FAS Senate

AN ELECTED BODY OF THE FACULTY OF ARTS AND SCIENCES
YALE UNIVERSITY

Report on Faculty Diversity and Inclusivity in FAS

APPROVED BY THE SENATE

FOR DISTRIBUTION TO THE FACULTY AND THE UNIVERSITY

MAY 19, 2016

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Report on Faculty Diversity and Inclusivity in FAS
FAS Senate, Ad Hoc Committee on the Diversity and Inclusivity

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I. INTRODUCTION

Yale is at a critical juncture: how should the university respond to recent reminders of the troubling disconnect between the ideals of its educational mission and the varieties of exclusion that students, faculty, and staff variously experience in their work at Yale? A world-leading university whose motto proclaims light and truth can ill afford divisions along lines of gender, race, ethnicity, sexuality, and class, which threaten to undermine the open exchange of knowledge. We have written this report in the belief that Yale can and should take a leading national and international role in placing diversity and inclusivity at the heart of the university in the twenty-first century.[1]

At a meeting of the Senate on January 28, 2016, the Senate voted to create an ad hoc committee to study and report on the state of faculty diversity and inclusivity in FAS. As an elected, representative body for all faculty in FAS, it was felt that the Senate is well placed to build upon past faculty efforts to promote diversity and inclusivity. The committee's charge included the preparation of a report to be presented to the Senate by the end of the Spring semester in 2016.

While the Senate, which was inaugurated in Fall 2015, is a new venture for Yale's FAS, efforts to promote diversity and inclusivity in Yale's academic community are not. In the course of researching this report we have been reminded of the vast time, care, and expertise that members of the FAS and the university's administration have committed to making our intellectual community more diverse and inclusive, from the composition of the faculty to the content of the curriculum. We benefited from excellent, existing reports authored by faculty colleagues going back decades. We cite many of these reports in section IV ('History of efforts to increase diversity and inclusivity at Yale'). Since its inception in 2001, Yale's Women Faculty Forum (WFF) has continuously monitored and presented statistics of women and minority faculty at Yale and worked for a more inclusive climate. But there are also reports and efforts that have gone under the radar, and faculty who have tirelessly advocated for greater inclusion and who have given countless hours to diversity work at Yale, visible and invisible. This work has been responsible for profound changes and shifts in the culture of the university. We are also fortunate to have colleagues, past and present, whose scholarship has been instrumental for the critical theories of diversity that we take for granted today. In short, that we can write this report at all is a testament to the work of others. But there is frustration in this insight, too. Many of the recommendations that we make in this report, and many of the points that we make about challenges to diversity and inclusivity in FAS have been made

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1   We note that President Salovey ended his letter to the Yale community on 27th April 2016 with the sentence: "We will create on our campus the most inclusive educational environment in the world, so that all who join our university community understand—and are enabled to take the fullest advantage of—everything that Yale offers."

in previous reports. In many cases recommendations were ignored, or accepted without sufficient structures in place to ensure their long-term sustainability. We deplore these missed opportunities.

Our report begins with overarching recommendations that have emerged out of our discussions as a committee and wide consultation within FAS — not least the survey on faculty diversity and inclusivity in FAS (section VI below). More specific recommendations are contained within individual sections. Where recommendations are of particular interest to colleagues with particular mentoring responsibilities (for instance, department and program chairs and DGSes), we will produce accessible summaries of relevant information and circulate them once this report is approved by the FAS Senate.

A few caveats before we proceed to the main body of the report: the terms "diversity" and "inclusivity" suggest an all-encompassing scope that a report like this cannot hope to attain. We make no claim to comprehensiveness; instead, we have focused on forms of under-representation within the faculty of FAS for which we have clear and statistically significant data: namely gender, race, and ethnicity. Where possible, we have tried to take into account the intersection of these categories with sexuality, age, and class, but an adequate, fully inclusive discussion of diversity and inclusivity in FAS would need to go much further. Furthermore, there are two important aspects of diversity and inclusivity that barely figure in this report and which we would like to flag for future investigation: disability issues and the structural inequalities built into the divide in FAS between "ladder" and "non-ladder" faculty. In addition, future reports could include religion and political ideology as dimensions of diversity and inclusivity among the faculty. We also note a distinction between federally mandated guidelines on populations that are under-represented in Higher Education (URMs), minority faculty who are not recognized as 'URMs', and Yale's diverse international faculty who contribute richly to diversity in FAS and who may also experience forms of exclusion.

Given the time constraints on the committee's work, we have focused our efforts in areas where we could make new contributions: a revised history and discursive timeline; new data on patterns and trajectories for minority and women faculty in FAS; a climate survey on inclusivity in history in FAS; an analysis of the impact of diversity and inclusivity in FAS on graduate students, and where we could take advantage of the expertise of members of the committee who are already engaged in working with colleagues on the challenges to diversity and inclusivity in the Sciences. It goes without saying that this report is a contribution to an ongoing conversation, intended to give the FAS a cross and inter-divisional voice in what has been a critical year for the progress of diversity and inclusivity at Yale.

Lastly, a note on style: it is the view of this committee that intellectual pluralism is a key element of diversity in Higher Education. For this reason, we have not tried to synthesize our prose into academic committee-speak. Members of the committee speak in different voices, reflecting our diverse academic backgrounds and training. This heterogeneity is one of the core strengths of the university.

II. RECOMMENDATIONS

The Senate's Ad Hoc Committee on diversity and inclusivity in FAS makes the following recommendations:

1. Yale should set the goal of becoming an acknowledged leader among its peers in fostering diversity in its curriculum and in the composition of its faculty. This commitment to diversity must be matched by efforts to make our university community a model of inclusion.
Although this report draws attention to no small numbers of areas in need of significant overhaul, we also point to many positive experiences, past and present successes, and reasons for cautious optimism. Our committee believes that Yale has the resources, experience, resolve, and support from its faculty to make this a realistic goal.

2. The University leadership should reinvigorate the successful policies of the 1996–2006 era, establishing specific numerical goals for the hiring of URM faculty and women faculty in FAS departments and programs where they are underrepresented. We call on the Provost's office to allocate further funds so that the FAS can meet these goals.
This initiative should place equal emphasis on fostering an inclusive climate and faculty retention, which were neglected in previous policies.

3. The university leadership (the president, provost, deans, and divisional directors) must articulate a cogent vision for the intellectual value of diversity and inclusivity and a clearly stated plan of action.
While the report identifies microclimates in individual departments and programs as critical for inclusivity, leadership on diversity and inclusivity needs to come from the university and FAS leadership. Without clear support, direction, and resources for departments and programs, the current diversity initiative will fail to deliver lasting change.

4. Policies to improve diversity and inclusivity in FAS should take a syncretic approach, recognizing that inclusivity and climate, curricular diversity, creating a pipeline of diverse scholars, faculty recruitment, and faculty retention are all interrelated.
In addition to setting general goals, policies, and recommendations, FAS leadership should work with department chairs and program chairs to develop divisional, departmental, and field-specific best practices for diversity-related issues.

5. The FAS administration should organize a regular review of diversity and inclusivity in FAS, with a view to monitoring progress made on stated goals.
This review process should include: (a) the publication of data on faculty diversity in FAS, overall and by division; this should include tabulation / graphs showing trends; (b) the publication of data on promotion, tenure, and retention so that faculty can analyze trends in Yale's success / failure in supporting the careers of younger scholars, with particular attention to women, URM, and minority faculty; (c) the collection of data on promotion, tenure, and retention by FAS department; (d) a survey of all FAS faculty in order to glean qualitative information about how faculty experience the climate in FAS, both at the divisional and departmental level; and (e) an evaluation of whether research funds, hiring and retention packages, teaching and research prizes, and other faculty resources and distinctions are fairly and equitably allocated.

6. In addition, the FAS administration should maintain a dashboard* of performance indicators for faculty diversity and inclusivity in FAS, with a clear profile of faculty broken down according to relevant diversity indicators.
This dashboard should be available online in a prominent location and there should be a link to the dashboard from relevant Yale websites.
    * We note that the Diversity Summit report of 02/14 suggested a dashboard (recommendation no. 5, page 19).

7. The Provost's office should release a transparent breakdown of how funds for the diversity initiative announced in November 2015 have been allocated to different units of the university.
As a committee of the FAS Senate, we are concerned that there has been no clear statement of the portion of funds in the Provost's Faculty Development Fund ($25 million) that have been allocated to FAS. At the moment the process for applying and allocating funds is inscrutable. In various different forums, faculty have been instructed to apply to the Deputy Provost for Diversity, but no explicit guidelines for applications or criteria for disbursing these funds have been published. This kind of piecemeal approach does not reassure faculty about the oversight of the diversity initiative.

8. Working closely with department and program chairs, the FAS administration should strive toward a truly inclusive diversity strategy, which recognizes that faculty diversity takes many different forms.

Although this report focuses on diversity of gender, race, and ethnicity, we point out that diversity comes in many forms, including sexuality, age, class, disability, and nationality.

9. While implicit / unconscious bias are key aspects of any diversity strategy, the university should broaden current strategies for talking about the challenges of diversity and inclusivity.

Our committee is convinced that tackling Yale's recent diversity problems requires just as much attention to structural, administrative, budgetary and leadership matters as it does to matters of implicit or unconscious bias. Over time, a disproportionate emphasis on implicit / unconscious bias may inadvertently alienate under-represented faculty, as it does not help in tackling other systemic forms of bias and challenges to inclusion faced by URM / minority / women / LGBTQ / disabled faculty.

10. Leaders in FAS, from the FAS Dean to department and program chairs, should pay as much attention to the <u>retention</u> of URM, minority, women, and other underrepresented faculty and to fostering a more inclusive climate as is currently paid to recruitment.

11. Working with department and program chairs, the FAS administration should introduce a transparent system for tackling the problem of invisible labor and the tax that diversity work, extensive service, and mentorship, exact on women, URM, and other minority faculty.

The committee notes the high levels of supererogatory service undertaken by many faculty in FAS and regrets the fact that there are no formal guidelines in place for recognizing and rewarding heavy service burdens. Within this larger picture, we are particularly concerned about the phenomenon of undocumented, invisible labor, which falls disproportionately on women, URM, and other minority faculty. URM faculty are effectively subject to a diversity tax, whereby diversity work frequently takes them away from their research, and puts additional pressures on their teaching and other forms of academic engagement. One of the side effects of a diversity initiative, such as the one launched in November 2015, is to create significant amounts of extra diversity work for URM faculty and faculty who work in interdisciplinary fields that study ethnicity, gender, race, and sexuality.

12. The University leadership should take seriously the shortcomings in its parental policies for faculty identified in the recent Senate report (March 10, 2016).
The University leadership should ensure that faculty with young children have access to adequate and affordable childcare. These shortcomings pose important barriers to inclusivity in FAS.

13. In addition to distinction in research and teaching, the criteria used in selecting the FAS leadership and department chairs should include a track-record of fostering diversity and a more inclusive climate within their department, and an excellent record of mentoring younger scholars.
[See recommendation 3 of the Diversity Summit Report of 02/14 (p. 18): "If diversity is a priority for Yale, then individuals considered for leadership appointments and reappointments should be assessed on the basis of their ability to lead in this area as well as others."]

14. Divisional Advisory committees responsible for promotion and tenure decisions should be composed with a view to intellectual diversity.
Care should be taken to ensure that there is a good balance of scholars who have expertise in traditional disciplines and the inter-disciplines that have emerged in the academy in the past sixty years. In addition, such committees should comprise scholars of diverse backgrounds.

15. When faculty who teach in underrepresented fields are promoted to major administrative positions, which effectively take them out of their departments and out of the classroom, their departments should receive resources to replace lost teaching, so that the diversity of the curriculum does not suffer.
In such cases, departments should be given permission to recruit visiting faculty in this field at a level commensurate with the expertise of the teaching that the department has lost.

16. In consultation with department and program chairs, the FAS leadership should consider the creation of prestigious, competitive, named postdoctoral fellowships to increase the pipeline of women, URM, and minority scholars in fields where they are under-represented and to bring even greater intellectual diversity to FAS.
Departments and programs might bid for these fellowships in an annual competition.

17. The Interim Deputy Dean for Diversity and Faculty Development in FAS (DDDD) should be given a dedicated budget to support initiatives in FAS.
Although the initial appointment to this new position is an interim one, the FAS cannot afford to fall behind with the diversity initiative and will need resources that are targeted at FAS and overseen by a member of faculty who has oversight of diversity initiatives across FAS.

18. We recommend that the FAS DDDD should review indicators for faculty diversity and inclusivity at other universities and, with appropriate consultation, develop a nuanced set of indicators for Yale.
In addition to the data and trends that we analyze in section V of this report, indicators could include the composition of the FAS leadership, holders of Sterling professorships, department chairs, DGSes, DUSes, FAS-wide committee membership, college heads, etc.

