



Women at
50 Yale 150



wff

YALE WOMEN FACULTY FORUM

ANNUAL REPORT 2019-2020



WFF was established in 2001 by senior women faculty during Yale's Tercentennial year to highlight the presence of women at the University and the accomplishments of Yale alumnae. Since its inception, and with the support of the President and Provost of Yale, the WFF has evolved into an organization of women faculty who work together to:

- Foster gender equity throughout the University through policy initiatives and research
- Promote scholarship by women and on women and gender across all schools of the University
- Create mentoring and networking opportunities

ANNUAL REPORT

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WFF Leadership



Claire Bower is a Professor of Linguistics with secondary appointments in Anthropology and WGSS as well as the current Chair of the Women Faculty Forum. She graduated from the Australian National University with a joint degree in Classics and Linguistics, with Honors and a University Medal in linguistics for a thesis on the historical relationships of a group of Australian Aboriginal languages. She earned a doctoral degree from Harvard for her continued work on historical linguistics and the documentation of endangered languages. She is the former Chair of the Linguistic Society of America's Ethics Committee, the current editor of *Diachronica* and of Routledge's Historical Linguistics monograph series, and a past associate editor at *Language*.

Claire is joined by WFF's Associate Chair, Irene Peirano-Garrison, an Associate Professor in Yale's Classics department specializing in ancient strategies of literary reception and notions of authorship in antiquity and in ancient editorial and scholarly practices.

Nancy Ruther, former Associate Director of The MacMillan Center and Lecturer in Political Science, serves as WFF's Senior Higher Education and Strategy Fellow. Emily Stark worked for WFF as a Research Associate in honor of Yale's co-educational anniversaries, and Gabriella Martin, a Yale College graduate, was this year's WFF Gender Equity and Policy Postgraduate Associate. Gabriella was succeeded by Oana Capatina, a graduate of Yale's Divinity School, in May 2020.

Note from the Chair

As WFF chair for the period 2017-2020, I am working on gender equity and policy in several different ways. First, as a linguist and social scientist, I am interested in ‘representation’ – that is, the ways in which gender, diversity, and equity are discussed on campus: who focuses on them, how we talk about them, and how we can be more effective in advancing our shared aims of an inclusive campus, where all faculty can do their best work.

As a researcher, I am interested in using the data collected by organizations on campus to study the impacts of existing policies and procedures. WFF’s leadership on diversity, equity, and inclusion stems from three principles: first, we reject the idea that there is a trade-off between diversity and excellence. Diversity is excellence.

As researchers, we understand that knowledge and insight come through many different paths. Secondly, inclusion and respect are at the base of good scholarship. No one can do their best work if they are being undermined or intimidated. Ideas are valued on their merits, and should not be revalued according to who says them. And, finally, we strive to build these principles into what we do at the foundation, not as a nod to some token idea of “diversity talk” or “virtue signaling” at the end.

WFF, as one of the few organizations on campus which reaches across Schools and Divisions, has a vital role on campus as a place for research, for advocacy, and for community and mentoring. We hope you enjoy this snapshot of our activities over the last 12 months!

With all good wishes,

Claire Bower

Chair of WFF
Professor of Linguistics

Membership

The Yale Women Faculty Forum is the only University-wide organization advocating for gender equity across all departments and schools. Our current structure includes a Faculty Chair and Council comprised of faculty from across the University. Our membership is open to all faculty ranks.

Steering & Council

Claire Bower: Professor of Linguistics

Catherine Panter-Brick: Professor of Anthropology, Health, and Global Affairs

Inderpal Grewal: Professor of Women's, Gender, and Sexuality Studies and of American Studies

Joan Steitz: Sterling Professor of Molecular Biophysics and Biochemistry

Judith Resnik: Arthur Liman Professor of Law

Laura Wexler: co-chair 2008 - 2011; Professor of American Studies and Women's, Gender, and Sexuality Studies

Meg Urry: co-chair 2007-2008; Israel Munson Professor of Physics and Astronomy

Paula Kavathas: chair 2013 - 2017; Professor of Laboratory Medicine, Immunobiology and of Molecular, Cellular, and Developmental Biology

Priyamvada Natarajan: chair 2011-2013; Professor Astronomy and Physics

Lynn Fiellin: Associate Professor of Medicine in General Medicine

Margaret Homans: Professor of English

Becca Levy: Professor of Public Health and Psychology

Christine Ngaruiya: Assistant Professor of Global Health and International Emergency Medicine

Nancy Ruther: Associate Director of the MacMillan Center for International and Area Studies; Lecturer, Political Science (retired)

Amy Wrzesniewski: Michael H. Jordan Professor of Management

Julie Zimmerman: Associate Professor of Chemical & Environmental Engineering & Forestry and Environmental Studies

Irene Peirano-Garrison: Associate Professor of Classics

Kim Shirvani: Lecturer in English, Co-Course Director, English 120

Jasmina Besirevic-Regan: Assistant Dean for Graduate Education; Lecturer, Sociology and Ethics, Politics & Economics

Kim Blenman: Associate Research Scientist in Department of Internal Medicine Section of Medical Oncology and Yale Cancer Center

Marta Figlerowicz: Assistant Professor of Comparative Literature and English

Mary Clark Moschella: Roger J. Squire Professor of Pastoral Care and Counseling, Yale Divinity School

Naomi Rogers: Professor of History of Medicine and History

Natalie Weber: Assistant Professor of Linguistics

Nina Stachenfeld: Senior Research Scientist in Obstetrics, Gynecology, and Reproductive Sciences

Linn Tonstad: Associate Professor of Systematic Theology, Yale School of Divinity

Anne Underhill: Chair and Professor of Anthropology; Curator Peabody Museum

Emily Erikson: Associate Professor of Sociology

Reina Maruyama: Associate Professor of Physics

Elisa Celis: Associate Professor of Statistics and Data Science

Heather Tookes: Professor of Finance, Yale School of Management

Dana Karwas: Director of the Center for Collaborative Arts and Media

Helen Caines: Professor of Physics

Annual Reception

For the annual opening reception held on September 10th, 2019, WFF highlighted the 50th anniversary of coeducation at Yale College and the 150th anniversary of women students at the University. In addition to welcoming new and returning faculty to campus, four pioneering faculty and alumnae gave the opening remarks.

