



Yale Women Faculty Forum

Annual Report 2007-2008

Executive Summary

Each year, the Women Faculty Forum (WFF) provides an overview of its work and projects. During the course of this past year, we continued to focus on the effects of gender in higher education both locally and globally.

A first project aimed to understand the implications of our major research report, *Women, Men, and Yale University: A View from 2007*, which provided an update of and comparison to our earlier study, *Women, Men, and Yale University: A View from 2002*. To do so, we looked inward and outward, as we convened a series of events to help us explore the implications of such “body counts.” In conjunction with this effort, we continued to address how institutional policies affect opportunities and working environments for women and men. WFF sponsored several targeted research projects. One compared Yale's policies on families with those of other major universities, and another looked at programs on women, gender, and sexuality studies at a variety of colleges and universities. Further, we supported student-initiated efforts to improve the University's response to incidents of sexual harassment and assault. We also compiled biographies of some of the most remarkable Yale-affiliated women and proposed that the two new residential colleges be named to honor such women.

A second arena of research was prompted by a request of alumni/ae celebrating their 30th reunion and eager to understand more about how their lives were affected by the interaction of wage work, household labor, family patterns, and gender structures. One of the WFF co-chairs, Professor of Sociology Hannah Brueckner, designed a survey instrument that enabled class members to understand the varying trajectories that their lives have taken, and provided results at the June reunion. The survey will serve as a template for further research on these issues.

A third major agenda continued our work across borders. In collaboration with our colleagues who also teach at the ten institutions that are the International Alliance on Research Universities, we compiled and shared information on the status of women and men in these settings. In conjunction with that research, Yale hosted the second meeting of the group to address “Women and Men in the Globalizing University.” Joined by experts from other universities and from foundations, we explored what a robust commitment to equality in a globalizing research university would entail. After meeting with the Presidents of the IARU group, we agreed to collect data addressing the intersection of gender and nationality, to publish materials, and to collaborate to create new opportunities for women educators. When that book comes to fruition, it will join another book, entitled *Migrations and Mobilities: Citizenship, Gender, and Borders*, which addresses the role gender plays at the legal, political, and social structures of border-crossings. These themes are set forth by the introductory essay “Citizenship and Migration: Theory Engendered,” by the volume's editors, Seyla Benhabib, WFF

Steering Committee member and Eugene Meyer Professor of Political Science and Philosophy and Judith Resnik, WFF co-chair and Arthur Liman Professor of Law. The volume will be published in the winter of 2009 by NYU Press as an outgrowth of the 2003 WFF conference on these issues that was co-sponsored with other schools and departments at Yale.

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I. Women and Men Working at Yale: Research and Programs

Understanding *Women, Men, and Yale University: A View from 2007*

In the fall of 2007, the WFF released its report, *Women, Men, and Yale University: A View from 2007*, which updates and expands the 2002 Report, *Women, Men, and Yale University: A View From 2002*.¹

New Data on Yale

The 2007 Report includes both encouraging news and grounds for concern. In the aggregate, we are able to report progress on important dimensions, but the rate of change remains slow and uneven. Some departments and schools are significantly different in terms of their composition, yet others have not changed much in the last decade, and in a few instances, the percentage of women faculty has declined. Women and men of color continue to be underrepresented everywhere in the University.

A few highlights of the materials accumulated through the 2002 and the 2007 Reports are in order as a predicate to thinking about their implications and the interventions that they should prompt.² During the past twenty-five years, the number of women faculty (tenured and not tenured) increased by about 15 percent. Specifically, in 1982, women comprised less than one-fifth of the total faculty. By 2001-2002, women were over one-quarter of the faculty, and by 2006-2007 women were almost one-third of the faculty.

These numbers need, however, to be disaggregated. Consider first the faculty as a whole. In 2001-2002, women were about a quarter (26 percent) of the faculty, and women of color were then under four percent of the faculty. In 2006-2007, when women were 31 percent of the faculty members, women of color were 11 percent of the faculty.

Turning to the tenured faculty, women were 17 percent of the faculty in 2001-2002; in 2006-2007, women were over one-fifth (21 percent) of the total tenured faculty. The number of tenured women of color women has barely grown over that period, moving from two percent in 2001-2002 to just a bit more, 2.5 percent in 2006-2007.

¹ The 2002 Report was compiled by Alison MacKenzie. The 2007 research effort was led by Cindy Tobery, who undertook this research compilation as WFF Director of Programs and Projects before becoming the Associate Director for Professional Development Programs at the Dartmouth Center for the Advancement of Learning as Dartmouth University. The Office of Institutional Research provided substantial assistance.

² The 2006-2007 Report offers about one hundred charts. Overviews and summaries have been prepared, including one by Professor Deborah Davis and another by Professor Hannah Brueckner. Professor Davis's summary is available on our website, www.yale.edu/wff, and Professor Brueckner's is available by contacting wff@yale.edu.

Looking at the decisions made about which people were offered and accepted tenured positions at Yale is another way to ask about the impact of gender. In 2006-2008, the number of tenured women “external hires” into the faculty of Arts and Sciences (FAS) was 14 percent (3/21), and that percentage represents a decline from 2001-2002. In that year, with thirteen new hires, women were 23 percent (3/13).

Leadership is another dimension. Those numbers have remained more or less constant during the last five years. In 2006-2007, women chaired slightly over one tenth of the departments and 13 percent of the programs in the faculty of Arts and Science.³ In 2001-2002, women also chaired slightly over one tenth of the departments and one fifth of the programs in the faculty of Arts and Sciences and in the School of Medicine.

Considering the entire period over twenty-two years (1985-2007), the increase in women faculty was about 0.58 percent per year. Looking at the twenty year period (1982-2002), the rate of increase was 0.5 percent per year. If the more recent rate of change were to remain stable over time, women would become half of the total faculty in the academic year 2038-2039.

