATING UNIVERSITIES

BROWN UNIVERSITY

- DENNISTON, DOROTHY (English)
- DIXON, SANDRA (Hispanic Studies)
- HEPBURN, JOAN (English)
- JOHNSON, LORA (Classics)
- RUH, SHIRLEY (Comparative Literature)
- SCRUGGS, STEPHANIE (Slavic Languages)
- SMITH, THADDEUS (History)
- WHITE, CLEMENT (Hispanic Studies)
- WILLIAMS, HARRY M., JR. (American Civilization)

CALIFORNIA, UNIVERSITY OF, LOS ANGELES

- KELLY, ROBIN G. (History)
- PRILLERMAN, SHELLEY (Psychology)
- YAKEL, JERREL (Biology)

CHICAGO, UNIVERSITY OF

- ARMSTEAD, MYRA BETH YOUNG (History)
- HARDIMON, MICHAEL (Philosophy)
- HILL, LINDA (Behavioral Sciences)
- JACKSON, KENNETH W. (Sociology)
- LINDSAY, RACHEL (Education)
- MANLEY, THEODORIC, JR. (Sociology)
- MOORE, BRENDA LEE (Sociology)
- POWERS, DAVID M. (Music)
- TREJO, STEPHEN J. (Economics)

COLUMBIA UNIVERSITY

- LOPEZ, IRIS (Anthropology)
- MIGUEL, PEDRO SAN (History)
- SANTIAGO-VALIENTE, WILFREDO (Economics)

HOWARD UNIVERSITY

ALLEN, BRENDA (Psychology)
 BLACKMAN, RONALD (Zoology)
 BRAY-DIKE, MARGIE (Human Nutrition)
 BROWN, ANDREW (Psychology, Neuropsychology)
 BROWN, RICARDO (Physiology)
 CLARK, VERNESSA R. (Psychology)
 DASHER, DAVID (Chemistry)
 HARMON, GARY L. (Zoology, Molecular Biology)
 HUNTER, JOYCE (Physiology)
 RICHARDSON, JOHNNY (Physics)
 STEADMAN, VERNISE (Mathematics)
 WARE, MATTHEW (Physics)

STANFORD UNIVERSITY

BAKER, OLIVER K. (Physics)
 CAPTAIN-HIDALGO, YVONNE (Spanish and Portuguese)
 CRUZ, ARNALDO (Comparative Literature)
 FLORES, WILLIAM (Political Science)
 GERZINA, GRETCHEN (English)
 GLADNEY, LARRY DONNIE (Physics)
 GUTIERREZ, DAVID (History)
 HARRISON, FAYE (Anthropology)
 LOMAWAIMA, TSIANINA (Anthropology)
 LUBIANO, WAHNEEMA (English)
 MENCHEA, MARTHA (Anthropology)
 MONTENEGRO, PATRICIA (Spanish and Portuguese)
 OLGUIN, RICK (Political Science)
 PARPAL, MARY (Psychology)
 RUIZ, DIRK (Psychology)
 SANCHEZ, GEORGE (History)
 WARREN, KENNETH (English)
 WILSON, RUTH (Anthropology)

TEXAS, UNIVERSITY OF, AT AUSTIN

ADAMS, RAQUEL HERNANDEZ (Microbiology, Molecular Biology)
 BENITEZ, EUGENIO ENRIQUE (Philosophy)
 MCLEAN, POLLY (Radio/Television/Film)
 MENDEZ, ROQUE (Psychology)
 NAJERA-RAMIREZ, OLGA (Folklore)
 PENA, DEVON (Sociology)
 PITTS, WALTER (Linguistics)
 SIMMS, ANNTARIE (Speech Communication)
 TORRES, HECTOR (English)
 WILEY, ROB (Speech Communication)

VANDERBILT UNIVERSITY

- BIRT, ROBERT EARL (Philosophy)
- BOBIA, ROSA WILLIAMS (Comparative Literature)
- DEAN, NATHANIEL (Mathematics)
- GREENE, LORRAINE WILLIAMS (Psychology)
- LESTER, NEAL ANDRE (English)
- PINDER, STEPHANIE LYNNE (Psychology)
- SCOTT, DIANE MARIE (Hearing and Speech Sciences)

WASHINGTON, UNIVERSITY OF

- CALDERON, ROSEMARY (Psychology)
- CAMACHO, DAVID (Political Science)
- HARRINGTON, JAMES W. (Geography)
- JONES, GWENDOLYN (Psychology)
- MATEO, MARIO (Astronomy)
- MONTANO, DANIEL E. (Social Psychology)
- PHILLIPS, PHILIP W. (Chemistry)
- URQUIZA, ANTHONY (Psychology)
- VILLANUEVA, VICTOR (English)

YALE UNIVERSITY

- BARTHELEMY, ANTHONY (English)
- BROWN, RAE LINDA (Music)
- BYRD, RUDOLPH (American Studies)
- SAMPLES, SUSAN (German)

DOROTHY DANFORTH COMPTON FELLOWS TO RECEIVE A PH.D.
(1988-90)