19. For the future, we envisage that the FAS DDDD will be given a substantial portfolio and budget.
We envisage that this portfolio will include, among other things, oversight for resources for cluster hires and targets of eminence; responsibility for the retention of faculty of color, URMs, and women faculty; and liaison with departments and programs that have lost URM faculty.

III. 'DOING DIVERSITY'[2] AT YALE AND OTHER UNIVERSITIES

The definition of diversity is vexed, and numerous commentators have pointed out that this is part of its allure. While its innocuous name recommends it, the opacity of the term diversity means that evoking this term can be a way of avoiding difficult topics (e.g. racism, sexism, class bias, homophobia, transphobia, age discrimination, ableism, religious intolerance, etc.). The term inclusivity is similarly honeyed, and equally prone to vagueness. In using the terms "diversity" and "inclusivity" we mean to evoke the positive valuing of difference and plurality suggested by diversity, and the reach for ever-greater inclusion suggested by inclusivity. An intellectual community that reproduces itself in its own image is a moribund community that is incapable of out-imagining itself; a university that values diversity and inclusivity is the opposite.

One of the guiding principles that runs throughout this document is the belief that the renewed focus on diversity and inclusivity following student activism on campus in Fall

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2   This phrase is widely used in the literature on diversity. See, e.g., the works cited in nn. 6 and 9 below.

2015 represents a pivotal opportunity for improving diversity and inclusivity in FAS. At the same time, we recognize that 'opportunities' are inert unless those with real power to instigate change at the highest level of an institution shape and define the moment in their official language and documents. Yale's administration has done this with the announcement of a diversity initiative on Tuesday, November 3, 2015,[3] and the subsequent release of the statement 'Towards a Better Yale' (released on November 17, 2015).[4] But as studies on diversity in educational institutions have shown, to recognize the exigency of a moment is not enough. Much depends on how thoughtfully and expeditiously commitments to diversity and inclusion are put into practice. We make this point not as a criticism, but to acknowledge that faculty in FAS have a shared responsibility for interpreting and implementing the university's commitment to diversity. In the past year it has been encouraging to witness the creation of several new departmental Climate and Diversity committees across FAS — this provides a strong foundation for future work. To take on diversity in the official language of the institution and as part of the mission of the university is to designate it as a common concern for all who work for and benefit from the university. It is in this spirit that we have produced this report.

On Friday 1st April 2016, approximately 250 faculty and administrators at Yale attended a talk on "Hidden Biases: Leadership and Inclusion" by the social psychologist Professor Mahzarin Banaji. Members of this committee who were at the talk were stuck by Professor Banaji's challenge to the audience: she pointed out that it is one thing to cast a critical eye over past institutional practices, but altogether more pertinent to historicize ourselves and imagine how the university of the future will look back on and assess the state of diversity and inclusion in the Yale of the present. But we do not even need to project ourselves into the future to gain this perspective: already the gap between the diversity of the Yale student body, and our much less diverse faculty, reveals a yawning gulf between the faculty and the students whose education is the core rationale for our university. As the next two sections of this report illustrate, there is no room for complacency. On the contrary, the FAS has fallen behind in its academic mission of building a faculty that is equal to the complex intersectional history of the nation (and the world) in which we live.

Reports such as this do not exist in a vacuum. As we make clear in Section IV below, we are conscious that this document stands in a chain of documents written by colleagues past and present, which have sought to identify inequalities of gender and race at Yale and to suggest policies to redress these inequalities. In turn, these Yale documents are part of a larger national and international literature on diversity and inclusion in higher education.

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3   http://president.yale.edu/excellent-faculty-diverse-faculty.

4   For further information see, http://inclusive.yale.edu.

If the mere existence of documents were capable of improving diversity and inclusivity on US campuses, there would be no need for this report. However, there is now good research documenting the unintentional ways in which, without a clear, sustainable plan for action, diversity initiatives can pose a distraction from the very conditions that they are meant to address and improve. Sara Ahmed has provided a trenchant critique of "diversity as a 'feel good' politics".[5] As a major research university that has access to all of these studies in its libraries, Yale cannot afford to ignore the expert literature on diversity and inclusivity, some of which is represented in the work of its own faculty. Taking diversity seriously means doing this intellectual work, and making sure that it informs the work of committees that will design and help to implement policies.

Not to do this critical intellectual work is to run the risk of the mere language of diversity standing in for genuine institutional transformation. When this happens, diversity can become a token. As has been well studied, the co-optation of diversity as part of the image of a university risks the bureaucratization, marketization, and even glossification of diversity, in which the conscious inclusion of faculty on grounds of their visible difference from a prevailing norm risks excluding these very faculty.[6] In unforeseen ways, diversity policies can end up compounding the forms of hypervisibility and alienation that URM faculty experience in society at large. As Sara Ahmed and Elaine Swan ask, 'How does being seen as the embodiment of diversity effect Black and Minority Ethnic staff?'[7]

While the data in Section V documents the headcount of women and URM faculty in FAS, it does so with a view to getting at underlying trends and patterns that point to systemic institutional factors that may be influencing Yale's ability to recruit and retain these groups of faculty. We stress that that the widespread focus on numbers for numbers' sake misses the point, as such an approach makes tokens out of women and URM faculty. To paraphrase Nirmal Puwar, the solution is not to change "organizations by getting more racialized bodies" into them, but to change organizations so that they are equally welcoming and supportive of all who belong to them, regardless of gender, race, ethnicity, sexuality, religion, and class background.[8]

In addition to analyzing new data supplied by the Office of Institutional Research, this report contains the findings of a survey on diversity and inclusivity in FAS that we

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5   Sara Ahmed *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press, 2012, quoting from p. 69. See also Walter Benn Michaels *The Trouble with Diversity: How we Learned to Love Identity and Ignore Inequality*. Holt and Company, 2006.

6   The terms 'bureaucratization' and 'glossification' are discussed by Sara Ahmed and Elaine Swan 'Doing Diversity' *Policy Futures in Education*, Vol. 4/2 (2006): 96–100, citing pp. 97–98.

7   *Ibid*., quoting from p. 98.

8   Nirwal Pumar *Space Invaders. Race, Gender and Bodies Out of Place*. Oxford, 2004, p. 9. The precise quotation is "The obsession remains with changing organizations (diversifying them) by getting more racialised bodies into organizations".

circulated to all FAS faculty in March 2016. In asking faculty to comment on their experience of the state of diversity and inclusion at Yale, we hoped to complement the quantitative data on diversity in the divisions of FAS in Section V, with qualitative data that illuminates the experiences of faculty at a departmental level. We analyze and expand on the survey responses in Section VI below. For now, we note that the data from the survey reveals the importance of departments and programs for the way in which faculty experience the university. These units constitute microclimates that determine the degree of inclusion or exclusion that faculty feel and the recognition of their work among their peers. As the survey responses and the case-study on the Physical and Biological Sciences (Appendix 1) make clear, it is also at the departmental level that patterns of bias and exclusion most often present themselves. Consequently, in order to succeed, Yale's diversity initiative will have to incorporate specific recommendations for departments and programs and foster a bottom-up commitment to diversity and inclusivity on the part of each and every unit in FAS. As the authors of a report on 'microclimate change' at Smith College caution, "Daily behaviors at the level of the department can effectively undercut virtually any college-wide initiative."[9]

All of us on this committee have heard it said on numerous occasions that the barrier to greater diversity in individual departments is the lack of a national pipeline in their corresponding disciplines. Indeed, this view was expressed in many of the responses to the faculty survey and was recognized in the university's recent announcement of an "Emerging Scholars Initiative" — a partnership between the Graduate School of Arts and Sciences and the Office of the Provost, which builds on existing pipeline programs.[10] However, as we show in section VI of this report, in too many departments of FAS, faculty are not working to improve the diversity of their discipline at a national level in terms of undergraduate and graduate mentorship and the creation of a diverse pipeline of future scholars. Graduate students in these departments report that lack of support and mentorship for women and / or underrepresented students is the norm (section VII below). If we are committed to taking diversity seriously then the work of diversifying the academy and making our disciplines accessible and welcoming to all students belongs to all of us and not just to women / URM / LGBTQ faculty who currently do a disproportionate share of 'diversity work' in FAS.

Our committee regards the phenomena of unacknowledged diversity work and invisible labor as major threats to the retention and flourishing of a diverse faculty in FAS and the professional advancement of women and URM scholars. This state of affairs undermines

9   'Faculty Microclimate Change at Smith College', Martha Ackelsberg, Jeni Hart, Naomi J. Miller, Kate Queeney, and Susan Van Dyne, in *Doing Diversity in Higher Education: Faculty Leaders Share Challenges and Strategies*, edited by Winnifred R. Brown-Glaude. Rutgers University Press, 2009: 83–102, quoting from p. 84.

10   http://provost.yale.edu/news/emerging-scholars-initiatives-announcement#sthash.QfzGBaHD.dpuf.

the university's goals and contributes to attrition among URM faculty in particular, as service work compromises their research productivity and leads to unsustainable teaching and mentoring commitments. To quote Sara Ahmed again, "the uneven distribution of responsibility for equality can become a mechanism for reproducing inequality."[11] In the longer term, the solution is for a much wider group of faculty in FAS to take shared responsibility for mentoring students from all backgrounds and working together to make our departments and classrooms more inclusive. If we want to retain the under-represented faculty we already have, then this shared ownership of diversity work is a critical imperative. Meanwhile, the FAS Dean's office should put a system in place to better protect the research time of faculty who do the brunt of the work promoting diversity and inclusivity. One idea would be to consider a system where faculty are able to accrue points for mentorship and service work.

We would also like to underscore the importance of generous parental support and childcare provision in building and retaining a diverse faculty and promoting greater inclusion. Here we can only point to the past advocacy of Yale's Women Faculty Forum (WFF) in this area and reinforce the argument that questions of childcare directly affect the quality and quantity of faculty academic work. While Yale is often able to recruit extraordinary faculty, the lack of adequate childcare options makes balancing professional and family responsibilities an ongoing struggle for many of our faculty members. Junior faculty constitute a particularly vulnerable community in that regard. Yale leadership needs to develop a long-term strategy designed to both meet the needs of the community and facilitate faculty hiring and retention, especially in the context of faculty diversity. Such a strategy should increase the flexibility of services, expand the Yale-affiliated programs, and subsidize the cost of childcare. Support for the work-life balance of faculty parents will accrue benefits not only for the individual faculty members but also for Yale and the larger university community.

While the inclusion of faculty representing gender, ethnic, and racial difference is a prerequisite for greater equality, it does not guarantee greater inclusivity or intellectual diversity. In rejecting a skin-deep approach to diversification and acknowledging that diversity is not reducible to raced, gendered, and sexed bodies, we still need to ask what the phrase 'an excellent faculty is a diverse faculty', widely used by the university leadership, means. How do faculty contribute to a more diverse intellectual community through their research and teaching? As we composed this report, we pondered an irony. Graduate students and faculty who do intersectional research on race, ethnicity, gender, and sexuality report that their disciplines and research are often marginalized within the larger intellectual constellation of FAS.[12] In this regard we recognize the creation of the new Center for the Study of Race, Indigeneity, and Transnational Migration (RITM) as a

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11   Sara Ahmed *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press, 2012, quoting from p. 91.

very positive development in valuing the critical intellectual diversity that interdisciplines bring to FAS. If these same disciplines / programs / departments were absent, the state of diversity and inclusivity in FAS would plunge from bad to abysmal. In other words, the presence of these disciplines masks the low level of diversity in traditional academic disciplines in FAS.

We conclude this introduction by stressing that this committee includes members of all three divisions in FAS, and affirming our belief that the collective resolve, intelligence, and imagination of faculty in FAS can find creative and effective measures for improving diversity and inclusivity. Is it too much to hope that, ten or fifteen years from now, researchers of the future might read about bold and innovative approaches that were taken at Yale in 2016–17 and which inspired other universities in turn?[13]

IV. HISTORY OF EFFORTS TO INCREASE DIVERSITY & INCLUSIVITY AT YALE

Since the 1970s, Yale has devoted considerable resources and thousands of personnel hours to the challenge of diversifying its faculty. This has yielded progress; Yale looks very different than it did half a century ago. At the same time, Yale has often lagged behind its institutional peers when it comes to faculty diversity. In 1991, the report of a faculty committee chaired by Gerald Jaynes (Professor of Economics) warned that "Yale's position and its national image in this area remains precariously close to the backwaters of academic progress, not in the position of national leadership we proudly seek and claim in other important areas" (pp. 3–4). Today, twenty-five years later, we see many of these patterns and concerns being repeated. The question is why.