However, a “body count” is but one measure of the role that gender plays in the University. We need to learn more about the lived experiences of women and men in the university as well as about curricular innovations, classroom experiences, scholarly agendas and research aspirations to gain a sense of how gender affects education at Yale.

Therefore, after gathering and compiling the data, WFF convened a number of sessions to disseminate the research findings, to put them in the context of other ongoing research about faculty experiences, and to explore their meaning. Some of our discussions focused on Yale and others aimed to compare the experiences here with those of other institutions.

Understanding the Numbers

In *A Satisfied Professoriate and Equality in the Workplace* Hannah Brueckner joined Deputy Provost Judith Chevalier, William S. Beinecke Professor of Finance and Economics and WFF council member, to present findings from both the WFF report and Yale’s Faculty of Arts & Sciences Satisfaction Survey. Professor Brueckner described the rate of growth as indicative of what she termed “passive” change and that, without more interventionist approaches, Yale would not have a faculty with parity in its composition until several decades from now.

In her summary of the FAS Satisfaction Survey, Deputy Provost Chevalier noted that while the majority of Yale faculty reported overall satisfaction with their experience at the University, on several variables, women and under-represented minorities (URMs) reported distinctively different experiences than did men and non-minorities. For example, women and URM are more likely to report dissatisfaction with their

³ As for professional schools, women chaired 16 percent of the professional schools and associated departments.

departmental climate. Among the junior faculty, women and underrepresented minorities are more likely to report that they have not received adequate mentoring. Among the senior faculty, women are significantly less likely to say that they are a “good fit” with their departments; that their colleagues value their research; and that committee and teaching assignments are distributed fairly. Senior women are also three times more likely to say that they have to work harder than some of their colleagues to be perceived as legitimate scholars.

Overall, the survey data show that many Yale faculty are significantly affected by caregiving responsibilities for children as well as for their elderly parents. Women of all ranks are more likely than men to say that caregiving responsibilities have slowed their career progression. Again, the recommendation was for more targeted institutional intervention, such as formalized mentoring programs for junior faculty, refocusing the role of department chairs to have them work on the problems identified, and institutional support for caregivers among the faculty.

Linda Bockenstedt, Harold W. Jockers Professor of Medicine and Director of the School of Medicine’s Office of Faculty Development and Equity, commented from the perspective of the medical school, which had undertaken a similar survey with similar findings. Mary Miller, Master of Saybrook College and Vincent J. Scully Professor of the History of Art, urged reconsideration of the nature of scholarship, for she thought that the unspoken parameters of “good” scholarship created intellectual and demographic barriers. Miller argued that one way to have a faculty that was more diverse would be to expand the “acceptable” objects of study so as to include a wider population of scholars. Jon Butler, Dean of the Graduate School, echoed a need for action.

In another session, *Beyond the Body Count: Diversifying Faculties and Scholarship in Global Universities*, senior administrators from Yale, Harvard, Columbia and New York University participated in a panel discussion about the implications of the WFF Report.

The sources of change varied with the university while the concerns about the relatively slow rate of change were common throughout. We learned about Columbia’s initiatives from Jean Howard, Former Vice Provost for Diversity Initiatives, and from Geraldine Downey, Vice Provost for Diversity Initiatives. Both spoke about how faculty activism prompted Columbia to take up these issues, as it also looked to other universities as role models. The University provided the Columbia Office with a fund of \$15 million for targeted hiring, and it identified its priorities to include training search committees and creating programs to support dual-career families. Howard and Downey emphasized the importance of ensuring that the Vice Provost be integrated into the University structure as well as into the flow of ideas circulating in faculty groups. Columbia’s latest capital campaign entails the addition of fifty new chairs, which offer an opportunity to establish diversity as a priority in this expansion process. The discussion stressed the need to see the arc of professional advancement from undergraduate life through graduate school and tenure, and that in all phases, universities need to

innovate, from “research assistantship” programs to mechanisms to enhance retention and senior positions.

The presentation about NYU by E. Frances White, Vice Provost for Faculty Affairs, New York University, contrasted the effects of different university structures on how agendas are formulated. She reported that NYU’s relative decentralization renders faculty activism more difficult and that the deans (rather than the faculty) have been sources of energy regarding diversity. Thus far, White's office has obtained a commitment of \$750 thousand per year to fund childcare initiatives. Further, to respond to the degree to which race is a particularly isolating factor for junior faculty, NYU has established ways to pair junior faculty with senior faculty of color. A forthcoming agenda is aimed at engaging faculty members who have not before been involved in these issues in order to have a broader group identified as committed to increasing diversity.

Evelynn Hammonds, Senior Vice Provost for Faculty Development & Diversity, Harvard University (and subsequently named Dean of Harvard College), reported that Harvard’s Office was established as the result of two committees, one on the status of women faculty and one on the status of women faculty in the sciences. Their pilot programs addressed supporting spousal hires, research-enabling grants, and dependent care grants. Hammonds took care to emphasize the necessity of collecting quality data in light of skepticism expressed by some within the University about the value of diversity.

After Hannah Brueckner provided an overview of Yale’s data, Judith Chevalier highlighted three areas of focus: 1) hiring greater numbers of women and minorities, 2) increasing the diversity in the pool of candidates considered by search committees, and 3) retention through cultivation and support of junior faculty. She expressed optimism that advances in the third area will be helped by the recent change in Yale’s tenure policies, but noted that the FAS satisfaction survey results indicated that informal structures of mentoring are not working as well for women and minorities as for other faculty. She reported that Yale has asked each department for a mentoring plan in order to address this problem.

Looking beyond each institution to the problems more generally, Susan Sturm, George M. Jaffin Professor of Law and Social Responsibility at Columbia Law School, asked about whether and how institutions could collaborate to encourage diversity in the academy. She highlighted the necessity of building academic bridges, i.e. connecting the “diversity” project with the “inclusion” project, and linking these ideas to merit and knowledge production. Sturm identified barriers to institutional change coming from the organization of knowledge into “silos,” the lack of knowledge by relevant decision makers who have the power to initiate organizational change, and the division between the elite cohort and universities that are not privileged. Sturm emphasized the need for universities such as Yale, Columbia, Harvard, and NYU to create institutional structures to bridge this divide to create “opportunity cascades” and gave examples of such new relationships that facilitate an inter-institutional flow of resources, citing the Vanderbilt-Fisk Bridge Program, which promotes mentoring, networking, and departmental-level

exchange in an effort to support underrepresented minority students as they advance from college to advanced study.