Over 100 faculty, staff, and students attended the event to welcome the new academic year, reconnect over savory catering from Bourassa, and look forward to the year's spotlight on women's experiences and contributions to the Yale community.



Kimberly Goff-Crews (right) '83, '86 JD, the Secretary and Vice President for Student Life, spoke about her initiative “Belonging at Yale,” the University’s diversity, equity, and inclusion efforts, and what faculty can do to foster a learning environment and campus community in which everyone feels a sense of belonging.



Eve Hart Rice, (below, left) M.D. '73, a current trustee and the former Chair of the Yale University Council, addressed her work as Co-Chair of the or-



ganizing committee for the coeducation anniversaries alongside Constance Royster (below, right) '72, the current Principal of Laurel Associates, LLC, and the former Director of Development at Yale Divinity School.

Lastly, Claire Bower, Professor of Linguistics and the current Chair of WFF, reflected on the complexities of the “50WomenAtYale150” celebrations and how anniversaries of “firsts”, important though they are, can turn away attention from the struggles of the “seconds”, “thirds”, and others who came after them.

The Yale community was called upon to celebrate, study, and reflect on the continuing challenges that lie ahead and to mark 2020 as a significant and meaningful milestone that will endure far into the future, beyond just one year of celebration.



Visible/Invisible Colloquium

2019 was a transformative year in Yale’s history as the community celebrated 50 years of coeducation at Yale College and 150 years of women in the University. On February 7, 2020, WFF hosted a day-long colloquium in Dow Hall to reflect on the trailblazing women of Yale’s past, present, and future. The colloquium was organized under the name “Visible/Invisible” to focus the discussion on the unseen dynamics of exclusion and marginalization that cut across gender, race, and socioeconomics.

50 participants from across all schools and disciplines in the University came together to reflect on experiences of inclusion and exclusion, acceptance, marginalization, and the many people, projects, and efforts at Yale that have long been unrecognized. The event was structured into four panels based on the following themes: Histories, Institutions, Identities, and Futures.





Histories:

Nancy Alexander, '79, SOM '84

Dolores Hayden, Professor Emerita of Architecture, Urbanism, and American Studies

Naomi Rogers, Professor in the History of Medicine and of History

Vera F. Wells '71, Founder and Director of the Sylvia Ardyn Boone Memorial Project

Institutions:

Lynn E. Fiellin, MD, Associate Professor of Medicine (General Medicine) and in the Child Study Center

Larry Gladney, Professor of Physics, Phyllis A. Wallace Dean of Diversity and Faculty Development in the FAS

Michelle D. Nearon, Ph.D., Senior Associate Dean and Director of the Office for Graduate Student Development and Diversity

Nina Stachenfeld, Ph.D., Senior Research Scientist in Obstetrics, Gynecology, and Reproductive Sciences; Fellow, John B. Pierce Laboratory





Identities:

Riché J. Daniel Barnes, Associate Professor of Gender Studies at Mount Holyoke College, Former Dean of Pierson College

Patrice Collins, Doctoral Candidate in the Department of Sociology

Reina Maruyama, Associate Professor of Physics and Astronomy

Judith Resnik, Arthur Liman Professor of Law

Joliana Yee, Director of the Asian American Cultural Center

Futures:

Melanie Boyd, Ph.D., Assistant Dean of Student Affairs and Lecturer in Women's, Gender, and Sexuality Studies

Marta Figlerowicz, Associate Professor of Comparative Literature and of English

Kathryn Lofton, Professor of Religious Studies, American Studies, History, and Divinity

Ayesha Ramachandran, Associate Professor of Comparative Literature

Priyamvada Natarajan, Professor of Astronomy and Physics



Panelists spoke about their own personal relationships to each theme and highlighted the stories of Yale women who could not be present that day. Highlighted themes included inclusion, belonging, mentorship, equity, identifying excellence, representation, and discrimination.



“Staying Power” Alumni Survey Report

On March 3rd, 2020, WFF released an Alumni Survey Report titled “Staying Power: Reflections on Climate at Yale.” Under the leadership of Claire Bower, Emily Stark, Nancy Ruther, and Marianne LaFrance, WFF took a novel approach to looking at the long-term impact of Yale’s campus climate by posing the question: “What aspects of students’ social and academic experience have ‘staying power’ in the years after Yale?”

At their 20th reunion, WFF asked willing alumni to reflect on whether a negative campus climate had lasting consequences in their lives and careers, and if so, what the impacts of that negative experience were following their graduation. Though results were based on a small and qualitative study, the insights were powerful. WFF hopes the Alumni Report will shed light on our current efforts and help find creative and impactful ways to create the most positive climate possible for all of Yale’s students.