Earlier reports and explorations of this subject have pointed to a number of important factors that continue to play a role in Yale's mixed record on faculty diversity:

— Inconsistent university leadership on diversity questions
— Lack of accountability mechanisms and monitoring of diversity initiatives
— Insufficient financial resources for the hiring and retention of faculty of color
— Lack of training for chairs and search committees tasked with hiring at the departmental level

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12 See the discussion in Roderick A. Ferguson *The Reorder of Things: The University and its Pedagogies of Minority Difference*. University of Minnesota Press, 2012, chapters 1 and 4.

13 See, e.g., 'Linking Mobilization to Institutional Power: The Faculty-Led Diversity Initiative at Columbia University', in *Doing Diversity in Higher Education: Faculty Leaders Share Challenges and Strategies*, edited by Winnifred R. Brown-Glaude. Rutgers University Press, 2009: 249–275.

There are also several broader aspects of Yale's history and institutional culture that contribute additional challenges, including Yale's historic mission as an institution aimed at the education of young white men, its location within and tensions with the city of New Haven, and its relative lack (until recently) of formal mechanisms for faculty governance and accountability. Within this broader history, activism by students and faculty — often connected to larger national and international movements — has proved critical in pushing Yale to open itself to new constituencies, policies, and perspectives. Finally, Yale's progress on diversity has often been linked to the overall state of the university's finances: when significant resources have been made available — usually in times of economic health — diversity has increased. In time of austerity and cutbacks in hiring, diversity measures have often suffered. In short, Yale's policies on and debates over faculty diversity do not occur in a historical vacuum.

A review of the history of Yale's diversity initiatives and efforts shows that many of the issues we now confront are new in degree rather than in kind. Several past reports on faculty diversity, especially the 1989 Rodin Report and the 1991 Jaynes Report, might be applied almost wholesale to the present situation, with a few changes of procedures and numbers and trends. In other words, many of the best practices for achieving faculty diversity have been clear for decades. As the following history shows, however, Yale's progress and commitment on the issue has waxed and waned over time.

The Early Years: 1968–1999
In the late 1960s, when Yale began to admit significant numbers of women and students of color as undergraduates, the Faculty of Arts and Sciences included virtually no women or faculty of color. Unsurprisingly, the change in the student body — combined with broader social movements — prompted calls for greater faculty diversity. Like universities across the country, the Yale campus experienced significant social protest as well as new legal mandates to develop an "affirmative action" program for both students and faculty during the late 1960s and early 1970s. In 1972, Yale President Kingman Brewster introduced Yale's first Affirmative Action Program to recruit faculty members from traditionally excluded groups.

During the late 1980s and early 1990s, Yale experienced a second significant wave of protest and campus action related to faculty diversity. This occurred in the context of the era's "culture wars," in which debates over race, gender, and sexual identity took center stage nationwide. Budget and hiring cutbacks at Yale raised additional questions about the future of faculty hiring. In the midst of these debates, two significant reports, the 1989 "Rodin Report" and the 1991 "Jaynes Report," laid out a powerful critique of Yale's historic diversity efforts as well as a road map for hiring and diversity efforts in the 1990s.

This thirty-year period of institutional attention, faculty effort, and social protest yielded slow but significant change, especially for women faculty. In 1982, a decade after Brewster's affirmative action plan, women made up 5.4 percent of the university's tenured faculty, while faculty of color (including one woman) made up 5.0 percent. By 1991–1992, women made up 10.8 percent of tenured university faculty, while "minority" professors (now including eight women of color) made up 6.8 percent. By 1999–2000, the number of women had risen to 15.8 percent of the tenured faculty, while the number of "minority" professors increased more slowly, to 8.2 percent. During that year, President Richard Levin announced a new diversity initiative (see next section) designed to encourage more rapid change.

It is worth noting that while the total numbers of women and minority faculty increased slowly over this thirty-year period, they did not increase consistently from year to year. In some categories, the numbers changed little at all. In 1982–83, Yale employed 10 tenured African-American professors, all of them men. In 1999–2000, almost two decades later, Yale employed 17 tenured African-American men and one tenured African-American woman. At the dawn of the 21st century, in short, black faculty made up just 2 percent of Yale's tenured ranks.

Note: The numbers and percentages in this section apply to the full university faculty, not exclusively to the Faculty of Arts and Sciences. Data specific to the FAS was not available at the time of this report's distribution.

Timeline

1969: Yale admits female undergraduate students for the first time, amidst significant controversy.

1969: Yale creates Afro-American Studies department and major. Also opens the Afro-American Cultural Center. Glenn DeChabert, moderator of the Black Students' Alliance, notes that that the Center was not an act of "separatism." Instead, it marked an acknowledgement that "Yale has failed to deal with the social, psychological, and educational problems faced by black students since more of us started coming here." (*YDN* 4/4/1969) History Department hires its first specialists in African-American Studies.

1971: Yale appoints its first black college master: Richard Goldsby, associate professor of biology. (*YDN* 4/22/1971)

1971: Yale appoints its first female college master: Katharine Lustman (widow of Davenport Master Seymour Lustman). (*YDN* 9/13/1971)

1971: Yale establishes a [“Committee to recommend procedures concerning the recruitment of qualified women,” chaired by Ellen A. Peters](). The final report recommends an “expanded search network” as well as other measures to seek out qualified candidates. It urges that Yale engage in a “systematic search for women.”

1972: Yale President Kingman Brewster sets aside resources for an “Affirmative Action Plan” for the Yale faculty. Commits to a new goal of increasing representation of women and minority scholars on the Yale faculty. (Rodin Report, 20) Brewster appoints an associate provost to oversee the “recruitment of more women and members of other minority groups.”

1978: A. Bartlett Giamatti becomes president of Yale.

1979: Yale establishes Women's Studies program. (*YDN* 9/1/1984)

1984: [Report of the Faculty of Arts and Science Advisory Committee on the Education of Women](), chaired by Chemistry professor Donald Crothers. The report notes a “discouraging loss of momentum since 1978 in increasing the number of women on the faculty” and attributes it to new budget constraints. (2) The report recommends significant changes in university policy to recognize “the shift to the two-career family” and to provide “parenting leaves available to either spouse” as well as “fully adequate day care facilities.” (3) At this point, only 15 of 332 female faculty members hold tenure. (*YDN* 10/3/84) Women are 4.5 percent of all tenured faculty. Minority women make up 1.1 percent of Yale faculty. (12/3/84) Undergraduate students have reached 50–50 gender parity in enrollment. (*YDN* 9/1/84)

1984: In response to the Crothers Report, Yale commits to doubling the number of tenured women faculty in FAS by 1990.

1986: Benno Schmidt becomes president of Yale.

April 1989: Professor John Blassingame resigns from Afro-American Studies program in protest against lack of administration support. (*YDN* 4/3/1989)

April 1989: Yale law students stage strike to protest lack of faculty diversity. (*YDN* 4/6/1989)

May 1989 [The Rodin Committee Report on "Recruitment and Retention of Minority Group members on the Faculty at Yale](#)" chaired by Judith Rodin, calls for greater faculty diversity. The report notes that "a full and open commitment to embracing the breadth and diversity of American society and clear procedures for accomplishing it are long overdue at Yale." (1) The report provides comprehensive statistics on the hiring of women and minority faculty since the 1970s and offers 22 recommendations. Those recommendations include "targeted goals" as well as "specific procedures…for reaching these targeted goals" to improve faculty diversity. (15) The report also recommends "that the President appoint a standing, University-wide committee to review, on an annual basis, progress toward the general goals" of diversifying the faculty. The report lays out a "conservative" goal for increasing minority representation on the Yale faculty from 5.7 percent to 8 percent by 1999. (29) News coverage emphasizes the report's recommendation that Yale "spend time developing the pipeline [for minority scholars] in a very creative and dramatic way." (*YDN* 10/2/1989)

1989: Yale President Benno Schmidt announces plan to cut 50 faculty positions, including the elimination of scholarly programs including linguistics and operations research/statistics. (*Yale Alumni Magazine*, October 1998)

1989: Yale introduces the [Mellon Mays Undergraduate Fellowship](#), intended to encourage minority undergraduates to enter academic careers.

February 1990: President Schmidt releases a response to the Rodin report. Commits the university to pay more attention to minority faculty recruitment and retention. Appoints Economics professor Gerald Jaynes to lead a committee on implementation of the Rodin Report. (*YDN* 2/9/1990)

September 1990: Donald Kagan delivers freshman address emphasizing the importance of teaching "Western civilization." Student protests call for greater curricular diversity and sensitivity. (*YDN* 9/5/1990; 11/28/1990)

November 28, 1990: President Schmidt denies the existence of "institutional racism" at Yale, in conversation with the Yale College Council. Students push for mandatory sensitivity training. (*YDN* 11/7/1990; 11/28/1990)

1991: [Jaynes Committee Report](#) on faculty diversity, chaired by Gerald Jaynes, Professor of Economics, recommends plan for major diversity improvements in response to 1989 Rodin Report. The report notes that despite modest gains, "Yale's position and its national image in this area remains precariously close to the backwaters of academic progress, not in the position of national leadership we proudly seek and claim in other important areas." The report also expresses frustration that diversity reports and

committees have rarely led to significant change. "By our count, this is the eighteenth Yale Committee, since 1968, to report on the recruitment of minority or women faculty" (p. 3). The report recommends major reforms in areas such as search committee practices, the cluster hiring of a "critical mass" of minority faculty to counter isolation and tokenism, and clarification of resources and procedures in diversity hiring, in addition to other recommendation. The report also notes that lack of faculty diversity has raised concerns among minority students about their "right to belong" on Yale's campus and within Yale's community (p. 30).

January 1992: Yale introduces a faculty retrenchment and retirement plan, with the explicit goal of reducing the size of the Faculty of Arts and Sciences. Jaynes committee expresses concerns about the potential loss of diversity. (*YDN* 1/24/92; *YDN* 2/11/92)

January 1993: Protests at SOM call for increase in number of women faculty. (*YDN* 1/22/93)

April 1993: The Berson Report on faculty governance recommends the creation of a faculty council as well as an appointment of the dean of faculty. The reforms do not occur.

1993: Richard Levin inaugurated as president of Yale.

1994: Yale inaugurates the Edward A. Bouchet Fellowship for undergraduates, providing money and summer fellowships to encourage minority students to pursue graduate school.

1999: Yale succeeds in meeting the faculty diversity goals set out in the 1989 Rodin Report. In 1999–2000, "minority" professors make up 8.2 percent of the tenured ranks and 16.1 percent of term faculty. Women compromise 15.8 percent of the tenured ranks, and 33.7 percent of term faculty.

Years of Progress: 1999–2007
From the 1970s through 1990s, Yale made slow progress on faculty diversity. Between 1999 and 2007, that progress accelerated dramatically. Though many factors played a role in this shift, four seem particularly clear: 1) The university made a top-down and open-ended commitment of resources to enhance faculty diversity. 2) The central administration offered a clear statement of measurable goals. 3) President Richard Levin repeatedly focused on faculty diversity as a central administrative priority. 4) Faculty themselves created new organizations—mostly notably the Women Faculty Forum—to promote accountability on diversity issues. This "new era" began with President Levin's 1999 commitment to provide open-ended resources in order to increase faculty diversity.

It reached its peak with the president's 2006 commitment to hire 30 additional women faculty in the sciences, and 30 faculty of color within the university overall. While faculty diversity made great strides during this period, retention proved to be more of a challenge, as many of the faculty hired in the "boom years" subsequently departed the university.

Timeline

1999: President Richard Levin announces new faculty diversity plan. Commits that sufficient financial resources will be available for hires at all ranks that promote diversity. (Diversity Summit, 13; *Yale Herald*, 2/26/99)

Fall 1999: African American Studies receives departmental status and hiring autonomy after chair Hazel Carby resigns in protest of university inattention. (*YDN* 1/17/2002)

Spring 2000: The *Journal of Blacks in Higher Education* reports black faculty comprise 2.3 percent of Yale's total non-medical-school faculty, and 1.9 percent of Yale's ladder non-medical faculty. The report notes that in the previous three decades "Yale lost to other institutions a number of distinguished black faculty members, including Henry Louis Gates Jr., Toni Morrison, Cornel West, and K. Anthony Appiah." It concludes that "Yale's performance is poor compared to most of its peers," including Columbia, Brown, and "even Dartmouth." The report suggests that, based on "past performance," "it appears that Yale will never achieve parity with nationwide percentages" of black faculty in higher education. ("Black Faculty at Yale: Progress Stopped a Quarter of a Century Ago," *JBHE,* spring 2000)

January 2001: Students protest holding classes on Martin Luther King Day. (*YDN* 1/12/01)

2001: Women Faculty Forum established.

December 2001: President Richard Levin announces that the university will not hold classes on Martin Luther King Day. (*YDN* 1/16/02)

2002: Women Faculty Forum publishes first report on Women, Men, and Yale University. Report documents percentages of women and other underrepresented groups throughout faculty ranks, as well as other issues related to the visibility and recognition of women on campus.