In the exchange with the panel moderator, Judith Resnik, some of the panelists questioned whether it was wise to push “beyond” a body count when the numbers of women of all colors remained low. Also stressed was the need to integrate diversity priorities into the institution's decision-making processes and to accelerate rates of change, as well as the need to develop measures of “institutional mindfulness” that were regularly assessed to indicate the importance of processes as well as outcomes.

In addition to such panel sessions, WFF hosted a number of individual speakers, including Sheila Tobias and Virginia Valian. Tobias, who helped to pioneer women's studies in the late 1960s, is the author of several books on access to educational opportunities. Tobias argued that effective solutions to the challenges faced by women in higher education are sometimes those that do not always mention women but that disproportionately benefit them. Further, she spoke of looking for opportunities for simple but effective interventions, such as establishing a guaranteed yearly private meeting with the chair of a department for members of the department, including graduate students and junior faculty.

In her lecture and workshops, Virginia Valian, Distinguished Professor of Psychology at Hunter College and Co-Director of the Gender Equity Project, stressed that two key concepts emerged from the academic literature on gender inequality in the academy: 1) all individuals are influenced to a greater or lesser extent by gender schemas, in that people expect different behaviors from men and women and will interpret or evaluate the same behaviors differently based on whether the individual in question is male or female; and 2) gender inequity persists in large part due to accumulated disadvantage. Minor incidents of marginalization, gendered assumptions, and disrespect accumulate over time to create significant gender discrepancies in the highest echelons of power. As Valian remarked, “we may be told not to make mountains out of molehills, but mountains *are* molehills, piled on top of each other.”

Given the continued deployment of gender schemas, Valian stressed educational interventions (such as teaching undergraduates and faculty members to be aware of the unintended use of gender schemas as they evaluate others). She also emphasized the need to give institutional leaders incentives to make diversity a priority, through, for example, highlighting the usefulness of gender diversity as a window on institutional effectiveness or the generalized benefits that accrue to all when gendered discomfort with a university's climate is addressed. In addition to meetings with many administrators, faculty, and students, Valian had a working lunch with the Deans and Chairs of the School of Medicine.

New Research Initiatives and Policy Proposals

Comparative Analyses of Family Policies and Policy Reforms

Given concerns that policies enabling faculty to be active participants in families are an important component of hiring and retaining talented professors, the WFF decided we needed to know more about how Yale's policies compare to those of other universities. In the spring of 2007, Research Associate Susan Overton conducted a survey of Yale and fourteen of its peer institutions (Berkeley, Brown, Chicago, Columbia, Cornell, Dartmouth, Duke, Harvard, Michigan, MIT, NYU, Penn, Princeton, Stanford) to examine the ways in which these universities support tenure-track faculty members who are parenting young children. The survey asked about paid childbearing leave, paid child care leave, school and college tuition benefits, tenure clock relief and provision of on-site child care facilities. The results revealed that several of Yale's peer institutions have policies and benefits that are more "family friendly" for faculty than those at Yale.

In February 2008, the WFF convened a Working Group to explore interventions in light of the survey data. The group included faculty members from FAS, the Law School, and the Library, and staff members from the Graduate School for Arts & Sciences, Yale Work Life program and the WFF. The working group will continue to develop recommendations aimed at helping Yale to catch up with its peer institutions and hopefully to take on a leadership role in this area.

In May of 2008, the WFF Steering Committee sent a letter to Provost Andrew Hamilton to urge implementation of several of those suggestions. Specifically, the WFF recommended that:

- a) the University expand its investment in University child care facilities so as to increase capacities for placements for infants and young children of all Yale employees;
- b) the University provide sliding-scale subsidies based on household income levels for child care for families of University employees;
- c) an annual sum, to be set on an experimental basis for the first year at \$1000 per faculty member, be used to support dependent care costs to facilitate either travel to conferences or research for faculty members who are responsible for the care of immediate family members.

Comparative Research on Women's and Gender Studies

In the fall of 2007, Yale's Women's, Gender, and Sexuality Studies program underwent an External Review. WFF Research Associate Susan Overton conducted a survey of thirty institutions to place Yale's program in national context. The other institutions reviewed included other Ivy League universities (Brown, Columbia, Cornell, Dartmouth, Harvard, Penn, Princeton); two from England (Cambridge, Oxford); American institutions known to have outstanding Women's or Gender Studies programs (Brandeis, Duke, Emory, New York University, Ohio State, Rutgers University, Stanford, Syracuse, U of Illinois, U of Indiana, U of Maryland, U of Michigan, UC-Berkeley, UC-Irvine, UC-Santa Cruz,); highly competitive small liberal arts colleges in the United

States (Amherst, Wesleyan, Williams); other highly competitive research institutions in the U.S. (U of Chicago, MIT); and several women's liberal arts colleges in the U.S. that are recognized for their curricular innovations in the field of Women's/Gender Studies (Barnard, Smith).

For each program, this survey gathered data on several dimensions, including curricular emphasis; faculty lines; PhD offerings; relationships to programs focused on lesbian, gay, bisexual and transgender or queer studies; relationships to institutional women faculty advocacy organizations (such as the WFF); and relationships to gender research institutes or centers.

Comparisons were made on several dimensions, including whether there were funding and faculty lines, whether degrees or certificates were offered to graduates or undergraduates, those programs' relationships to other parts of the university, and the scope of the programs. Many of the institutions studied had more faculty resources, and specifically faculty lines; five offered Ph.D.s in women's and or gender studies, and several had gender focused centers of institutions.