WFF considered both a social and an academic lens to interrogate how climate in these two spheres impacted student’s success and overall well-being. Through the social lens, looking to their time on campus, respondents were overwhelmingly critical of the alcohol-fueled social culture, citing that it was exclusionary and one-dimensional and calling for a shift on campus that would give room for a social culture outside of the dominant party-scene. Academically, faculty leadership and action weighed heavily on student experiences, shaping both the scholarly and behavioral standards in the community. Put plainly, faculty actions mattered and had a lasting impact even 20 years after the fact.

in terms of belonging- I think that's difficult. Does any nerdy undergrad feel they belong? We were all trying to be nonconformist, meet the loves of our lives, find our true calling and have fun – I was made to feel that I did not belong...I made good friends in my freshman year courses, other first generation college students and interesting seniors. But it's difficult to feel like you belong at Yale – I'd never be rich or pretty enough, and being a nerd wasn't enough – sometimes. More than I felt like I belonged in high school – I felt so alienated that freshman year I would skip on dinner in the dining hall to avoid the unpleasant bullying by some of my classmates and would spend the money I made from my job buying fruit and eating that for dinner. So often the year while I am connected to the abstract concept of Yale, my sense of connection to Yale graduates is almost non-existent. They made me feel like I was not one of them, and that feeling has not left, despite the best efforts of the administration. – The sense of belonging at an elite institution definitely provided a sort of confidence that I could do "whatever I wanted" with the rest of my life. By the end of freshman year, I had settled into good friendships but I felt marginalized most of my time at Yale – I didn't have a support network in place for students like myself would have been helpful so I didn't have to flounder on my own – I'm a college professor and aspire to provide my students the space and encouragement to grown into critical-thinkers - to create a classroom where all opinions and people are welcome – I loved my major and felt a sense of belonging there and like I had a good direction. The friends I mentioned above are still very close, twenty years later, and we try to get together annually. I think I lost confidence for a long time and there are friendships that I don't have. Sometimes I felt like I belonged, and sometimes I did not. Research environment was very clique-filled. I needed to go outside of my working and class groups to feel like I actually belonged – Not really. There had been several incidents in the recent past (including Donald Kagan's speech extolling the benefits of western civilization) that made many students of color feel alienated from campus life – I felt that the social environment was largely unwelcoming and that my college dining hall was a crucial place to meet and mingle with a very diverse group of interesting students – No, not very welcoming at all. always felt isolated. I remember thinking to myself: "How can I be surrounded by 11,000+ people, and still feel so lonely?" – So many kids were far from home for the first time, and they were scared and lonely and overwhelmed. Yale students have all been told they're the best and the brightest for a long time. A lot of us have a hard time asking for help or admitting we are struggling – Welcoming but challenging. I did feel like I belonged, but there were many ways to belong – felt welcomed but it took some time to find my people – I really felt isolated/judged by the majority of my classmates and certain professors. In retrospect, I should not have devalued my academic abilities so much. I'm not sure why I did – Admitted a lot of perfectionism that was hard to manage at times. All of the positive elements in the environment and friendships did help balance this out to some degree – Created resilience in maturing. I generally felt safe and thriving at Yale – Too many positives to mention. One of the most memorable negative is the general sense that most Yalies are so high energy and hyper-achieving, it can be more difficult to form deep connections – teachers were generally open and welcoming. I initially had a difficult time with my freshman year roommates but quickly found a community of friends. I felt like I belonged – Gave me the confidence to fit in anywhere – I felt it was very down-to-earth and welcoming. Because of the non-conformist culture, I felt like I was encouraged to just be myself

The report makes clear the areas where Yale has made progress as an institution and invested widely to support inclusive teaching practices, but despite these crucial steps forward, there are areas where issues still resonate. WFF intends for the Alumni Survey Report to act as a jumping-off point for discussions around inclusion, belonging, and the values we hold in the broader Yale community. The full report is available on WFF's website.

Mentoring Workshop

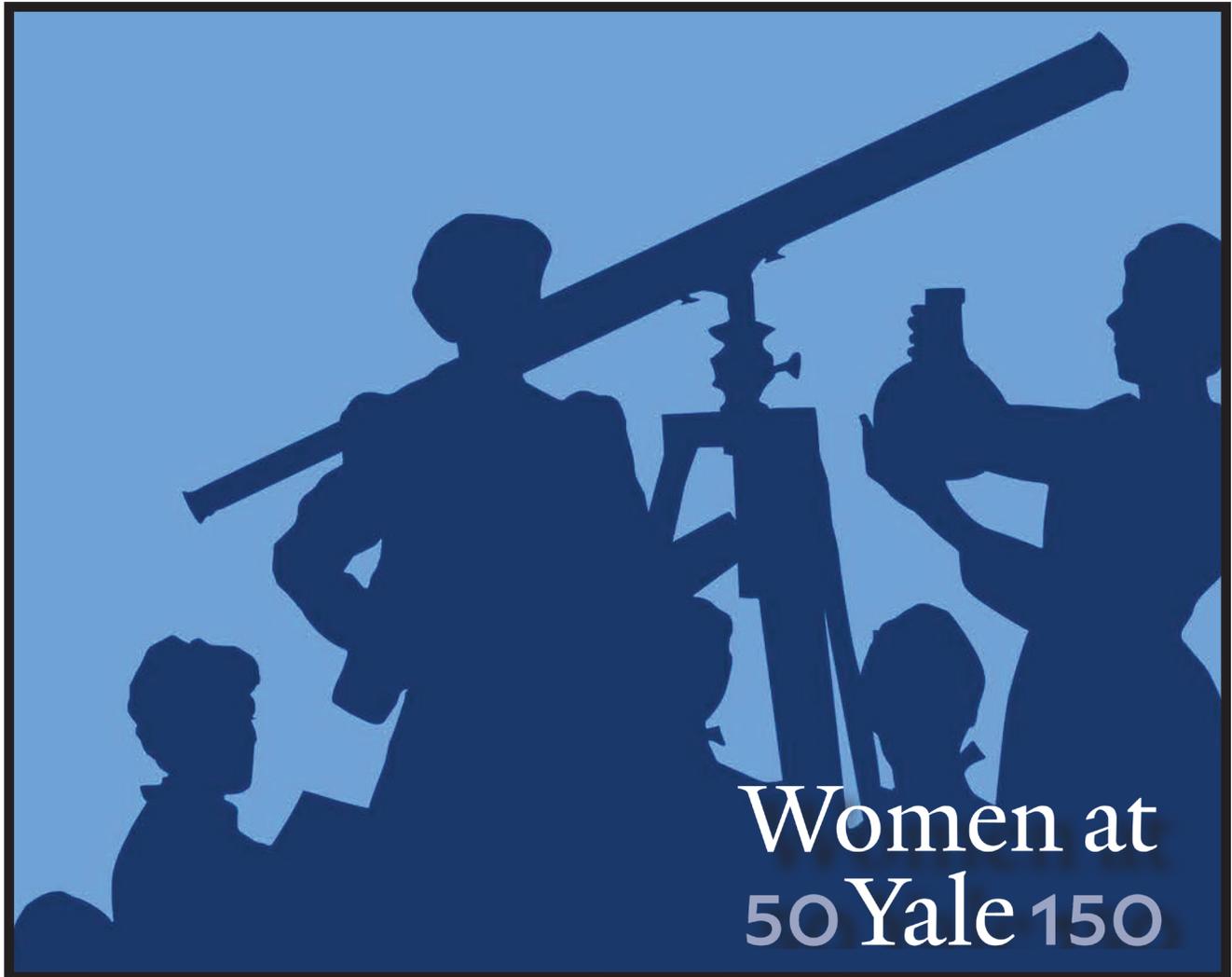
For almost a decade, WFF has sponsored an inter-departmental mentorship program for women junior faculty at Yale. Research has shown that mentoring is key to addressing the “leaky pipeline” for women in faculty positions in academia, not least because of its effect on climate culture. Participation in mentorship events is therefore immensely valuable towards promoting WFF’s goals for gender parity in the promotion and retention of women faculty at Yale.