2004: Between 1999 and 2004, the size of the Yale faculty expands by 10 percent. Minority faculty in FAS grows by 30 percent. Women faculty in FAS grows by 43 percent. Women faculty in sciences grows by 113 percent (Diversity Summit, p. 13).

2005–2006: President Levin and Provost Andrew Hamilton allocate additional resources to faculty diversity. Commit to: 1) adding at least 30 additional minority faculty by 2012; 2) adding at least 30 additional women faculty in fields where women are underrepresented, especially in the sciences; 3) increased attention toward Ph.D. and postdoctoral training of minority candidates. The plan includes a goal of increasing the number of minority faculty members by 34 percent in seven years, and increasing women faculty by 20 percent, especially in the sciences. (Diversity Summit, p. 13; *YDN* 11/8/05)

2007: The Women Faculty Forum report [Women, Men, and Yale University](#) notes rapid progress in the number of women among the university's ladder faculty: "by 2001–2002 women were over one-quarter of the faculty, and by 2006–2007 women are almost one-third of the faculty." In 2001–2002, minority women were 4 percent of university ladder faculty; in 2006–2007, that number jumped to 11 percent.[14]

The "Lost Decade"?: 2007–2016
Just as several factors combined to produce rapid progress during the years 1999–2007, from 2007 onward the university's diversity efforts began to falter. This was due in large part to the shock of the financial crisis, which produced an austerity policy that severely limited faculty hiring in general, and had a particularly egregious (though unintended) impact on the university's diversity initiatives. In contrast to the relatively clear and well-funded diversity programs of the previous decade, after 2007 the university's diversity policies appear to be more scattershot, composed of committees that formed and then disbanded. The gains of the prior years were not institutionalized and were quietly allowed to erode.

Retention appears to have been a particular issue during this period. By one account, Yale surpassed its own 2005 diversity hiring goals, hiring 56 faculty of color and 30 women by 2011. However, by 2012 just 22 of the 56 recently hired faculty of color and 18 of the 30 newly hired women remained on the Yale faculty. (*YDN* 2/25/13; 3/22/14) In fall 2015, President Peter Salovey and Provost Benjamin Polak introduced a $25-million university-wide Faculty Diversity Initiative to provide matching funds for departments seeking to increase diversity through hiring, retention, and other strategies.

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14   The WFF report gives the following definition of "minority" for the purposes of this report: "Minority includes any faculty identified as non-White (Black, Hispanic, Native American, Asian, Multi-race). OIR tables are broken down into these categories."

<u>Timeline</u>

2010: Yale celebrates the 40th anniversary of co-education. (*YDN* 2/1/10)

2011–2013: Provost Peter Salovey appoints University Faculty Diversity Council. The Council disbands in 2013, after two years. (*YDN* 2/15/12; Diversity Summit, 13)

2012: Women, Men, and Yale University: A View from 2012, published by the Women Faculty Forum, reveals slower increases in the numbers of women faculty, remaining at roughly a third of university ladder faculty over the previous five years. Fifty percent of Yale undergraduate students are women. Minority women represent 9% of the total ladder faculty (down from 11 percent in 2006–2007).

Fall 2013: Peter Salovey becomes president of Yale.

2013–2014: Provost Ben Polak appoints a Faculty Diversity Hiring Committee to conduct peer conversations with FAS search committees. (Diversity Summit, 13) After a year's work, committee offers nine recommendations for reform, including "a clear and strong administration commitment to faculty diversity that emphasizes substantive progress, and outcomes over time, rather than simply effort" as well "better record keeping and monitoring of issues related to faculty diversity." (FDHC report, 2) The Committee is disbanded after one year.

February 2014: Yale Diversity Summit brings outside observers to campus for two-day investigation and conversation. Final report notes "the perception that the University lags behind some of its more prominent peers in achieving success in this area" and remarks that this has been a "source of frustration and, for some, a perceived deterrent to recruiting some of the most outstanding scholars and researchers" (3). Report recommends 16-point program for change, including greater accountability, tracking, and public disclosure about Yale's diversity statistics. Concludes that "Yale is diversity conscious, diversity, sensitive, but not diversity driven" (15).

Spring 2014: President Salovey announces major restructuring of FAS leadership, including the appointment of Tamar Gendler as the inaugural Dean of the Faculty of Arts and Sciences. Jonathan Holloway appointed as Dean of Yale College; Lynn Cooley appointed as Dean of the Graduate School.

November 2014: Anthropology Professor Richard Bribiescas appointed deputy provost for faculty diversity and development. (*YDN* 11/13/14)

September 2015: Newly created FAS Senate holds its first meeting.

November 2015: $25 million [Faculty Diversity Initiative](#) announced. The initiative provides matching funds to departments for recruitment and faculty development.

November 2015: Student protests highlight faculty diversity as a key issue.

April 2016: Kathyrn Lofton (Professor of Religious Studies, American Studies, History, Divinity, and Women's Gender and Sexuality Studies) is appointed as the inaugural Faculty of Arts and Sciences Deputy Dean for Diversity and Faculty Development (DDDD) for academic year 2016–17.

April 2016: President Salovey announces the outcome of a year-long consultation on whether or not to retain the name of Calhoun College, deciding that Calhoun will stay. At the same time, the names for Yale's two new residential colleges are announced: Pauli Murray College and Benjamin Franklin College. Two days after the announcement, the student organization Next Yale holds a renaming ceremony on Cross Campus, outside Calhoun College. They give the college the provisional name 'The College formerly known as Calhoun'. The following week faculty debate the naming decisions at a Yale College Faculty Meeting.

V. UNDERREPRESENTED MINORITY AND WOMEN FACULTY: HIRING PATTERNS AND TRAJECTORIES

This section discusses Yale's data collection and reporting with respect to faculty diversity. We begin with our committee's analysis of a new and significant set of data that was assembled by the Office of Institutional Research, with the full support of the Dean of the FAS, at our committee's request. We then discuss Yale's data collection and reporting in general terms and make recommendations designed to bring Yale in line with peer institutions. We are grateful to OIR, Dean Gendler, and Senate colleagues for generous assistance in understanding and interpreting these data.

The data tables provided to us (and included in this report) offer new information about women and underrepresented minorities in the Faculty of Arts and Sciences, and are particularly illuminating with respect to the composition of and trends within the ranks of ladder, term faculty.[15] The data come with some caveats, among them: numbers are often too low to be statistically significant; aggregate FAS or division-level statistics may mask important department-level trends or patterns; and many other kinds of data could be gathered and analyzed to extend our analysis. (Women Faculty Forum reports, for instance, have long analyzed trends in percentages of tenured and untenured women in

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15 2015–16 data are complete as of October 2015; they do not cover later arrivals or departures.

various Yale units.) These data must also be understood in the overall context of this report and many other approaches to and dimensions of faculty diversity. Although aggregate data such as these can be useful and important, diversity at Yale should never be understood or appraised simply by counting gendered and/or racialized bodies.

A. Diversity, Austerity, and Untenured Faculty: A Lost Decade
The new data enable us to track trends in assistant professor hiring and in the overall composition of the untenured, ladder faculty. As with other sections of this report, the portrait of recent trends that emerges is troubling with respect to women faculty and alarming with respect to URM faculty. Our committee's view is that Yale's recent budgetary austerity has *adversely and disproportionately* affected women and URM faculty in the untenured ranks, with negative consequences for the short- and long-term development of the FAS.

1. Trends in Hiring Women Faculty at the Assistant Professor level
As Figure 1 shows, in the five-year period between 2005 and 2009, Yale made 168 hires at the assistant professor level. In the next five-year period, 2010 to 2015, that number dropped to 129. This represents an overall drop of 23%, consistent with budgetary austerity. However, this overall 23% drop comprises a 28% drop in hiring women (from 71 to 51), compared to a 20% drop in hiring men (from 97 to 78). This drop is distributed differently across divisions, wherein a massive drop of 54% in hiring women in the Social Sciences pulls down the average much more than the small decrease in the Humanities (10%) and Physical Sciences and Engineering (25%).[16]

Although a 15-year hiring rate of ~40% for women at the assistant professor level may appear more or less stable, it must be compared to the nationally available PhD pool. During this same time period (2000–2015), the National Science Foundation's Survey of Earned Doctorates reports that women received an ever-increasing share of PhDs in most broadly defined fields.[17] Yale's steady hiring may again be lagging this trend, despite a significant period of catch up in the early 2000s. (The percent of women receiving PhDs varies considerably by division and department; we make recommendations concerning the use of this data in Section C, below; for an example of how new Yale data might be used in particular divisions, see Appendix 1.)

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16   The numbers in the Biological Sciences are too low for the change in percentage to be meaningful in this period (hiring of women increased from 2 to 3).

17   National Science Foundation Survey of Earned Doctorates, 2014, Data Table 14, "Doctorate recipients by sex and broad field of study: Selected years: 1984–2014."

2. Trends in Hiring URM Faculty at the Assistant Professor level

<u>Figure 1 shows that, over the past decade, URM assistant professor hiring has also been stagnant—at best.</u> Official statistics show a decline in URM assistant professor hiring from 14% in the 2000–4 cohort to 7% in the 2010–15 cohort. The true picture is, however, murkier and likely not quite so dire. Beginning in 2012, a federally mandated shift in the way universities collect race and ethnicity data—from obligatory institutional reporting to optional self-reporting—has meant that the racial and/or ethnic identity of some newer faculty is "unknown" because these faculty neglected (or declined) to report. Because of this shift, we estimate the 7% figure is likely somewhat low and we do not calculate percentage change in URM assistant professor hiring for this cohort so as not to create a misleading picture. However, we note that, over the past two decades, there has been a 70% increase in U.S. doctorates awarded to African Americans and a doubling of the number of doctorates awarded to Hispanics and Latinos.[18] <u>In no scenario is Yale tracking these national trends</u>.

Women and URM* as % of new hires
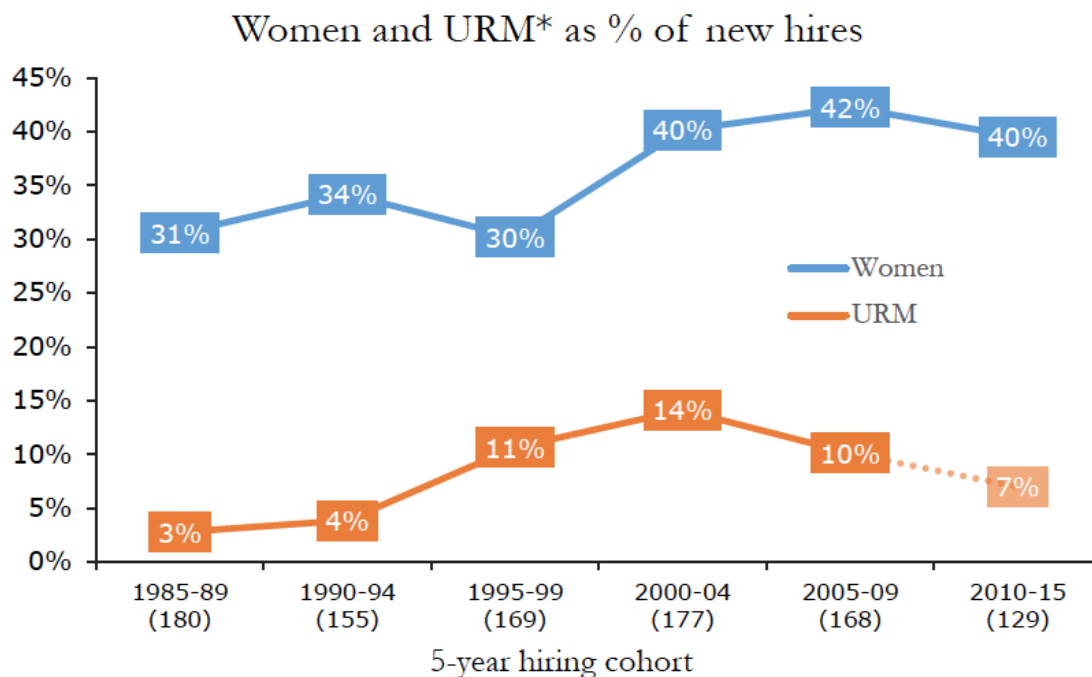
* Foreign nationals are included in URM counts. Beginning in 2012 race is based on faculty self-reported data, resulting in an increase in "unknown" race/ethnicity; 39 faculty with an "unknown" race/ethnicity are included in the denominator used to compute % URM in the 2010–15 cohort (N=129).

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18 National Science Foundation Survey of Earned Doctorates, <u>"Doctorate Recipients from U.S. Universities, 2014 Report"</u> December 2015, p. 2.