ALSTON, KAREN (Education)
University of Chicago

JACKSON, WILLIAM (Economics)
University of Chicago

ARROYO, JUDITH (Psychology)
University of California, Los Angeles

JOHNSON, MICHAEL (English)
University of Washington

ARTIS, DAVID (English)
Stanford University

KILGORE, DEWITT (American
Civilization)
Brown University

AVERY, CELIA ANN (Music)
University of Chicago

LA SAINÉ, JOHN (History)
Brown University

BAKER, SUSAN GONZALEZ (Sociology)
University of Texas at Austin

LUGO, DELIA INES (Anatomy)
Columbia University

BURGOS, WILLIAM (English)
Yale University

MARTIN, CHARLES (Spanish and
Portuguese)
Yale University

CASTILLO, SONIA (Biomathematics)
University of Washington

MCDANIEL, ANTONIO (Sociology)
University of Chicago

COLE, JULIET (English)
University of Washington

PEREZ, CARLOS (History)
University of California, Los Angeles

FREEMAN, CHARLES (Sociology)
University of Washington

PORTILLO, FEBE (Modern Thought and
Literature)
Stanford University

HARDY, ALBERT PAUL (Near-Eastern
Languages and Civilization)
University of Chicago

QUINONES, MARIA (Anthropology)
Columbia University

HERNANDEZ, ANTHONY (Psychology)
University of California, Los Angeles

RIGGS, MARCIA YVONNE (Religion)
Vanderbilt University

HICKS-BARTLETT, SHARON (Sociology)
University of Chicago

ROIS, ROBERT (Romance Linguistics)
University of California, Los Angeles

SANCHEZ, ESAUL (Physics)
Columbia University

VAZQUEZ, MARIA (History)
Columbia University

SMALLS, JAMES (Art History)
University of California, Los Angeles

WHITE, JEANETTE (English)
Brown University

TELLEZ, EDWARD (Sociology)
University of Texas at Austin

WHITTAKER, FRAN (Anthropology)
University of Washington

VALENCIA, ESTHER (Chemistry)
University of Washington

Yale University

Graduate School
320 York Street
P.O. Box 1504A
New Haven, Connecticut 06520

DATE: February 16, 1989

TO: Chairmen, Directors of Graduate Studies,
and Directors of Undergraduate Studies

FROM: Jerome J. Pollitt, Dean of the Graduate School JJP.
Deborah G. Thomas, Associate Dean of the
Graduate School DJJ

We write to inform you about the Minority Summer Research Exchange Program at Yale and to invite you and/or your colleagues to serve as faculty mentors to students in this program.

The number of minority students in graduate education in the U.S. has declined since 1978. As you may know, the Graduate School engages in numerous recruitment activities in order to increase the pool of qualified minority applicants each year, and in certain departments where the faculty have exhibited a strong commitment to affirmative action, the applicant pool and number of enrolled minority students has increased. However, we believe that we can do more and that the first step in the recruitment process, particularly in the sciences, should be to identify the best minority students while they are beginning to formulate their career plans.

In response to the need for early identification of potential applicants, the presidents and graduate deans at Yale, Cornell, Princeton, Stanford, Berkeley, and UCLA have agreed to cooperate in a summer exchange program with funding from the Ford and Mellon Foundations. The primary purpose of the Minority Summer Research Exchange Program is to increase the number of Alaskan native, American Indian, Puerto Rican, African-American, and Mexican-American students who choose careers in teaching and research by providing an introduction to the rewards of those careers with the guidance of a faculty mentor and role model. Minority students in their sophomore or junior year with at least a 2.8 grade point average and a well defined research proposal are eligible to apply for this program. Each member school selects eight students who, in turn, are assigned to a faculty member in his or her field at one of the other five institutions for eight weeks, beginning in June. Student participants in the Exchange Program are awarded a stipend of \$3,000 to help cover living expenses.

The success of this program depends, of course, upon the availability of faculty members to serve as mentors. Faculty mentors, would be expected to provide the same kind of training that they normally would give to graduate students in their department, and would be responsible for directing their students research throughout the duration of the program, including the submission of a final research paper and oral presentation at the close of the program.

It is our hope that this program will help to reverse the declining presence of minority students in graduate education. Although this program has only been in operation over the past four years, participants have indeed applied and been admitted to graduate schools. In fact, former participants in this program are currently enrolled in the Yale Graduate School.

We ask that you inform faculty members in your department about the Minority Summer Research Exchange Program and, if possible, assist us in identifying potential mentors. All faculty members should feel free, of course, to encourage qualified undergraduate students to apply to this program. As soon as the student participants, their fields of interest, and the institution they will be attending have been confirmed, we will be in touch with individual faculty members with whom we can provide an appropriate match.

If you have any questions in regard to the Minority Summer Research Exchange Program, please feel free to contact one or both of us. Dean Thomas is responsible for the coordination of this program.

cc: President Benno Schmidt
Dean Sidney Altman, Yale College