This year, the WFF hosted our annual mentoring event at the Yale School of Management on December 4th, 2019. In an effort to experiment with a new format, WFF organized a “pop-up” event, a one-time session in which junior faculty had the opportunity to engage mentors with specific questions for three short conversations. Mentees chose three topics for their advising conversations from a list of options, such as work-life balance, gender in the workplace, cultivating a public persona, and navigating the promotion process. They were then paired with mentors that best suited their preferences.

Turnout for the mentorship program was highly successful. Over 20 mentees and 15 mentors attended the event, and though there was no expectation that mentees and mentors would maintain long-term contact, some pairs continued to build meaningful connections with one another long after the event concluded.



Gender & Diversity Fellowships



In honor of the 50th and 150th anniversaries of coeducation and the 125th of P.h.D. education at Yale, WFF and GSAS launched the Gender and Diversity Fellowships for Yale graduate and professional school students. The Fellowship supports students whose research interests intersect with the advancement of gender equity and diversity at Yale. Four graduate and professional students were awarded the Fellowship in its founding 2019-2020 academic year, forming an interdisciplinary cohort of researchers to enrich our intellectual community with their varying perspectives.

Gender & Diversity Fellows

Talia Boylan is a second-year graduate student in the Department of Classics. She received a B.A. in Classics from Harvard College, where she wrote her senior honors thesis on Seamus Heaney's translation of Aeneid VI. Thereafter, she completed the MSt course at Oxford in Classical Languages and Literature.



Talia is currently conducting archival research on the twenty-seven women who received PhDs in classics from Yale in the fifty-year period following the admission of women to the Graduate School in 1892. She intends to share her findings with the broader community by creating a Story Map that charts the journeys made by the aforementioned twenty-seven women classicists before and after their doctoral work at Yale.

Annabelle Hutchinson is a PhD Candidate in the Department of Political Science at Yale University. Her work focuses on gender, class, and racial inequality in American politics. Her dissertation and WFF Fellow's Project asks a controversial question: What happens when men's long standing social and economic power is threatened? In light of women's phenomenal economic and social progress in the United States over the last century, this project seeks to understand whether there has been a sexist backlash in response to the changing economic and social power of men relative to women.



Daniella Posy received a B.A in Urban Studies as well as a B.A in Film and Media Studies from Queens College. She has a M.A. in American Studies from Yale. She is interested in issues of race, gender, and sexuality. In particular, she is interested in black female performance in the 20th and 21st century.



Her current project is centered around Gladys Bentley, a queer black blues performer, who entertained audiences in New York City's nightclubs between the late 1920s and the mid-1940s. The project examines the way Bentley was discussed in the black press and the ways that major periodicals addressed issues of race, gender, and sexuality in the postwar period.

Dina Omar is a Ph.D. candidate in Medical and Social Anthropology. She studies the politics of mental health in areas of extreme surveillance. Her dissertation project considers how Arab women are psychologized as part of, and as an effect of, increasingly surveilled conditions.



Her project seeks to understand the internal and external effects of surveillance by examining psychiatric discourse in three interrelated spheres: (1) NGOs/the institutional, (2) state/the political and (3) individual expression/the self. Her research revisits enduring anthropological questions on magic, science and religion and considers new questions that surface when thought of in relation to emerging science and technology studies scholarship.

“Science Stories”: 50WAY150 Milestones

WFF’s Emily Stark alongside Patrice Collins, a doctoral candidate in Sociology, and three Yale College students--Becca Young, Lola Hourihane, and Edie Reimink--led a research project to compile the names, appointments, biographies, and scholarly legacies of early women faculty and graduate students across various departments and schools at Yale University. The aim of the project was to honor the contributions of Yale’s early women faculty and students while also examining the institutional memory and representation of women’s research, scholarship, and recognition at the University.