# of new hires	1985-89	1990-94	1995-99	2000-04	2005-09	2010-15
Women	55	53	51	71	71	51
URM	5	6	18	25	17	9
Total new hires	180	155	169	177	168	129

Figure 1: Trends in new hires (*Assistant Professor rank only*) among women and URM faculty. Prepared by Cynthia Langin, Office of Institutional Research, for the FAS Senate.

3. Trends in the Overall Composition of the Term Faculty

Figures 2 and 3 provide another way to visualize diversity trends in the untenured ranks of the FAS: by percentage of term faculty who are women or URMs.
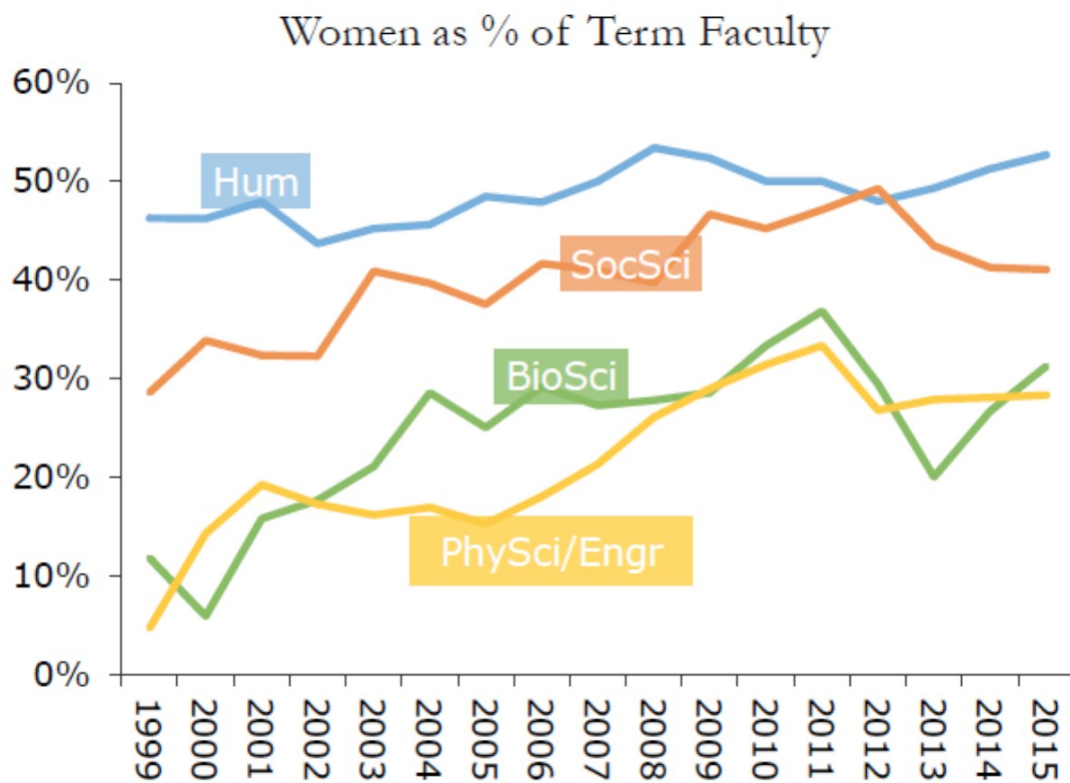
Figure 2: Women faculty as a percentage of all term faculty, 1999–2015. These trend lines appear in slightly different form in the Data Tables, Section 2, Page 1. Prepared by Cynthia Langin, Office of Institutional Research, for the FAS Senate.

Figures 2 and 3 show that, across divisions, the 2000s-era increase in both women and URM junior faculty as a percent of total junior faculty leveled off at around same time:

2008–10, the years in which the global financial crisis had the most severe impacts on the University budget. When faculty hiring did pick up again, it did so in an environment of continued cuts and scarcity, with search authorizations and slot allocations uncertain, confusing, highly competitive, and hard-won. <u>In these post-crisis years, we see stagnation or drops in the trend lines for percentages of women as a fraction of all untenured faculty. These trend lines are perhaps somewhat ambiguous for women faculty—although recall that the PhD pool has generally increased slightly in these years—but they are not at all unambiguous for URM faculty.</u> Figure 3 shows dramatic drops in the percentage of assistant professors who are URM faculty since the mid-2000s.[19]
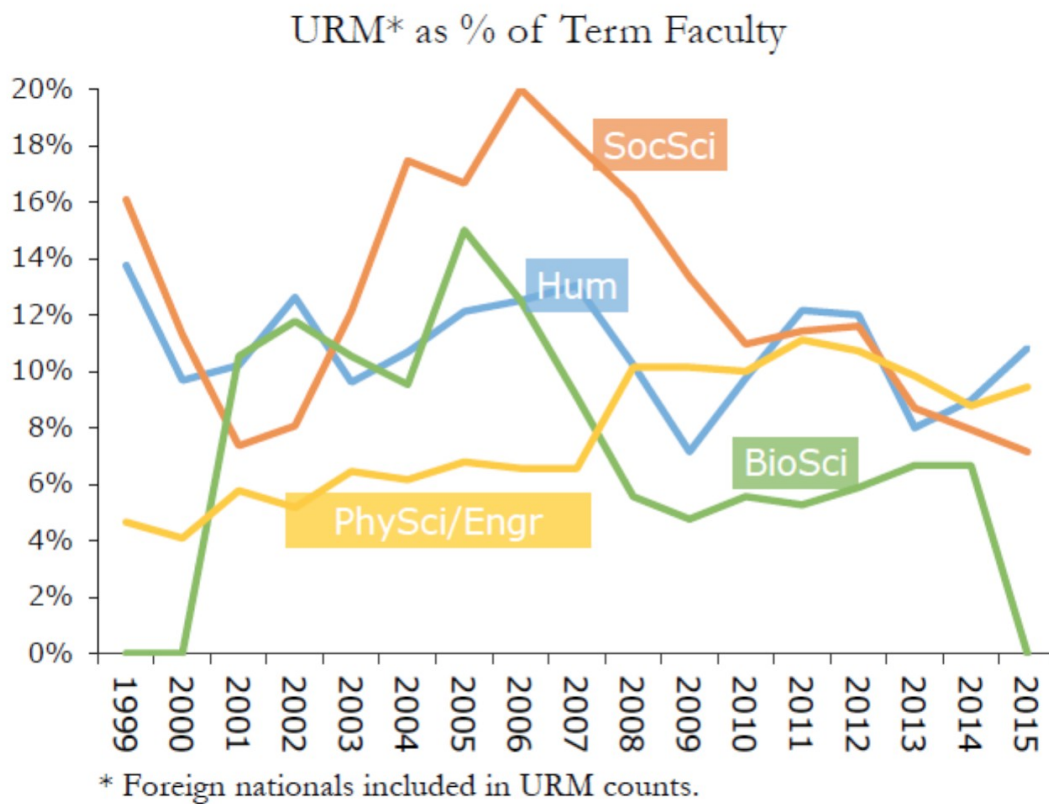

Figure 3: URM faculty as a percentage of all term faculty, 1999–2015. These trend lines appear in slightly different form in the Data Tables, Section 2, Page 3.

It is crucial to note that the trend lines in Figure 3 are not as affected by the shift to self-reporting as those in Figure 1, for two reasons. First, the declines in URM assistant professors began well before the shift to self-reporting in 2012. Second, Figure 3 tracks overall composition of the junior faculty—not just new hires—and is therefore not as influenced by increasing numbers of "unknowns" among post-2012 new hires. *Yale's lost decade in faculty diversification is not simply a data or reporting problem*.

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19 The tenure rate data discussed in Section B appear to show that the these trend lines are *not* falling because higher percentages of women or URM faculty are being promoted to tenure.

There is also reason for hope. If the 7% URM new hire rate in 2010–2015 from Figure 1 is indeed low, as we suspect it may be, then the very recent trend may be moving back upward more dramatically than is actually depicted in Figure 3. <u>In the very best case scenario, however, we are returning to 2006 levels of URM junior faculty in some divisions and some departments.</u> **<u>We have lost a full decade, but movement may be in the right direction, at least with respect to hiring in some areas</u>**.

4. Analysis: The Links Between Budgetary Austerity and Faculty Diversity
The implications of the trend lines in Figures 1, 2, and 3 seem to us both clear and devastating: the years of austerity and administrative focus on budget-cutting have been enormously detrimental to faculty diversity. When the University cut budgets to preserve its "core research and teaching mission" in a time of fiscal crisis, the diversity of the faculty moved from being part of that core—to the extent that soaring budgets even required discussion of a "core" at all—to being increasingly outside that core. This austerity effect occurred very quickly for URMs, and more slowly and less dramatically for women. It is worth stating again: <u>in the austerity and uncertainty that have gripped the FAS since 2008, *a shrinking portion of the limited resources that have been expended* have gone to maintaining—let alone increasing—the diversity of the faculty, at least in the untenured ranks.</u> This is a University-specific variant of a story very familiar to social scientists and humanists who study inequality: in times of fiscal austerity, it is often women, minorities, and those in less-well established groups (such as untenured scholars), who bear the brunt of slashed budgets.[20]

We emphasize that we do not discern or allege any conscious plan to achieve this unhappy result or, indeed, anything other than honorable intentions during this period. However, we deeply regret that persistent, prescient, and accurate warnings went unheeded, and the data that would have made these warnings more actionable were not being tabulated. Yale's extraordinary commitment to undergraduate financial aid and diversification of the undergraduate student body, even in times of budgetary crisis, should not be forgotten. It is ample evidence for good will and a high level of financial commitment. Rather than any overt ill will, we see an accumulated pattern of thousands of small decisions at all levels— decisions that persistently, if largely unconsciously, have cast the diversity of the faculty as a lower priority in times of strict budgetary austerity. The net effect of these decisions has overwhelmed the many efforts by hard-working faculty colleagues, including some serving in administrative roles, to attend to matters of faculty diversity even in times of budgetary crisis.

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20 We do not mean to suggest, of course, that austerity is the cause of all faculty departures; many other factors, some of them discussed in this report, are likely at play in any particular case.

<u>We believe, moreover, that the data show a clear link between faculty search and retention/promotion/tenure processes—the points at which we most often look to explain disparities, perhaps through implicit/unconscious bias—and institutional and budgeting priorities set at the highest levels of the University.</u> Years of administrative inattention to this area must now be made up for with significantly increased, sustained, and qualitatively different kinds of attention from University leadership. At the same time, it is also important to underscore that the topics we treat here—junior faculty hiring and retention patterns—are the areas of faculty composition and development that are significantly determined by departments rather than by central and FAS administration.[21] Diverse junior faculty hiring, retention, and promotion is an area in which we have all, as a community of scholars and teachers and as a Faculty of Arts and Sciences, fallen far short of our collective aspirations and commitments. We have done much to undo our successes of 2000–2009, and we have much to do to repeat those successes in 2016–2025.

Some specific questions—and their potential overlaps and intersections—are worth pondering at this juncture as we seek to understand where we are and discern the best path forward:

- To what extent did the post-financial crisis elimination of scores of faculty slots disproportionately affect slots, departments, programs, or initiatives that were central to the diversification successes of the early 2000s—such that departures from those slots/fields/subfields were unable to be easily replaced?

- To what extent does an environment of faculty resource scarcity, and/or the pervasive *perception* of faculty resource scarcity, disproportionately impact efforts to diversify the faculty in line with national trends and Yale's overall educational mission? In retreating to focus on "core strengths," have departments followed the University in opening a divide between "diversity" and "excellence" that seemed to be closing in the early 2000s?

- What is the relationship between the current slot allocation system—as designed and, especially, as it is developing in practice at various levels—and faculty diversity?

5. Reasons to Hope for the Next Decade
For all of the bleakness of this portrait of a lost decade, there are reasons for hope, drawn both from Yale's history and from the present day. First, Yale's expansion of hiring of women and URM faculty in the early 2000s was substantial, dramatic, and successful across divisions. We find no evidence that Yale's commitment to faculty diversification in

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21 Senior hires and retention packages, by contrast, can be and have been steered much more firmly by the University administration; we look forward to more data and greater clarity on those parts of the overall picture of faculty diversification efforts.

those years was anything other than genuine and central to its research and teaching mission. Indeed, at the level of undergraduate admissions and financial aid, that commitment has remained and increased. <u>Yale has succeeded on this front before, and succeeds now in domains other than faculty hiring and retention</u>. Second, the newly released tenure rates, discussed in the next section, show us that when URM and women faculty are hired in statistically significant proportions, they have generally been retained in the junior ranks and then tenured at a rate broadly comparable to non-URM faculty and men – although not without exceptions, not without remaining unacceptable gaps, and not, we know all too well, without wide differences by department. (Recall that the current data do not address senior-level retention rates or senior-level hiring, which are also matters of concern.) Third, some of Yale's peer universities have been succeeding even in Yale's lost decade. Sustained, determined attention to the diversity of the faculty has, can, and does succeed.