Life Trajectory Surveys: Understanding the Path of the Class of 1978

In the fall of 2007, members of the Yale Class of 1978 (Meryl Greenwald Gordon and Jane Fincke Orenstein) approached the WFF with an idea for a survey aimed at exploring how the class of '78 have experienced the challenges of combining careers and family work. Hannah Brueckner, WFF Graduate Student Liaison Elizabeth Breese, and WFF Program Coordinator Christine Slaughter developed a web-based questionnaire in consultation with Gordon and Orenstein. The survey was implemented by Jennifer Julier at the Association of Yale Alumni (AYA). Participation was solicited from 954 class members with valid email addresses of whom 36 percent were women.

Breese and Slaughter coded the responses as well as compiled the answers to open-ended questions, and Brueckner analyzed the quantitative data and wrote the final report. More than 300 class members completed the survey. About half of the respondents were women. Therefore, women are somewhat overrepresented among the respondents. Further, those class members interested in the topic and/or in participating in reunion activities may have been more likely to complete the survey.

One way to capture the responses is that members of the class of '78 coped by "muddling through" – and, if necessary, by reinventing themselves and their careers. Close to a third of the survey respondents reported that their career progression was slowed down or that they reduced their work hours due to caregiving responsibilities. Many more changed jobs, quit working for a while, or became self-employed to accommodate caregiving. Women made more adjustments of this kind than men reported, and women also reported significantly more caregiving responsibilities as well as related stress. Nevertheless, gender differences in the years and hours worked are not as dramatic as the popularized idea of an "opt-out" revolution might suggest.

Men and women of the class of '78 were quite similar in terms of family formation patterns as well. Both men and women were more likely than the average college-educated American to engage in unpaid civic work, and they devoted more time to these activities. These findings were highlighted in a booklet printed for the Class' 30th reunion in June 2008, and the WFF plans to continue to analyze more of the data as well as to publish the results in both popular and academic venues. The preliminary report can be found online at <http://homepage.mac.com/hbrueckner1/FileSharing2.html>.

Glorious Women: Proposals for the Naming of Residential Colleges

In light of discussion of the likely addition of two new residential colleges to Yale's current twelve, the WFF asked our members to suggest Yale-affiliated women who would be appropriate namesakes for the new colleges. Many remarkably accomplished women were suggested; WFF compiled a short list and letter about some of those suggested to submit to the Office of the President. Thereafter, WFF Steering Committee members Glenda Gilmore, Peter V. and C. Vann Woodward Professor of History, and Paula Kavathas, Professor of Laboratory Medicine, Genetics and Immunobiology met with Nina Glickson, Assistant to the President and discussed the WFF's list. Suggested names and biographies can be found on our website (www.yale.edu/wff).

Online WFF Bibliography

Jessica Svendsen, WFF student research and program assistant, updated our Women Faculty Forum Bibliography and converted it to a RefWorks database, allowing searches in the database by author, topic, or periodical title. The WFF Bibliography, available through the WFF website, is a work in progress: at present it holds over 640 citations for recent research about women in higher education and includes issues such as diversity, tenure, faculty development, women and science, and scholarship on gender, work, and households.

Development and Resources for the Community

Mentoring Faculty and Graduate Students and Supporting Women Coping with Sexism and Harassment

WFF sponsored several seminars during the year to enable faculty to learn more about how to work successfully within the university. Programs included a workshop run by Dr. Ellen Daniell, author of *Every Other Thursday: Peer Mentoring Strategies from a Professional Problem-Solving Group* (Yale University Press, 2006). Her example prompted a group of women graduate students to create their own peer mentoring sessions, by way of convening an "every other Wednesday" program (facilitated by Research Associate Susan Overton). Other co-sponsored sessions on mentoring included Debby Applegate, Yale Ph.D. in History and Pulitzer Prize winning author of *The Most Famous Man in America: The Biography of Henry Ward Beecher* (2006); Heidi Lockwood, Yale Ph.D. candidate in Philosophy, and respected Himalayan mountain climber; and Sharon Kugler, first woman Chaplain of Yale University. In addition and in conjunction with the Office of the Provost, of Postdoctoral Affairs and the program Women Mentoring Women, WFF invited Danish vocal coach Maya Herulf to

hold workshops with some seventy junior faculty, administrators, postdoctoral associates, and graduate students as they learned to “speak with authority.”

The WFF continued to play an important role in responding to concerns about sexual harassment brought forward by students in the medical school and in Yale College. Individual WFF members and the council as a whole have served to inform the community response to students affected by harassment and misogyny. WFF developed recommendations to help the university respond effectively to unacceptable behavior. Our proposals include research on the topic, institutionalized responses that are more supportive of the affected community members, and programs that educate students and staff about sexual harassment and misogyny.

WFF Resources for the Community and WFF Programs

We continue to provide public resources to the Yale community and beyond via our weekly e-newsletter and our website. The WFF newsletter, focusing on women at Yale and women's initiatives on the university level, provides information on events supported by Yale's diversity centers and programs, undergraduate and graduate/professional departments and student organizations, administrative offices, as well as events at nearby universities, calls for papers and conferences, fellowships and grants, and job opportunities. Our website provides a clearinghouse of information about organizations engaging with gender issues at Yale and beyond.

II. Women, Men, and the Globe

Migrations and Mobilities

WFF has long joined WGSS in thinking about the global dimensions of gender, as a scholarly domain and a set of social practices. In 2003, WFF co-sponsored the conference, *Citizenship, Borders, and Gender*, with the Law School, the Woodward Fund, Yale Center for International and Area Studies, and the Crossing Borders Initiative. There, an interdisciplinary group of scholars considered the role that gender plays in the migration as well as the immobility of populations around the world, the many meanings of the term “citizenship” and gendered effects of the implications of that status, and how relations among family members are affected by migration and citizenship.