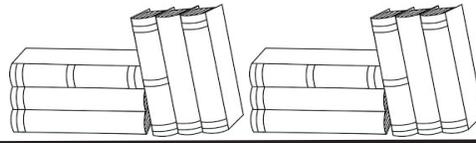
The project was initially formed out of a seed grant called “Science Stories,” which leveraged open-sourced technologies as well as archival resources to commemorate early women scientists. The team worked together to create a timeline of important milestones in Yale’s history, from the founding of the University as a Collegiate School in 1701 to Yale Law School’s official enrollment of women in legal study in 1919 and the subsequent events leading up to this year’s “50WomenAtYale150” celebrations. The team also organized a series of posters on the individual departments across the University based on findings from Manuscripts and Archives in order to spotlight each department’s unique history of women graduates and their professional successes, contributions, and awards, both before and after graduation.

The team’s poster on Yale’s English Department, one of many in the series, is featured on the following page.

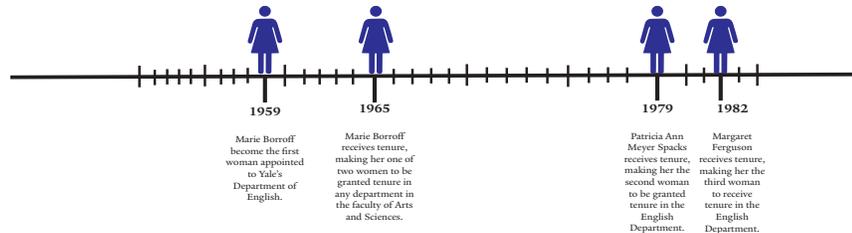
Gender and Yale: Where Were the Women?

A Poster Series on Early Women Faculty and Graduate Students

English Faculty

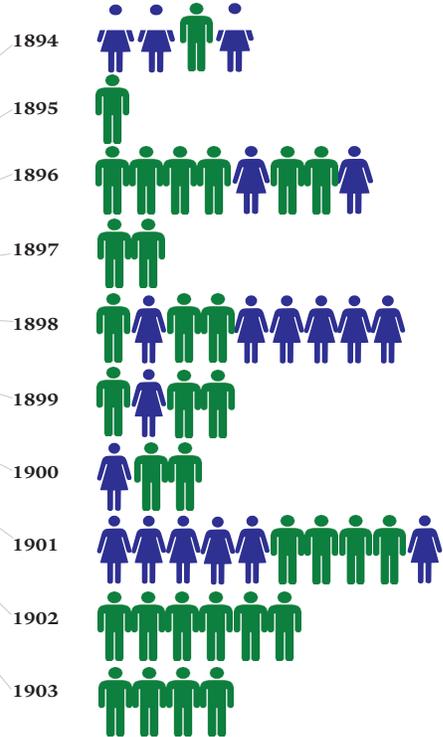


Though English had been taught at Yale throughout the 19th century, the structure of a modern department did not emerge until about 1884 when a number of appointments were made at various ranks. Yale boasted a number of leading scholars and even "giants" according to Paul Fry's departmental history, though no woman would receive an appointment, let alone tenure, until 1959. That all changed when Marie Borroff entered the scene in the middle of the 20th century. Appointed to the department in 1959 as the first woman, Borroff rose in rank, and in 1965, she was promoted to a professor of English, making her one of the first two women granted tenure in any department of Yale's Faculty of Arts and Sciences.



English Graduate Students

The Graduate School began awarding degrees in 1861. In 1875 English began awarding doctorates to men. Twenty years later in 1894, the first cohort with women received PhDs from English. Thus, fairly early on its history, graduate education included women, in comparison to the inclusion of women in the tenured ranks at least. Despite their inclusion, the curricula remained fairly focused on a traditionally western canon comprised of a homogeneity of authors and ideas that did not include women or other scholars from minority groups.



The English Department began awarding doctorates to women in 1894 with Elizabeth Deering Hanscomb, Mary Augusta Scott, and Laura Johnson Wylie being the first three to earn the PhD degree in that year. Given the early entrance of women into the department, one might expect for a steady representation of women to hold past over the next twenty-five years: while there were indeed a fair number of them earning doctorates over that time period, we can nevertheless see that men continued to outnumber women in graduate cohorts.

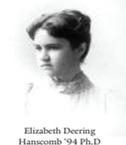
"Alumnae Graduate School" tabulated the women graduates, their biographical information, and their outcomes, recording the statistics found below:

40 Women Awarded Doctorates between 1894 and 1920...

- 10 Are Married
- 3 Have Died
- 2 College Presidents
- 3 Deans
- 10 Professors
- 7 Assistant or Associate Professors
- 31 Published Dissertations"

We have preserved the categories from the Alumnae Graduate School booklet here to highlight the sexist attitudes surrounding women PhDs despite their inclusion in graduate education at Yale as well as their professional success in their careers after graduating. Even into the 1950s, we found records of women graduate students being subordinated to their significant others as they as moved through the University, appearing in official class registers under their husband's surname and listed as "Mrs."