B. Tenure Rates and Faculty Diversity

For the first time, to our knowledge, Yale has calculated and released tenure rates broken out by gender, URM background, and FAS division, in data tables reaching back to the cohort of assistant professors hired in 1985–1989 (see Data Tables, Section 3: Advancement to Tenure of Entering FAS Assistant Professors, 1985–2015). These data include all hired assistant professors—not just those who stayed through a tenure decision—and do not distinguish among reasons for departure (e.g. negative tenure vote or accepting a more attractive offer elsewhere before coming up for tenure at Yale). Note, too, that we do not have and do not discuss tenure rates by department; these rates may diverge widely from the rates of a department's "parent" division.

1. Tenure rates for women and men assistant professors.
From 1985 to 2015, tenure rates for women in the FAS as a whole have consistently been 3–6% lower than they have been for men.[22]

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22 It is instructive to look at this from multiple perspectives. We can subtract the rate at which women are tenured from the rate at which men are tenured, and this comparison reveals the 3–6% gap referred to above. So, for example, in the 1995–1999 cohort of entering assistant professors, women were tenured at a rate of 16% and men were tenured at a rate of 20%; the difference is therefore 4%. We should also, however, look at the *percentage difference between the rates,* which reveals a larger gap. So, in this method, we calculate that 16 is 80% of 20; therefore, in the 1995–1999 cohort, women were only 80% as likely as men to receive tenure. In 2000–2004, when the rates were 25% and 37%, women were only 67% as likely as men to receive tenure.

Total Faculty	Cohort	Women		Men	
		Tenure Rate	as Percent	Tenure Rate	as Percent
of Arts & Sciences	1985-89	8 of 55	15%	22 of 125	18%
	1990-94	10 of 53	19%	25 of 102	25%
	1995-99	8 of 51	16%	24 of 118	20%
	2000-2004	18 of 71	25%	39 of 106	37%
	2005-2009	17 of 71 (21)	24%	27 of 97 (19)	28%
	2010-2015	0 of 51 (44)	0%	3 of 78 (67)	4%

For each five-year period, # with tenure of total # of entering APs (with # still unresolved in parentheses)

Figure 4: An extract from Data Tables, Section 3, table 2. Prepared by Cynthia Langin, Office of Institutional Research, for the FAS Faculty Senate.

The exception is the assistant professor cohort hired in 2000–2004, when the gap was 12%; this 12% gap is, however, entirely accounted for by a 15% gap in the Social Sciences division, with all other divisions reporting essentially equal tenure rates for women and men in that cohort. (See Data Tables, Section 3, table 2; in the 1995–99 cohort, however, Social Sciences tenured 20% of women and 11% of men.) Examining these data by division and cohort reveals no obvious improvements in this long-term disparity, although the comparatively low numbers of women in Physical Sciences and Engineering and Biological Sciences make some of those percentage figures difficult to evaluate.

The data do show that steadily increasing *numbers* of women assistant professors are being tenured across divisions, again with the exception of the Biological Sciences Division. These numbers must be evaluated in comparison to field-specific data on the production of new PhDs (see, for instance, this report's Appendix "Views of Female and URM Faculty in the Physical and Biological Sciences," for one instructive use of Yale's data in comparison to national figures).

2. Tenure rates for non-URM and URM assistant professors
With respect to URM faculty, the numbers are low enough that they should be interpreted with caution. Grouping all cohorts together to achieve the highest possible statistical significance shows an essentially equal tenure rate for URM and non-URM assistant professors: 185/898 non-URM assistant professors advancing to tenure from 1985 to the present (20%), as compared to 17/80 for URM assistant professors (21%). Fluctuations from cohort to cohort are significant, however, and it is very notable that the highest tenure *rates* for URM faculty come in those cohorts that also included the highest *numbers* of URM faculty.

Total Faculty	Cohort	non-URM		URM	
		Tenure Rate	as Percent	Tenure Rate	as Percent
of Arts & Sciences	1985-89	30 of 175	17%	0 of 5	0%
	1990-94	34 of 149	23%	1 of 6	17%
	1995-99	27 of 151	18%	5 of 18	28%
	2000-2004	50 of 152	33%	7 of 25	28%
	2005-2009	41 of 151 (35)	27%	3 of 17 (5)	18%
	2010-2015	3 of 120 (106)	3%	0 of 9 (5)	0%

For each five-year period, # with tenure of total # of entering APs (with # still unresolved)

Figure 5: An extract from Data Tables, Section 3, table 1. Prepared by Cynthia Langin, Office of Institutional Research, for the FAS Faculty Senate. Note that 2010–2015 figures are influenced by the self-reporting issue discussed in Section A. 39 Assistant Professors with unknown race/ethnicity are grouped with "non-URM" faculty in this chart.

Recommendation: Aggregate and division-level data may well mask imbalances in tenure rates within certain departments, programs, or interdisciplinary fields of scholarship. FAS administration should therefore collect and understand department-level data and trends with the goal of having a much clearer picture of advancement to tenure across the FAS— and other vectors of inflow and outflow at this level. Although it may not be appropriate to release department-level data publicly, they should inform ongoing conversations among FAS administration, divisional committees, and departments and programs.

3. A Note of Concern on Austerity and Tenure Rates
Past performance is no guarantee of future results. In Section A, above, we discussed the deleterious effects that budgetary austerity has had on diverse assistant professor faculty hiring in the last decade. <u>If versions of these austerity effects are also manifesting themselves in the tenure rates for women and URM faculty, their full impact would not yet be visible in the statistics we currently have, given the number of unresolved cases.</u> This issue deserves immediate and proactive attention, as very recent junior faculty departures among URM faculty give ample reason to worry. Indeed, if the shift to self-reporting and resulting increase in "unknown" race or ethnicity has masked recent improvements in URM junior faculty *hiring*, then our attention must shift to issues of retention, promotion, and tenure to understand why overall numbers have continued to stagnate.

Recommendation: Now that we know there has been disparity in tenure rates for women and men over the years, we should set a goal of making that historical 3–6% differential disappear in short order. The FAS should continue and enhance its efforts to ensure that promotion and tenure rates are equitable by gender, race, and other dimensions of faculty diversity, including a re-commitment to effective, constructive, unbiased mentoring and review for all junior faculty—*not just women or URM faculty*. We are in particular need of

department-based and faculty-to-faculty (in addition to existing administration-to-faculty) strategies.

Recommendation: Because it is not yet possible to discern whether the tenure rates of different faculty demographics have shifted after the introduction of FASTAP—and if so, why—this possibility should be monitored.

Recommendation: It is critically important to increase the numbers of URM faculty entering at the assistant professor level (not, of course, to the exclusion of senior-level hiring as well). Regardless of the tenure rate, greater incoming numbers will lead to more longer-term growth. It should not come as a surprise that larger cohorts of URM faculty are associated with higher rates of retention and tenure: this is the insight that supports the "cluster hires" that other universities sometimes pursue. Among other strategies, Yale should consider its own version of this mode of hiring as a way of jump-starting the process that, in 2000–2009, dramatically increased the numbers and percentages of URM faculty, including those advancing to tenure.

C. The Data We Have and the Data We Need

Much of the data analyzed in the sections above was tabulated anew by the Office of Institutional Research in response to our request and with the additional support of the FAS Dean's Office. We hope our analysis in Sections A and B provides a sample of the kind of constructive, collective reflection that is enabled when relevant data is provided. In the course of our committee's work, however, we learned that <u>Yale is still not systematically collecting or analyzing many kinds of data</u> about the composition of the Faculty of Arts and Sciences—despite numerous past recommendations to do so, from the Women Faculty Forum, previous diversity committees, and others. <u>We agree with these earlier reports that this lack of systematic data is a serious obstacle to attempts to diversify the faculty.</u>

For many years, Yale has released only overall faculty headcounts, in compliance with federal reporting requirements. The 2015–16 official headcount tables can be found [here](#) and [here](#), on the website of Yale's Office of Institutional Research. Overall headcounts are, however, an imprecise and poor measure of faculty diversity. As our analysis above revealed, headcounts do not uncover potential differences by gender or URM status in tenure rates or hiring rates at different ranks. They do not address potential disparities in retention rates. They do not enable us to understand the extent to which diversity is increasing or decreasing as a result of passive processes such as retirements (85–90% of which were white and male in 2000–2016), or as a result of active efforts to transform our hiring, recruiting, promotion, and tenure practices.

It is important to note that, in many cases, Yale's lack of publicly available data has not been an issue of unreleased data (that is, of calculated data deemed confidential), but rather a lack of systematically tracking or calculating those data in the first place. In recent years, many of Yale's peer institutions have recognized the inadequacy of headcount statistics, and are now far ahead of Yale in tracking and publicly reporting on faculty diversity in great detail:

- The Annual Report of the Dean of the FAS at Harvard reports precisely on the numbers of offers made each year to men, women, minorities, and underrepresented minorities. The same report offers data on promotion and tenure rates, including statistical tests for equality between tenure rates for men and women faculty who stand for promotion and tenure (in the 2015 report, see pp. 6–12).

- Stanford issues an annual "Report on the Faculty: Professorial Gains, Losses, and Composition" that describes, in significant detail, short- and long-term trends in diversity and other key indicators of faculty composition.

- UC Berkeley breaks out its faculty statistics by division within the College of Letters and Sciences, notably including hiring rates of women and minority faculty and comparing those rates to Berkeley's own internal pipeline (from BA through Full Professor) and to the US pool of available PhDs in each Division.[23]

- MIT has long been a leader in tracking data on women in the sciences, including on the ways in which disparities in resource allocation (lab space, research funds) can disadvantage the careers of women scholars at all ranks; a series of public reports on these issues (see 1999 report, 2011 report] have led to notable successes in increasing equity among men and women faculty. Note also the comprehensive MIT report on minority and underrepresented minority faculty from 2010.

Recommendation: The Office of the Dean of the Faculty of Arts and Sciences should begin tracking and publicly reporting on multiple dimensions of faculty composition and diversity. This will likely involve designing and implementing new systems for tracking faculty careers and vectors of inflow and outflow at each critical juncture of a career, as many of the relevant existing data are dispersed across different systems, have not been stored in formats that are easily analyzable for trends, or have not been recorded at all. These data, along with field-specific data about national trends, can further enhance meaningful and substantive conversations among FAS leadership, divisional committees, and departments about their hiring, promotion, tenure, and retention practices.

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23 Women Faculty Forum reports have included this comparative pipeline data by Division of the FAS. To our knowledge, these data have not been systematically part of conversations about search authorizations or actual searches.

In order to design and implement these systems most effectively, the Dean of the FAS should immediately establish a working group consisting of members of the FAS leadership team, the Office of Institutional Research, Faculty Administrative Services, the FAS Senate Faculty Advancement Committee, the FAS Senate Diversity and Inclusivity Committee, the Women Faculty Forum, and other faculty with relevant expertise. The working group should, at a minimum, consider and make recommendations on the following:

- How to collect and report data—including compiling historical data—on significant aspects of faculty career trajectories, inflows, and outflows as they relate to diversity. There are, for instance, currently no systematic data on Department-level promotion and tenure decisions and no data at all on the number of faculty who leave prior to a Departmental vote (including the reason for their early departure).

- How to track and evaluate whether there are gender-based or other disparities in hiring or retention packages (i.e., in lab space, research funds, teaching assignments, and other faculty support/activities) or other resources and distinctions, including but not limited to: named professorships, research and teaching prizes, etc. Ideally Yale would undertake a rigorous, thorough, faculty-led, systematic investigation of these issues using primary data—comparable to those conducted at MIT.

- The confidentiality levels that are appropriate to various kinds of information. In addition to making specific recommendations on public reporting, the working group may wish to consider establishing a diversity analog to the Committee on the Economic Status of the Faculty, so that members of the faculty not currently serving in administrative roles can review, evaluate, and comment on certain sensitive or non-public information that relates to faculty diversity.

VI. RESULTS OF THE FAS SENATE SURVEY ON FACULTY DIVERSITY AND INCLUSIVITY

In March of 2016, the FAS Senate's Ad Hoc Committee on Diversity and Inclusivity conducted a voluntary survey of the Faculty of Arts and Sciences at Yale. The goal of the survey was to assess the climate from the faculty's point of view, highlight experiences across the FAS community, and most importantly, to communicate faculty opinion to the FAS leadership as the Diversity Initiative unfolds. Faculty input was considerable, with 313 faculty members participating in the survey; about 40 percent of the FAS faculty (ladder and full-time non-ladder faculty) provided their input, a sizable response rate given the length of the survey. This is the first time to our knowledge that the faculty have been systematically surveyed specifically about their perceptions of an issue central to the

intellectual environment at Yale: diversity and inclusivity.[24] With only one or two exceptions, respondents from all FAS departments provided their opinions and experiences.