The book that resulted from that conference has contributors from several countries and many disciplines. Now entitled *Migrations and Mobilities: Citizenship, Gender, and Borders*, the volume will be published in the winter of 2009 by NYU Press.

In their overview, “Citizenship and Migration Theory Engendered,” the co-editors, Seyla Benhabib and Judith Resnik, explain how the combination of the relevance of mobility and of place renders questions of immigration and citizenship both pressing and contested in countries around the world. A simplistic presumption is that citizens residing in a given nation-state are in a reciprocal relationship with that country, recognized as members entitled to rights and protection and required to be given

material support and political loyalty. Non-citizens—lumped together into an undifferentiated whole—sit outside that circle of rights and obligations.

But the variety of migration patterns and of legal regimes governing access to residence, citizenship, and to the social and economic resources of the state undermines these propositions. The burden of their volume is to alter this imaginary so as to bring squarely into focus that citizens, migrants, refugees, and members of host communities are not disembodied individuals (or, in default, men) but are adults or children traveling with or leaving family members. Moreover, as they detail, the mobility of some has consequences for or corresponds to the immobility of others. All of these persons are engendered in their relationships with others, with the wage workforce, and with the polities from which they came and those that they seek to enter.

Their intervention is to bring equality claims into the discussion of the four other major principles regularly invoked in this area—the free movement of persons; the need for protection of refugees; the jurisdictional authority of sovereign states over their borders; and the obligation to respect family ties, including through family reunification. The argument is that the laws, policies, moralities, and theories of citizenship, sovereignty, jurisdiction, family life, and migration must grapple with questions of how histories of discrimination and subordination based on gender affect the conceptualization and implementation of opportunities, rights, burdens and the nation-state's powers. When one inflects citizenship, sovereignty, and migration theories with gender analysis, new questions emerge both about feminist conceptions of women and men and about political theories of the state.

Women and Men in the Globalizing University

Gender and the International Alliance of Research Universities

On April 21, 2008, Yale hosted “Women and Men in the Globalizing University,” a conference of the International Alliance of Research Universities (IARU). This one-day colloquium continued the IARU research project on Women and Higher Education (now renamed Women and Men in Globalizing Universities) and built upon the conversation begun at the first meeting of this group at Cambridge University in September 2006.

This conference was held the day before — and in conjunction with — the third annual meeting of the IARU Presidents, who come together each year to discuss common challenges. Launched in January 2006, the IARU is a cooperative endeavor among research-intensive institutions that have agreed to participate in conferences, student and faculty exchanges, joint and/or dual degree programs and summer internships. In addition to Yale, its members include the Australian National University, the University of California at Berkeley, the University of Cambridge, the University of Oxford, the University of Copenhagen, ETH Zurich (Swiss Federal Institute of Technology), the National University of Singapore, Peking University, and the University of Tokyo.

For the colloquium on gender and higher education, some forty Yale faculty members and administrators joined representatives from each of the ten IARU member universities and experts from other institutions and from foundations. The colloquium explored four major themes: how universities can improve the numbers of, and positions held by, women in their ranks; what tools for data collection and analysis can be used by universities to assess their progress; the relationship between the twin aspirations for equality and excellence in the academy; and how globalization affects these issues.

In the first session, titled “Engendering Self-Knowledge: Mapping Gender in University Data,” the group assessed quantitative and qualitative methods for collecting data about the numbers of and positions held by women and men in universities. Having learned at the 2006 meeting that collection and provision of information varied greatly across the IARU schools, we discussed the challenges of creating internationally comparable datasets and the possibility of an alliance-wide data collection initiative.

Marc Goulden, who is the Director of Data Initiatives for Academic Affairs, University of California at Berkeley, reported findings from a survey of institutional capacity as the group sought to learn how to collect data that are informative about the status of women and men in the IARU member institutions. The goal is to use a template aimed at quickly, comparably, and thoroughly assessing gender equity and institutional change. In addition, Alice M. Agogino, Roscoe and Elizabeth Hughes Chair of Mechanical Engineering at Berkeley, shared the University’s experiences with using data from self-monitoring efforts for initiating programs aimed at promoting gender equity and how – from data -- specific recommendations emerged.

The Goulden data template had been put into use, and thus Hannah Brueckner (Yale) and Lily Kong, Vice President of University and Global Relations, National University of Singapore reported data from their own institutions as ‘test cases’ for Goulden’s template. Lily Kong pointed out that one dimension omitted from Goulden’s template, specifically, migration, citizenship and place of scholarly formation, was very important in her own institution and would likely be important for others too. Susan Sturm of Columbia Law School and Mandy Thomas, Pro-Vice-Chancellor, Australian National University, provided commentary on the usefulness of data collection as an inducement to social change and on the institutional capacities that are needed to promote equity.

Thereafter, Kate Pretty, Pro-Vice-Chancellor of the University of Cambridge, contextualized the day’s discussion with her remarks on “IARU Continuity: From Cambridge to Yale and Beyond.” She posed a number of questions, asking the group to consider whether all institutions in IARU want or need the same types of interventions, whether member institutions could seek to intervene in gendered training and teaching at a pre-University stage, and whether we sufficiently understand the attitudes and choices of men and women. Pretty asserted the need to offer more support and advice to both women and men based on IARU’s increasing knowledge through research and good practices comparisons, and to seek to change the kinds of knowledge and forms of work that are valued within structures of institutional power.

The next session, “Intervening: What Works, What Doesn’t and How Do We Know?”, addressed ways to measure the effectiveness of interventions, identified programs that had been successful, and considered the transportability of such initiatives within and across nations and to women and men in other fields. We heard first from Abigail J. Stewart, who is the Sandra Schwartz Tangri Distinguished University Professor of Psychology and Women's Studies and Director of the ADVANCE Program at the University of Michigan. She spoke about initiatives undertaken as part of that National Science Foundation program, which provides funding for “institutional transformations” to improve the representation and advancement of women in science and engineering. Akiko Tsugawa, Professor of Medical Sciences and Coordinator of the Office for Gender Equality at the University of Tokyo and President of the International Network of Women Engineers and Scientists (INWES) Japan, reported on the activities of INWES, providing policies for women in science and technology. Felicity Cooke, Head of Diversity and Equal Opportunities at the University of Oxford, shared the example of Project Athena, an initiative in the UK that had also aimed at promoting women in the fields of science, engineering and technology in higher education and research. The session was co-moderated by Kim Bottomly, former WFF member and now President of Wellesley College, and Meg Urry, WFF Co-Chair and Israel Munson Professor of Physics and Astronomy at Yale University.