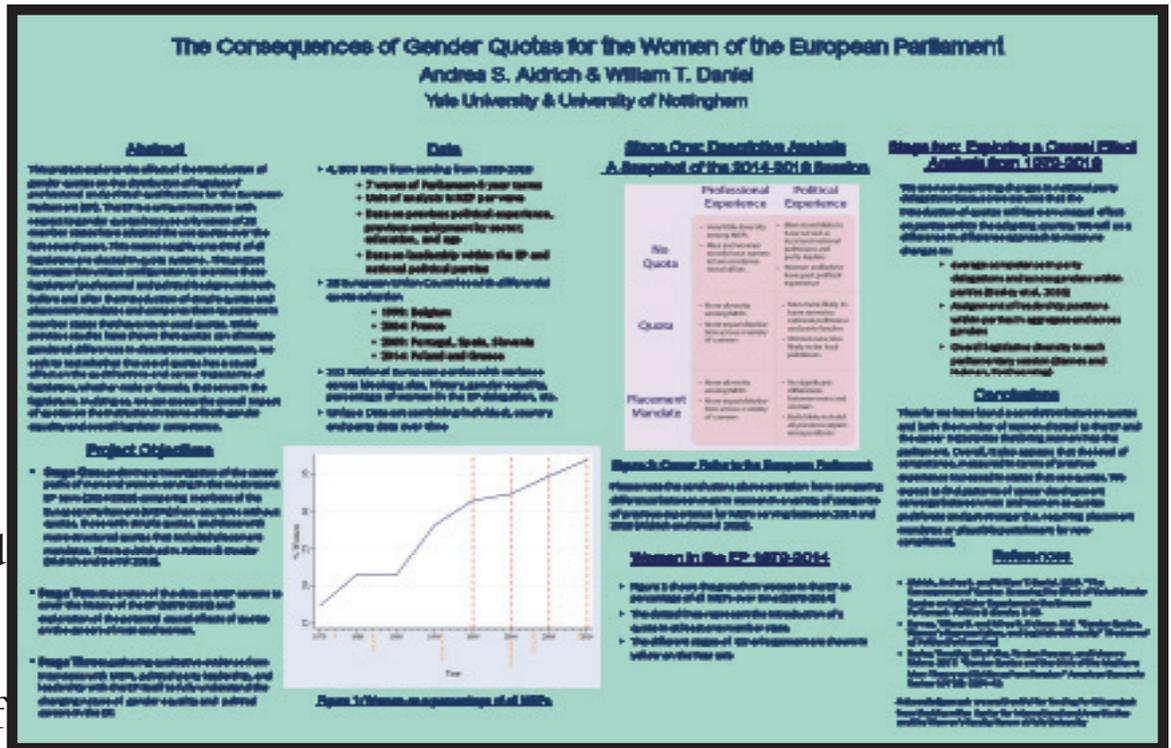
Men still made up the majority of the cohorts for the next ten years, and it was not unusual to have an all male class.



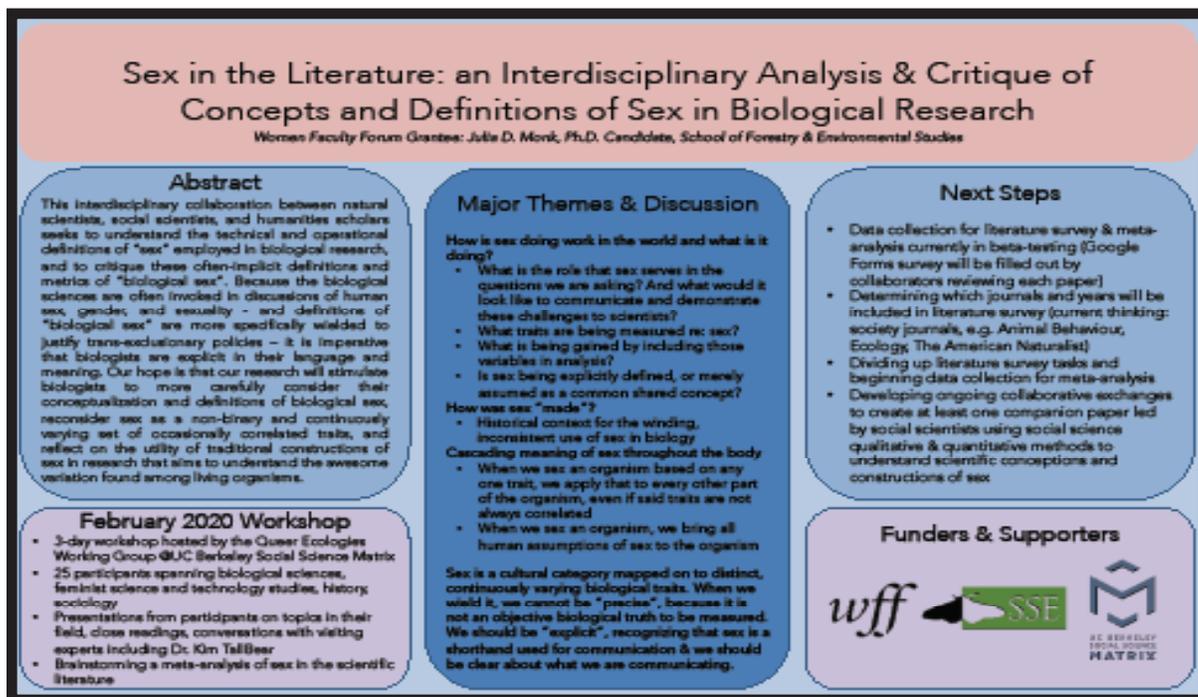
Interested in learning more about where women were in other departments at Yale? Check out the poster series on our website:



For her WFF Seed Grant research project, Andrea Aldrich, a lecturer in the Political Science Department, explored the causal effect of the introduction of gender quotas on the distribution of legislators' professional and political qualifications for the European Parliament (EP). Her poster is featured above.



Julia Monk, a Ph.D. candidate in Yale's School of Forestry, led an effort to stimulate biologists to consider more carefully their definitions of biological sex, discuss sex as a non-binary and continuously varying set of traits, and reflect on the utility of traditional constructions of sex in research that aims



to understand the many variations found among living organisms. Her poster is found below.