The main limitation of the survey is that it registered the opinions of faculty based on the assumption of belonging to one department; thus, faculty who are jointly appointed could not register opinions about two departments. Faculty who are under-represented minorities (URM) are concentrated in certain departments (like African American Studies) and often have joint appointments. Our ability to fully understand their experiences may be skewed since our items only allow for communicating perceptions about one department. Indeed, faculty of color rate their departments as *more* inclusive than other faculty, which may be an artifact of their concentration in departments that are already quite diverse.

Another limitation flows from the very subject of this survey – low faculty representation from underrepresented minority groups. Very low numbers of black and Latino(a) faculty in the FAS prevent subgroup analyses that would be very useful for this report and our collective sense of the experiences of faculty of color. Where subgroup analysis for female faculty is possible – say looking at women in the sciences or untenured women compared to tenured women – the very low representation of black, Latino(a), and LGBTQ faculty prevents a fuller portrait of their experiences. We cannot analyze the experiences of black or Latino(a) faculty by division, by gender, by rank, or other category even while we deem it very important to understand the perceptions of, for example, black faculty in the social sciences compared to their counterparts in the humanities. To adjust for this limitation, in what follows we sometimes group all faculty of color together in the category "faculty of color" (which includes those who identify as Asian/Asian-American, black, Hispanic, or Native American). Lumping together these groups is suboptimal and flattens distinctive experiences by racial/ethnic background; however, given their underrepresentation among our faculty, this is the course we must take. Even still, there are only 67 faculty of color survey participants so while we would ideally like to explore the perceptions of women faculty of color or untenured faculty of color, we cannot delve further into divisions by gender, rank, or division given these small numbers. We are confronted with an even sharper dilemma when it comes to faculty who identify as LGBTQ; since there are only 21 respondents in this group (or 7 percent), we are not able to examine their perceptions as a distinct group at all. This is a major limitation.

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24 In creating the survey, the committee examined faculty diversity/climate surveys from at least a dozen other universities and replicated questions found on these surveys in addition to developing items that pertained to our own intellectual community.

In what follows, we mainly focus on faculty diversity as it pertains to race/ethnicity, gender, and sexuality. While there are many other important facets of faculty identity, exclusion, and experience –age, ideology, religion, parenthood, just to name a few – examining them all in depth is beyond our purview.

Response Rates and Demographic Information

As Figure 1 indicates, there is wide representation across rank, division, and demographic group. Although the self-report item does not permit full reporting here, faculty participation came from across the FAS departments and was particularly high from the departments of Chemistry, Physics, MCDB, History, and English.[25]
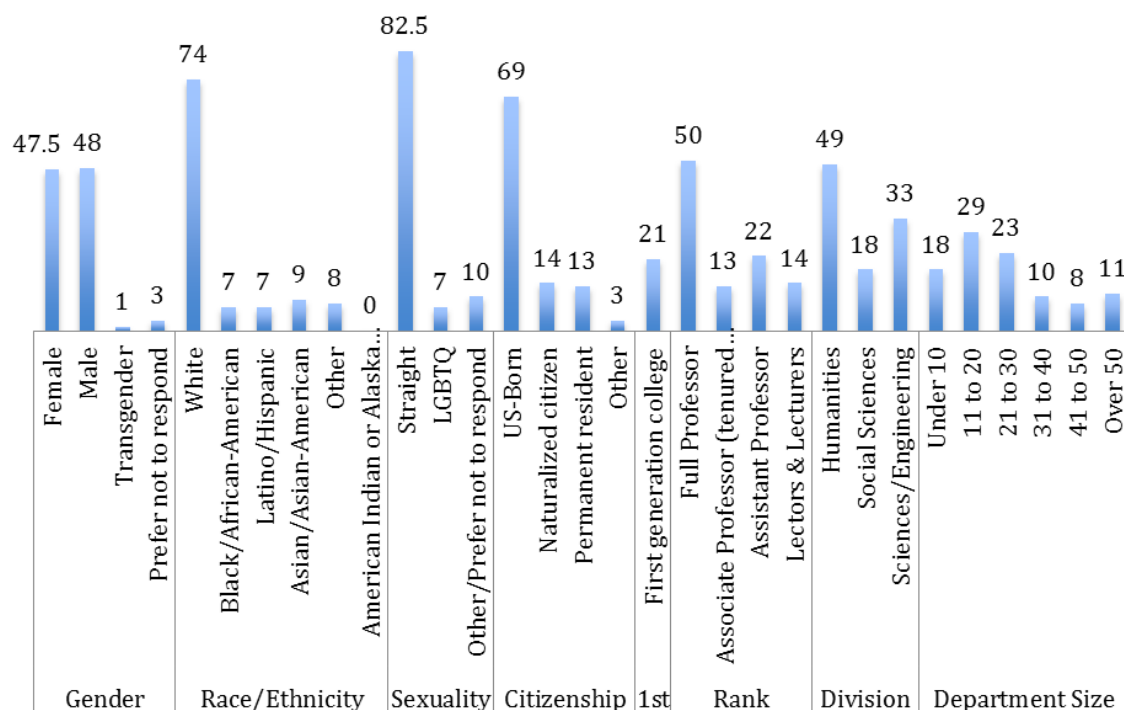
Figure 1: FAS survey respondent characteristics (%).

Steps in the Right Direction but Uneven Progress:

An Overall Portrait of Perceptions of Diversity Progress and Departmental Climate

Faculty opinion on diversity is quite heterogeneous. Almost half of the faculty respondents reported being satisfied with climate, 35 percent said diversity had improved in their department over past 5 years, 35 percent said the climate of inclusivity had improved, and 23 percent said diversity in their department was somewhat or much better than the same departments at peer institutions. On the other hand, a third of

25 Reporting one's department was optional to keep confidentiality intact but about half of faculty respondents provided their department. All FAS departments were represented with the exception of the Engineering departments and Computer Science, Film and Media Studies, and Judaic Studies.

faculty respondents were dissatisfied with the climate in their department, one-fifth said that their department had lost a lot of ground in retaining a diverse faculty, a sizeable minority said diversity had worsened (13%) or stayed at a low level (29%) over the last five years, and 32 percent said their department was somewhat or much worse on diversity than peer institution departments. At the level of Yale as an institution, 10 percent of faculty said support for diversity was excellent, 26 percent said good, one-third said average, 20 percent said poor, and 8 percent said terrible (with 3 percent saying don't know).

Overall, faculty are more satisfied than dissatisfied with departmental diversity and inclusivity (though there are large differences by group, which we turn to below). Faculty reported different levels of satisfaction across division; as Figure 2 documents, there is a bimodal distribution in the social sciences compared to a more normal distribution in the humanities.
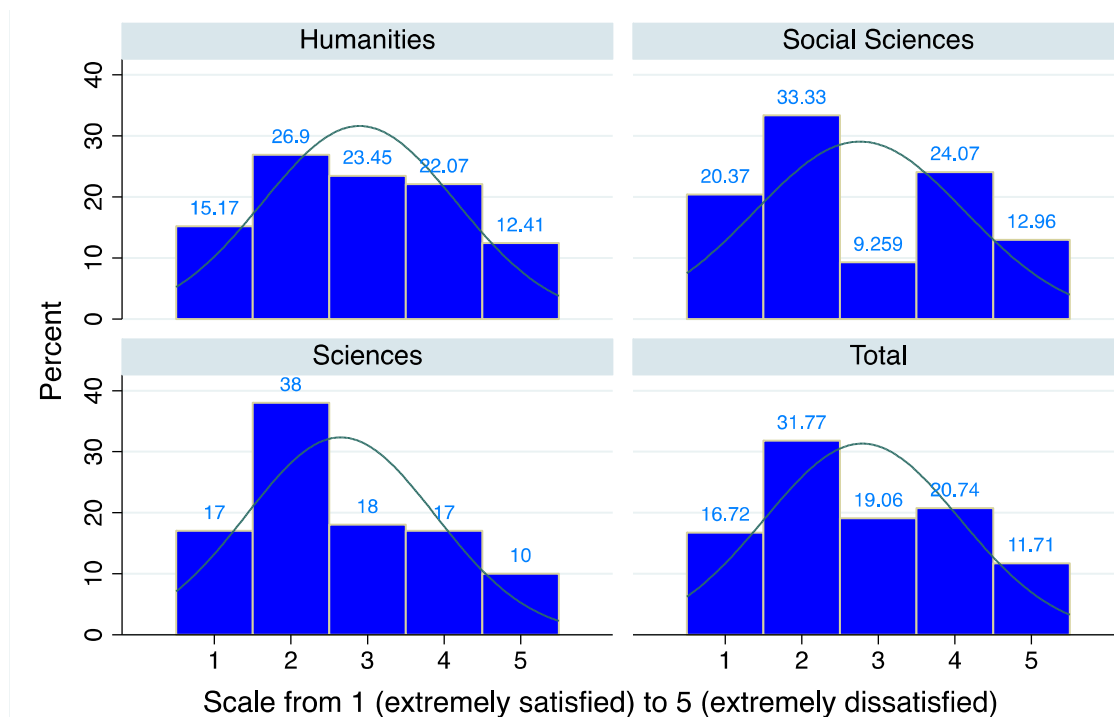
Figure 2: Faculty satisfaction with department diversity and inclusivity, by division.

When asked how inclusive/exclusionary their department climate was in regard to various groups specifically (women, URM, LGBTQ), on average departments were rated as **more inclusive with regard to women than underrepresented minority (hereafter URM) faculty (Fig. 3).** These items should be interpreted with care since a sizable share of faculty chose "not applicable" when asked about the climate for URM and especially so on the item about climate for LGBTQ faculty (79 and 135 respondents chose N/A for

URM and LGBTQ, respectively), indicating that there may be too few faculty from these groups in the respondent's department to arrive at an assessment. Again, there are some crucial differences by division as Figure 4 indicates; faculty in the social sciences are more likely to fall toward the extremes of the scale (these departments were rated as both more exclusionary and more inclusive, suggesting a large divide in opinion within or across departments in this division).
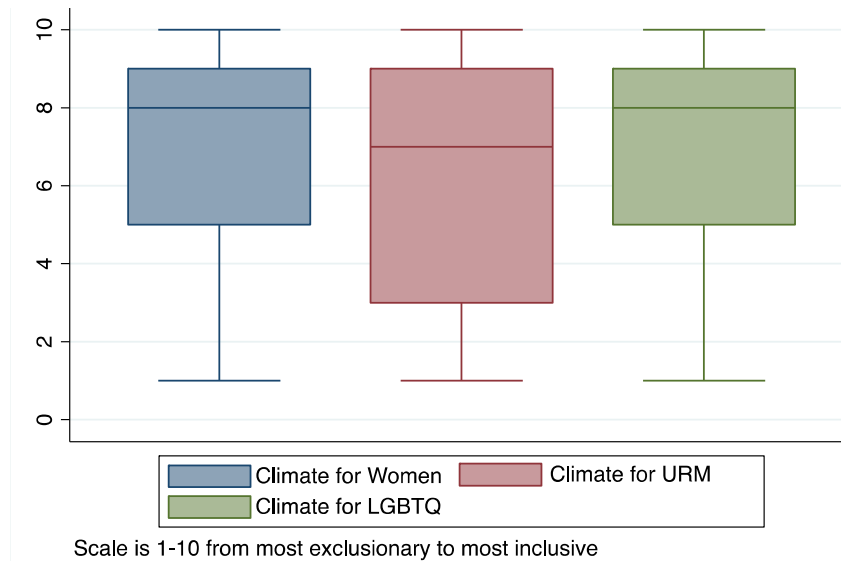

Figure 3: Faculty ratings of department inclusivity for women, URM, and LGBTQ faculty.
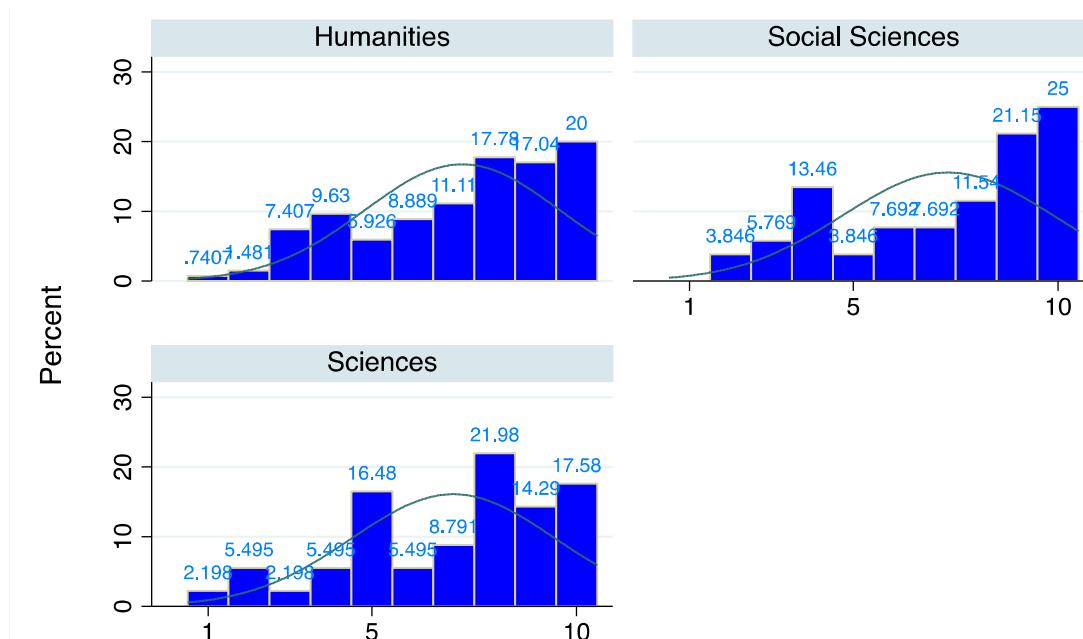
Figure 4: "The climate of my department for women," by division. (1 = most exclusionary, 10 = most inclusive.)