The following session, “Equality and Excellence in the Globalizing University,” moderated by Judith Resnik (Yale), turned to the overarching question of what a robust commitment to equality looks like in a global research university and asked how barriers, representation, and attention to gender in scholarship change as universities, students, and faculty cross national and disciplinary borders. The group also explored how other trends in higher education (such as standardization and competition) affect aspirations for women and men to be full participants in universities.

One perspective came from Catharine R. Stimpson, Dean of the Graduate School of Arts and Science and University Professor at New York University, for that university has “gone global” by creating new campuses in other parts of the world. That export model stood in contrast to the challenges detailed by Amina Mama, who is currently the Barbara Lee Distinguished Chair in Women's Leadership at Mills College in Oakland, California and who has served as the Chair in Gender Studies at the African Gender Institute, University of Cape Town, South Africa. Professor Mama underscored the differences in resources available for higher education and the tensions in societies in which equality on many dimensions is not entrenched. She detailed how providing access to scholarly opportunities intervened to undermine structures of inequality.

Commentary from three faculty members at IARU member universities -- Linda McDowell, Professor of Human Geography at Oxford University, and Barrie Thorne, Professor and Chair of Gender and Women's Studies, Professor of Sociology, University of California at Berkeley; and Xiaoying Zheng, Director and Professor of the Institute of Population Research, Peking University – provided yet other contexts. All three were interested in the allocation of work between women and men and the effects of household structures, migration patterns, and the culture of children.

The group concluded the afternoon with reflections on what roles IARU could play in enabling its member universities to explore how gender affects them and with setting an agenda for the future. Judith Chevalier (Yale) led this discussion. At dinner, Michael McPherson, President of the Spencer Foundation, and Harriet Zuckerman, Senior Vice President of the Andrew W. Mellon Foundation, gave their impressions of the day and remarked upon the potential impact of this group beyond its own members on engendering the globalization of higher education. Both underscored the great resources of IARU member institutions and how different they were from most universities around the world. They challenged the group to think about how to expand its research agendas, to draw on expertise on labor markets and social structure, and to consider the choices of baselines to be used to measure effects.

By the end of the day, several proposals for continuing work had been drafted to present to the IARU Presidents. Deputy Provost Chevalier and Professor Resnik reported on behalf of the group, and the assembled leaders of all ten universities were enthusiastic about the group's endeavors and agreed to support several proposals for future IARU collaboration.

Specifically, each school has committed to gather and share statistical data related to gender equity, as well as to how equity may be affected by citizenship status and migration. Goals included gathering information on the countries where IARU faculty members were born and where they gained their degrees, to help understand the effects of gender and nationality on educational and faculty opportunities. Each IARU President agreed to appoint a contact person on this project. The IARU Presidents further agreed to pool each institution's experience regarding the initiatives they have undertaken to attract and retain women on the faculty. They also agreed to support research at each institution on where and how gender is studied, its role in research and curriculum, and the sources of funds for such work. The goal is to understand more of the role gender plays in the construction of curricula, disciplines and scholarship.

The Presidents also decided to support more related joint academic ventures; the Presidents approved the idea of creating a cross-IARU consortium of scholars interested in meeting and mentoring, as proposed at the meeting by Luzia Lehmann, Co-Director of the Office of Equal Opportunities for Women and Men at ETH Zurich. More generally, the Presidents endorsed the continuation of the work of this research group, including provision approval of funds for another conference to be held at Cambridge or Oxford in the fall of 2009.

Further, the Presidents expressed support for the publication, both online and in print form, of an edited volume of the materials from the April 21st meeting. This will be the first research publication of the IARU consortium, and subject to budget information, Berkeley has expressed its willingness to have its University Press publish the volume. A list of materials provided, including a range of commentary from around the globe, is available on the WFF website. Included are two specially prepared

research papers, one, by WFF Research Associate Susan Overton, is an overview, *Gender Equity in American Higher Education: Institutional Studies and Interventions*, that provides a chronological review of some significant institutional studies and findings from 1999 to 2008 and a discussion of examples of interventions made to promote gender equity in American colleges and universities. The other, by third-year law student Monica Bell is entitled *Theory and Solutions: Gender in the Academic Workplace* and examines the common experiences of women professors across disciplines, what theories of gender subordination and discrimination account for the persistence of hierarchies and how various conceptions of the sources and nature of the harms and of the meaning of equality prompt different strategies for change.

Mapping the Terrain of Work, Care, and Gender

This workshop, cosponsored by the MacMillan Center and Yale's WGSS, was held in conjunction with the IARU meeting to take advantage of the presence of the international group of scholars who shared research commitments to the interaction of wage work, gender, and household labor. The focus was on contemporary theories, practice and research from transnational perspectives. Two participants -- Linda McDowell (Oxford) and Barrie Thorne (Berkeley) -- provided readings in advance of the discussion and presented some of their work. Comments came from WFF Steering Committee members Frances Rosenbluth, Damon Wells Professor of International Politics, Reva Siegel, Deputy Dean of Yale Law School and Nicholas deB. Katzenbach Professor of Law, and Judith Resnik.

Representatives from seven of the ten IARU schools attended the lively exchange about the structure of wage markets, social welfare programs, and household labor, the effects of work patterns on the delivery of care of children, the impact of global economies and migration on children themselves, the durability of patterns of unequal work and care obligations, and the role of governmental interventions. Discussion included the exchange of articles to enable faculty at the different institutions to assign some of the work from others to their students.