Seed Grants



Heavy drinking and girlfriend support to start ART care among 50yo+ HIV+ women in Ukraine



Irina Zavirukha¹, Olena Anysymova², Tetiana Kiriazova¹, Natalya Kniazeva¹, Yulia Munster³, Natalia Radich⁴, Julia Rozanova⁵

1 Ukrainian Institute on Public Health Policy, 2 Kyivska Support Group for Women with HIV, 3 Kyiv AIDS City Center, 4 Kyiv Addiction Treatment Clinic, 5 Yale University School of Medicine



Background

- ◆ NIH defines HIV+ people ≥30 years as older (OPWH)
- ◆ Ukrainian OPWH's same-year mortality is 3-11 times higher than the age-matched general population
- ◆ OPWH present with later stage HIV (52% with CD4<20)
- ◆ 70% of OPWH are not on ART 6 months post-diagnosis
- ◆ OPWH make 15% of all new HIV diagnoses in Ukraine
- ◆ OPWH response to HIV diagnosis may be alcohol use
- ◆ 40% of 50yo+ men in Ukraine have alcohol use history
- ◆ Experiences among older women are unknown
- ◆ We studied women's views on alcohol's role in HIV care



Methods

◆ Dec-19-Feb-20, qualitative interviews, Focus Groups with 25 women ≥50 years in Kyiv, Ukraine. Participants characteristics:

Age	Mean=57 years (50-78)
HIV diagnosed	Mean=1.2 years ago (1 month-21 years)
Education	60% higher, 33% vocational, 7% high school
Marital status	9% married, 45% divorced, 30% widowed, 17% single
Employment	53% working, 47% retired
Live with	8% husband, 20% alone, 69% parents and/or (adult) children, 6% in care

◆ Inductive analysis of transcribed and translated data for explicit and latent content using Dedoose software.



From women's accounts of coming to terms with their HIV diagnosis, three themes emerged:

(A) Internal HIV Stigma; crisis of "decent woman" identity

"I. Are you planning to tell [your family] about your diagnosis?
P: I don't know, if it happens somehow by accident, or I get caught, perhaps, but I absolutely don't want to tell. They will get scared, I am mostly concerned about my mom, so she doesn't have a heart attack, at her age. Or otherwise, chase me out of the house: how COULD you? What ARE you? All these explanations, mooden therapy, and so on, is unlikely to impress her, and even less the children. My daughter, I worry she may not let me see the baby again if she knows. (Tetiana, 54)

"I am so ashamed. Shame is killing me – that at 57 years old, I... – do you understand? I cannot tell my children I am HIV positive. My granddaughter is 1 year old, and next year my son's baby will be born. I cannot tell [my children]. What if they don't want me to visit the grandchildren any more?" (Alexandra, 57)



(B) Peer support linked to ART women who drank hard liquor to forget HIV diagnosis

"I. What was your reaction when you heard your HIV diagnosis?
P: For two months I was drinking until blackout. Then the next day I would get up at 6 am and go to the store and buy more booze. I was drowning myself in vodka.
I. But how did you get out of this binge drinking addiction?
P: My girlfriends came and made me shower and dress and eat some food and told me they will check me into a rehab: if I don't stop killing myself. They took me to the [AIDS Center] to pick up ART." (Iryna, 62)"



Discussion

- ◆ Conservative cultural beliefs attribute self-blame for HIV diagnosis to women in Ukraine, while downplaying gendered biases in healthcare.
- ◆ Older women maintained or increased their pre-diagnosis alcohol use to cope with depressive symptoms after the HIV diagnosis.
- ◆ Women felt emotionally safe to disclose alcohol use and HIV status to peers who could empathize based on shared experiences.
- ◆ HIV care providers avoided screening women for alcohol use not to offend "decent woman" sensibility
- ◆ Next steps: Peer-based interventions must include training in Motivational Interviewing to address barriers to ART from alcohol use and depression.
- ◆ HIV, addiction, and mental health providers need to collaborate on inclusion of screening instruments for depression and alcohol/substance use into care protocols for ≥50yo men and women in Ukraine.



Acknowledgements:
Support for this project has been provided by the Yale University Women Faculty Forum Award to Dr. Julia Rozanova.

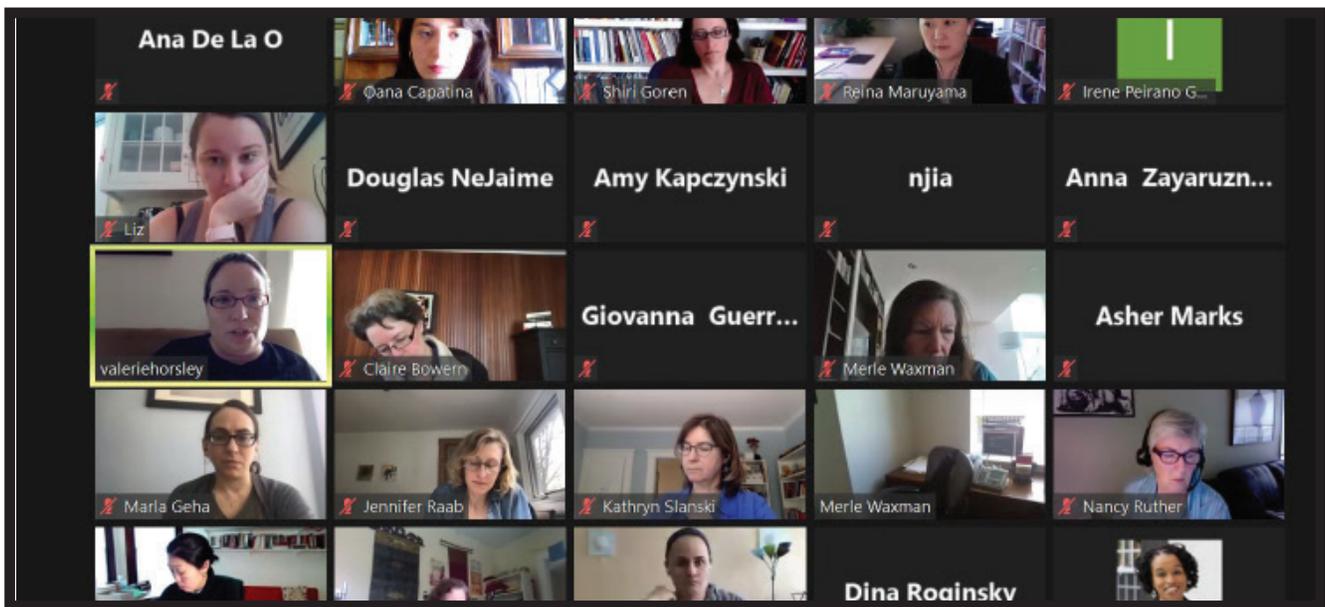
Contact:
Julia Rozanova, Yale School of Medicine, 135 College ST suite 323
New Haven, CT 06510
email: julia.rozanova@yale.edu

As an associate research scientist at the Yale School of Medicine, Julia Rozanova conducted ethnographic observations of a women's HIV support group in Ukraine and interviewed 15 newly diagnosed women with HIV over the age of 50 to explore how girlfriends help one another to avoid heavy drinking that stems from stigma, loneliness, and social isolation, and to start ART treatment in the absence of external help. Julia's poster is featured above.

Lola Hourihane's Yale College senior project received support from the WFF Seed Grant program to direct and produce the play "The Hungry Women" by the legendary Chicana feminist Cherríe Moraga. The play is an experiment in Anti-Racist Theater (A.R.T.), which focuses on mitigating and addressing white supremacy and paternalist culture in theatrical spaces and deals with themes of homophobia; motherhood and coming-of-age; race, nation-building, and indigeneity; migration and war. Hourihane's podcast is linked on the WFF website.

Sounding Boards

Since Covid-19 reached Yale, the University underwent a rapid transition to online teaching while continuing to assist faculty, students, and staff, with research and facilities to deal with the impact. Faculty had to strategize distanced learning while balancing long-term research plans, increased administrative workloads, and demanding at-home responsibilities. Uncertainty over plans for the fall reopening and academic continuity only exacerbated stressors for all, particularly instructional faculty, contingent faculty, students, and staff.



In response to the wide-ranging concerns raised about the pandemic, WFF hosted three “Sounding Board” sessions virtually over Zoom during the week of May 11th. Faculty were invited from across all schools and departments to share their questions, concerns, and ideas for what WFF could do to provide support and community-building. Over 60 faculty members from across all genders and types of appointments attended the soundings. These informal gatherings shed light on the experiences of working parents adversely affected by the lack of safe and affordable access to child care on campus and beyond. Faculty were overwhelmingly concerned about the long-term implications of the pandemic’s rapidly deepening inequalities on issues of equity, diversity, and visibility.

Report on Child-Care

Echoing the soundings collected from faculty around strategies for the fall, the WFF released a report focusing on the needs of working parents and the gendered impacts of Covid-19 on tenure-clocks and faculty promotions. The report, “More Than Just Child Care: Policies for Working Parents Navigating Covid-19 and Beyond,” was published by the WFF on May 28th and was subsequently shared with the Office of the President, the Office of the Provost, the FAS Dean’s Office, the chairs and members of Yale’s campus contingency planning committees, and various other staff and administrators in the Yale community.

The new report emphasizes two points: firstly, that considerations around child care should be contextualized within wider approaches to faculty work, and secondly, that the impacts of the coronavirus have substantially worsened existing issues of equity and diversity, both at Yale and elsewhere. These inequities will need to be reckoned with long into the future, even after the pandemic subsides.

The full report is available on WFF’s website.

Staff

Nancy Ruther, WFF's Senior Higher Education and Strategy Fellow, has served as principal of Gazelle International since 2016 after retiring from The MacMillan Center for International and Area Studies at Yale University. She holds degrees in higher education and public policy from U.Massachusetts-Amherst; a MS in Agricultural Economics from Cornell; MPIA International Affairs and BA Latin American Studies from U. Pittsburgh. In addition to teaching at Yale, Columbia, and the University of Connecticut, she has worked as an overseas development, strategic management consultant, management trainer and evaluation researcher in over 25 countries.



Emily Stark, WFF's Research Associate, graduated with distinction in the History of Science, Medicine, and Public Health department from Yale College in 2017. For her senior essay, she researched representations of witchcraft in demonological texts and popular print culture in 16th century Northern Europe. She was as an editor for fulfillmentdaily.com, a site dedicated to providing science-backed tips for a happier life, and has worked on the New Haven Building Archive, a public humanities project that tells the architectural history of New Haven.

As a member of the varsity Yale Track and Field team, she earned Academic-All American status.

Gabriella Martin, WFF's Gender Equity & Policy Postgraduate Associate, graduated from Yale College in 2019 with a degree in German Studies. Her senior thesis examined performed authorship in E.T.A. Hoffmann's *Fantasiestücke* in Callots Manier. Gabriella's research interests center on the relationship between personhood and womanhood in German literature. In March 2020, Gabriella departed WFF to pursue a graduate degree in Germany.





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