Gender Around the World: Working With the World Fellows

Continuing a tradition of collaboration with the Yale World Fellows, the WFF co-sponsored *Gender Around the World: A Conversation with Women of the Yale World Fellows*. For the first time in the history of the World Fellows program, half of the Fellows (nine of eighteen) were women, all of whom participated in the discussion. They were: Mitsuru Claire Chino, Corporate Counsel, Itochu Corporation, Japan; Ketevan Chkhatarashvili, President, Curatio International Foundation, Georgia; Qian Dong, News Anchor, China Central Television, China; Muluemebet Chukol Hunegnaw, Deputy Africa Area Director, Save the Children, Ethiopia; Verena Knaus, Co-founder, European Stability Initiative, Austria; Maria Lisitsyna, President, Youth Human Rights Group, Kyrgyzstan; Penny Low, Member of Parliament, Singapore; Marlene Malahoo Forte, Judge of the Resident Magistrates' Courts, Jamaica; Sharmila Nebhrajani, Chief Operating Officer, BBC Future Media & Technology, United Kingdom. Several of the men World Fellows attended as well, and Amit Wanchoo, Managing Director, Eaton Laboratories, India, participated in the panel.

Each was asked to reflect on whether and how gender affects their work, and, in turn, how their work affects gender relations in their countries. Most reported that their workplaces were male-dominated and that they were thus part of a minority in their fields of work or in their high-ranking positions. For some, the situation of women was changing for the better, albeit the challenges of caregiving obligations remained central. The discussion was co-moderated by WFF co-chairs Deborah Davis, Professor of Sociology, Judith Resnik, and by Kel Ginsberg, Associate Director of the Yale World Fellows Program.

In addition, the WFF co-hosted a second session, Diversifying Workplaces. World Fellow Claire Chino, Corporate Counsel for the Itochu Corporation (a multinational corporation with 40,000 employees worldwide) joined Deborah Davis, also an expert on East Asian studies, and Connie Bagley, Visiting Associate Professor of Business Administration at Yale's School of Management, for a discussion of the implementation of a diversity program at Itochu that aims to promote businesswomen through the development of mentoring programs, more open hiring practices, and more flexible work-family policies. This session focused on how the global economy affected the career trajectories for men and women in Japan and the U.S. and explored the relative importance and efficacy of legal interventions and internal corporate initiatives in expanding workplace opportunities for women.

“Added Value = Study/Work + Family: Ways towards a family-friendly center of science and research”

The WFF was invited to send a speaker to give the keynote address at the conference in the Chamber of Commerce and Industry in Mannheim, Germany. This conference focused on the interaction between households and labor markets and was held on June 2, 2008 in cooperation with the study group “The Family-Friendly University.” Hannah Brueckner traveled to Mannheim to speak. That interest in WFF's work is mirrored by other requests for information. For example, in May, WFF was asked by Judah Troen, External Liaison for the Knesset (Parliament of Israel) Research and Information Center, for assistance with a comparative survey on legislative and policy initiatives aimed at increasing the proportion of women faculty holding senior academic positions across the globe. In addition to providing materials that we have produced, we were able to direct the interested members of the Israeli Parliament to the legislative example of the UK, where the 2006 Equality Act requires that all public authorities – including universities – have “due regard to the need to eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women.” We were provided in July with a copy of the report (in Hebrew) and learned that the Israeli report relied on our work as a model.

III. WFF Organizational Development and the WFF Agenda for 2008-09

The WFF was established during Yale's Tercentennial year to celebrate the accomplishments of women at Yale. Since then, and with the support of the President and Provost of Yale, the WFF has evolved into an organization of women faculty, staff, and students who work on a range of subjects and projects that support scholarship on gender and scholarship about and by women across the University; foster gender equity throughout the University, and promote collaboration and networking among faculty, students, administration and graduates of the University.

Over the course of our existence, we have developed structures to enable us to create a range of opportunities for community discussion of equity issues; to produce research reports that raise questions about or respond to University policies and practices; and to address issues in the lives of women and men as faculty, administrators, and students, and faculty members who give care to those around them, as parents, children, or members of other familial configurations. The WFF is open to all faculty, administrators, students, and alumnae/i. A Council of about forty members, joined by student liaisons who are drawn from schools and departments across the University, meets regularly, as do working groups that evolve in response to specific initiatives. A Steering Committee provides executive leadership. In 2007-2008, the WFF membership list topped 900 members.

We have also developed annual rituals, including a tradition of beginning the year with an Opening Reception to welcome new faculty and administrators, to celebrate the successes of women who have recently received tenure and women joining Yale's senior administration, and to highlight the developments and projects of the WFF. In addition to detailing the year's programs, the fall co-chairs Judith Resnik and Deborah Davis welcomed our speakers. Drew Days, Alfred M. Rankin Professor of Law and Chair of the Minority Advisory Council, spoke about the crucial role that organizations like the WFF and the Minority Advisory Council play within the university community. WFF Council Member Lisa Curran, who is Professor of Tropical Ecology and Director of the Tropical Resources Institute at the Yale School of Forestry and Environmental Studies, talked about the impact of WFF on her experience of Yale.

The evening was also an opportunity to celebrate and to thank Kim Bottomly, who had co-chaired WFF and is now the President at Wellesley College. She was celebrated by another fall WFF co-chair, Meg Urry (Israel Munson Professor of Physics and Astronomy) and by Provost Andrew Hamilton.

This past year was also one of changing leadership. The co-chairs during 2007-2008 were Deborah Davis, Judith Resnik, Meg Urry, and Hannah Brueckner (joining upon Professor Davis's leave in the spring of 2008). Other 2007-08 Steering Committee members were: Glenda Gilmore; Paula Hyman (Lucy G. Moses Professor of Modern Jewish History); Serene Jones (Titus Street Professor of Theology and Acting Chair of Women's, Gender, & Sexuality Studies); Paula Kavathas; Mary Miller; Frances Rosenbluth; Reva B. Siegel; and Joan Steitz (Sterling Professor of Molecular

Biophysics and Biochemistry). Laura Wexler (Professor of American Studies and of Women's, Gender, and Sexuality Studies) was on leave.

The staff included two Program Coordinators who helped the Council, Steering, and working groups to plan programs and shape initiatives, and a Research Associate who monitored data sources, provided reports, and identified materials relevant to our several agendas. An administrative assistant provided logistical and business support for the organization. In addition, undergraduate and graduate students worked as program and research assistants on projects.

Naima Farrell joined the WFF as a Program Coordinator in August 2007. In her time with the WFF, Naima focused primarily on coordination and planning for the International Alliance of Research Universities and the WFF's collaboration with the World Fellows Program. Naima is leaving the WFF to serve in the Peace Corps as a secondary education English teacher in Benin, West Africa. Christine Slaughter also became a Program Coordinator in August 2007. Christine's work with the WFF focused on the follow-up events to the WFF Report, including "A Satisfied Professoriate and Equality in the Workplace," "Beyond the Body Count," and "Why So Slow? The Advancement of Women." She is leaving the WFF to begin doctoral study at Yale's Department of Sociology in September 2008 and will maintain her connection to the WFF through its graduate student liaison program.

Through June of 2008, Susan Overton continued in her role as the WFF Research Associate. Susan's work focused on a comparative survey of Women's, Gender, and Sexuality Studies programs in preparation for Yale's WGSS Department's external review; participation as a member of the Yale Medical School Working Group on Sexual Harassment Policies and Practices; follow-up to the benchmarking study of "child-friendly" policies and benefits that support tenure-track faculty at Yale and 14 peer institutions; and support for Yale women graduate students through the "Women Mentoring Women" group at the Graduate School for Arts and Sciences. She has left the WFF to take the position of Managing Director of the Brown University ADVANCE program.

Significant continuity in the WFF comes from the work of Edith Rotkopf who is the Administrative Assistant for the Women Faculty Forum. She divides her time between the WFF and the Howard R. Lamar Center for the Study of Frontiers and Borders. She joined Yale after closing a public relations business that she founded and ran for thirteen years.

In addition to its Council, Steering Committee, and staff, the WFF includes an Alumnae/i Advisory Council (AAC) that facilitates relationships with Yale alumnae, who have contributed a range of perspectives to and support for the programs of the WFF. Nancy Alexander '79, SOM '84 and Vera Wells '71 are the current co-chairs of the AAC. This winter, Vera Wells received the Yale Medal, the Association of Yale Alumni's highest honor.

Structure and Leadership for the 2008-09 year

Hannah Brueckner will continue as co-chair for the fall of 2008, to be joined by Shirley McCarthy, Professor of Diagnostic Radiology and Obstetrics and Gynecology. In the spring Laura Wexler will become a co-chair as Brueckner cycles off.

In addition, WFF has developed a new version of its staff positions, now denominated "Gender Equity and Policy Post-Graduate Associates," to capture that recent Yale graduates can have the opportunity for these fellowship-like roles that enable them to understand academic policy and scholarship. The associates will design and implement innovative programs and projects and oversee the research components of WFF initiatives. Joining are Molly Clark-Barol (Yale College, 2008, with a double major in Political Science and Anthropology), and Arun Storrs (Yale College 2008, with a double major in Theatre Studies and Ethnicity, Race, and Migration).

List of reports, publications, and proposals

Women, Men, and Yale University: A View from 2007

Child Friendly Policies and Benefits for Ladder Faculty at Yale University, June 2007

Letter in support of changes to Yale's Family Friendly Policies and Benefits, May 2008

Comparative research on Women's, Gender, and Sexuality Studies

Report of the Yale School of Medicine Sexual Harassment Working Group

Letter regarding Women's Center & Sexual Harassment, February 2008

Letter advocating naming new residential colleges for notable Yale alumnae and list of suggested candidates and biographies, February 2008

Women and Men in the Globalizing University: Background readings, April 2008

Programs 2007-2008

2007 Opening Reception, Monday, September 17

Every Other Thursday: Peer-Mentoring Strategies from a Professional Problem Solving Group, with Ellen Daniell, Thursday, September 27

Gender Around the World: A Conversation with the Women of the Yale World Fellows, Tuesday, October 9

Defining a Women's Rights Agenda for the 21st Century: New Strategies for Advancing Women's Equality in Light of the Supreme Court's Rollback of Civil Rights, with Lenora Lapidus, Tuesday, October 16

Every Other Wednesday: A Peer Mentoring Group for Graduate Women in All Disciplines, Wednesday, October 17

Breakfast and Discussion with Sheila Tobias, noted feminist, author, and science education consultant, Friday, October 19

Diversifying Workplaces: Businesses and Universities in Japan and the U.S.: A lunchtime discussion with Claire Chino, Yale World Fellow, Tuesday, November 13

Celebrating Vera Wells '71, Recipient of the Yale Medal, Thursday, November 15

Conference for Undergraduate Women in Physics at Yale, January 18-20

Speaking with Authority, with Maya Herulf, Wednesday, January 23

A Satisfied Professoriate and Equality in the Workplace: A Discussion of the WFF Report on Women, Men, and Yale University in 2007 and the FAS Satisfaction Survey, Monday, January 28

Beyond the Body Count, Monday, February 18

Courts, Democracy, and Equality, with Nan Aron, Wednesday, February 27

Why So Slow? The Advancement of Women, a presentation by Virginia Valian, February 28-29

Justice Ginsburg's Oral Dissents and What They Mean For Women, with Samuel Bagenstos, Thursday, March 13

The Role of Men in Advancing the Work/Life Agenda, Thursday, March 27

Women and Men in the Globalizing University: A Conference of the International Alliance of Research Universities (IARU), Monday, April 21

Mapping the Terrain of Work, Care, and Gender, Tuesday, April 22