Faculty were also asked to evaluate the direction of change in in diversity and climate in their department in recent years as well as how well their department compares to those at other universities. Comparisons over time and in relation to similar departments at peer institutions exhibit some key differences by division (Fig. 5). **Respondents in the Sciences were more likely to report improvement in diversity in the last five years**, with almost half saying this (48%) compared to only 30 percent and 25 percent of respondents from the Humanities and Social Sciences, respectively. **Larger shares of Social Science faculty reported a worsening situation on diversity** (21% compared to 15% of Humanities and 7 percent of Sciences respondents), which reflects the data from OIR on regressive trends within the social sciences. However, as Figure 6 reveals, **faculty from the Humanities were more likely to say their department was somewhat or much worse than peer departments** (37%) than those faculty respondents in the Social Sciences (31%) or Sciences (25%).
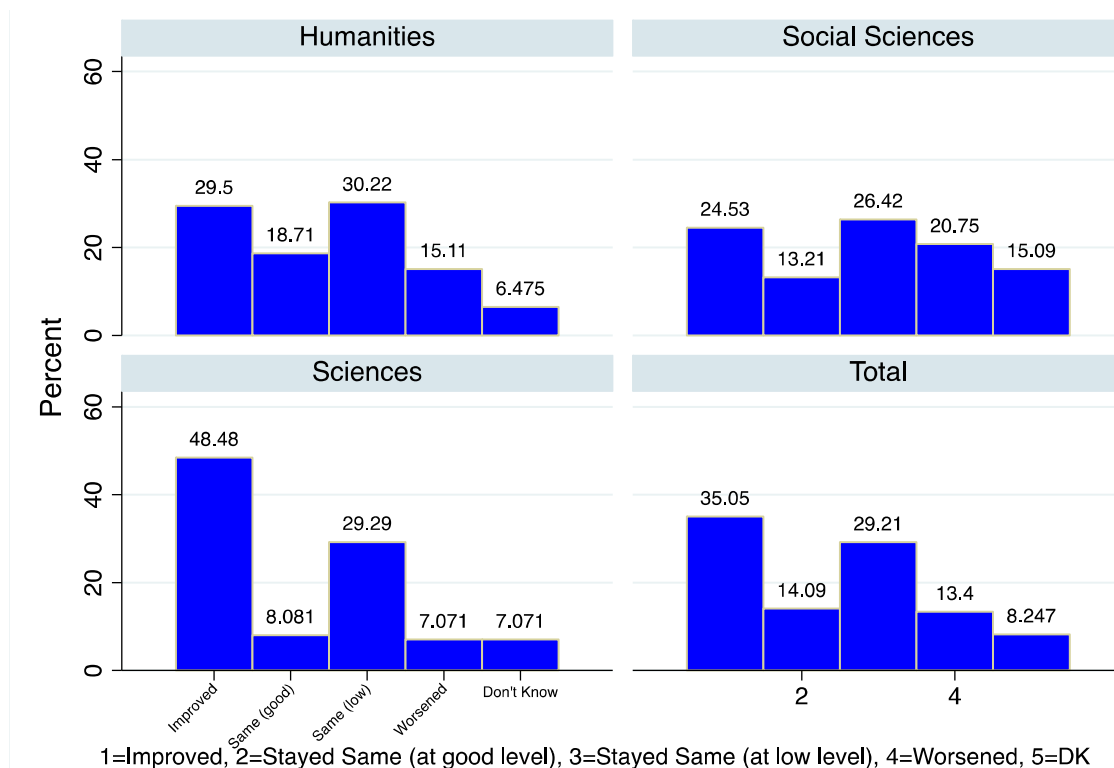

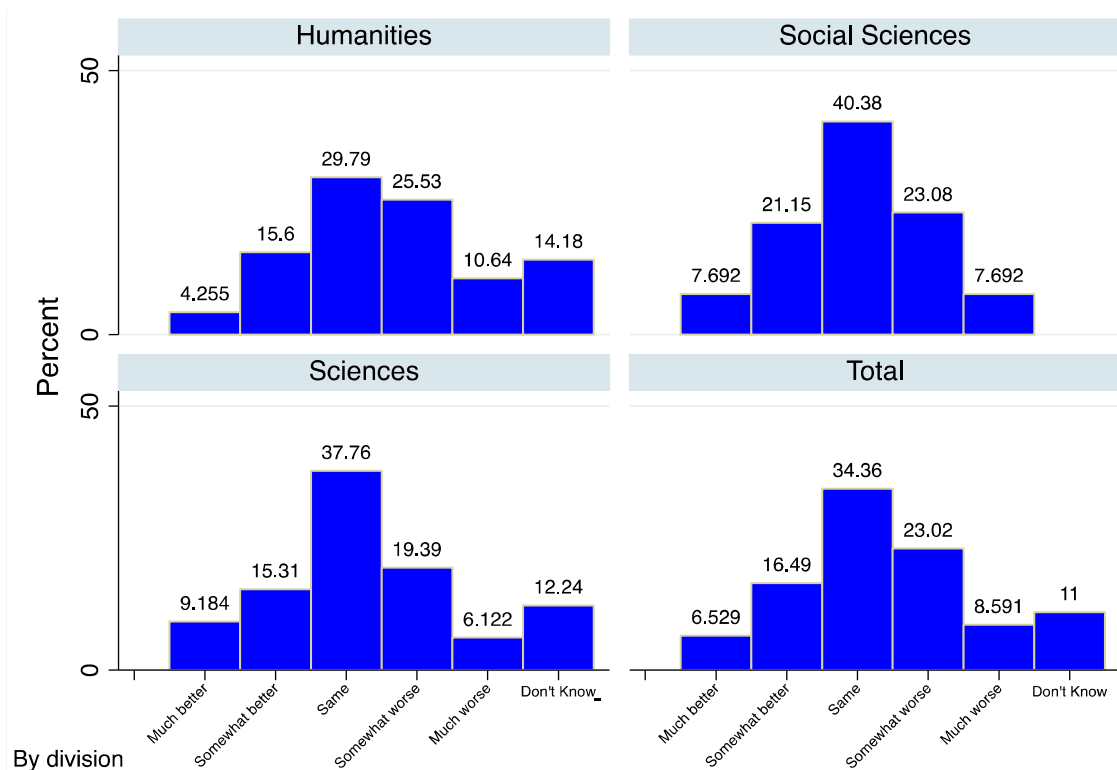*Figure 5:* Direction of change over last five years in department diversity.

Figure 6: Faculty evaluations of their department's diversity relative to peers.

How does Yale compare? (Open-ended responses)

Mentoring at Yale has been prominent and (for me) a good experience

There is a level of OVERT sexism here, esp around child-rearing; the administration seems UNINTERESTED in these problems vis a vis questions like chair choice

Yale is light-years ahead in terms of proactive recruitment, to be sure, yet its policies on parenthood (among others) are manifestly iniquitous

The major difference is that Yale's marginalized and interdisciplinary units have fostered collaboration and horizontal support between faculty who remain committed to inclusion issues, and this is thrilling

slower to progress, but generally a more positive atmosphere

I have never worked in a university with such a homogenous faculty at the senior level

If there were something more we could do, we would be doing it

diversity initiatives are still treated as a minority concern

we should strive to be leaders in this

Beyond levels of satisfaction and degree of improvement or stagnation, we queried faculty about which statements reflected the situation as they saw it in their department (and permitted them to choose as many as they thought applied). The most prevalent way faculty characterize the diversity in their department is through this statement: ***We have made steps in the right direction but progress has been uneven*** (about 57% of faculty respondents registered this view). Similarly, over a third of faculty respondents characterized their department as interested in diversity but struggling with how to handle the issue. Around a quarter of faculty respondents noted a tension between diversity and other departmental priorities; a similar share said "diversity is central to our intellectual mission." A sizable minority said "diversity is a low priority." **Of concern, only a small share of faculty (14%) believed their department reflected the diversity of our student body well.**
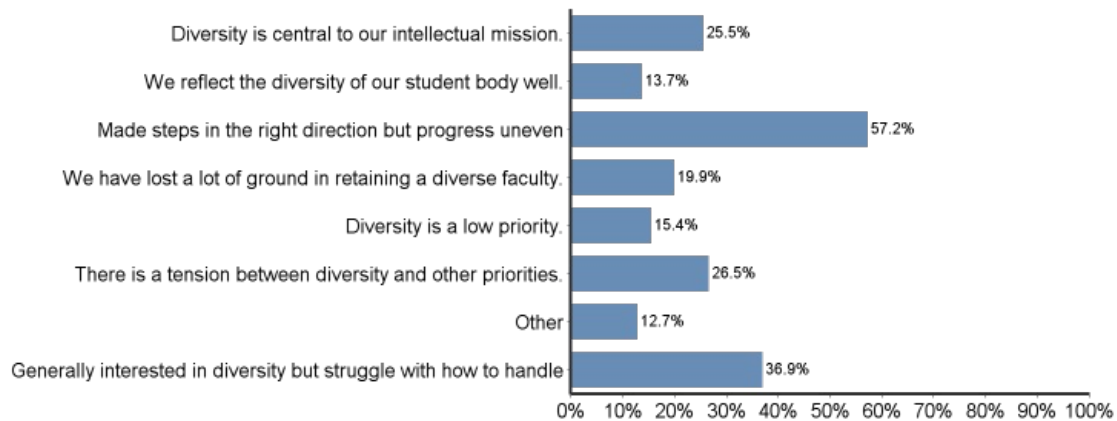

Figure 7: Faculty Characterize the Climate and Diversity in Their Departments

> **Faculty Elaborate on Diversity in Their Department**
> **(open text responses for those who chose "Other")**
>
> *There is no inclusion. The department climate is as politically exclusive as it could possibly be.*
>
> *There is a sense that diversity will mean adapting to mediocre scholarship, by necessity*
>
> *We are a marginalized discipline and one that has made enormous contributions to Yale's intellectual discourse when it comes to diversity*
>
> *Our attempts to build diversity are stymied by central administration*
>
> *We're not perfect, but diversity has been a significant consideration…. And we probably have enough critical mass now to keep things on track.*
>
> *Hard to imagine how Yale could make more efforts than it already is*

On this measure, the sciences diverge from the other divisions: only 17% of respondents from the Sciences characterized their department as "diversity is central to our intellectual mission" (compared to around 30% in the other divisions); very few (7%) said they reflect the diversity of their student body well (compared to 15 and 21% in humanities and social sciences, respectively); and a larger share said "we have made steps in the right direction but progress has been uneven" and "we are generally interested in diversity but struggle with how to handle these issues."

Given that a sizable share of faculty believe that diversity progress has stagnated or worsened, are dissatisfied with the climate of inclusion, and perceive their department as not representative of the diversity among the student body, it is important to understand what faculty think are the root causes of these failures. The survey instrument asked faculty the reasons and factors that were most important in explaining this state of affairs (Fig. 8). The modal response is "Lack of diversity in the field at large" (54%). Around thirty to thirty-five percent of faculty respondents said: "diversity is not a priority for the members and leaders of department", "leaky pipeline", "difficulty attracting faculty to New Haven," "lack of resources for making diversity a priority," "pattern of institutional failures and missed opportunities". Smaller minorities said "lack of critical mass to recruit excellent faculty," "lack of department being held accountable by higher administration," "poor departmental climate or reputation for being unwelcoming of difference," "we don't hire in the intellectual areas that would draw in more diverse faculty." Open comments exhibit a wide range of opinions but many respondents specifically mentioned the tenure system, problems at the divisional level, and many drew distinctions between how women fared vs. URM faculty (with the former faring better).
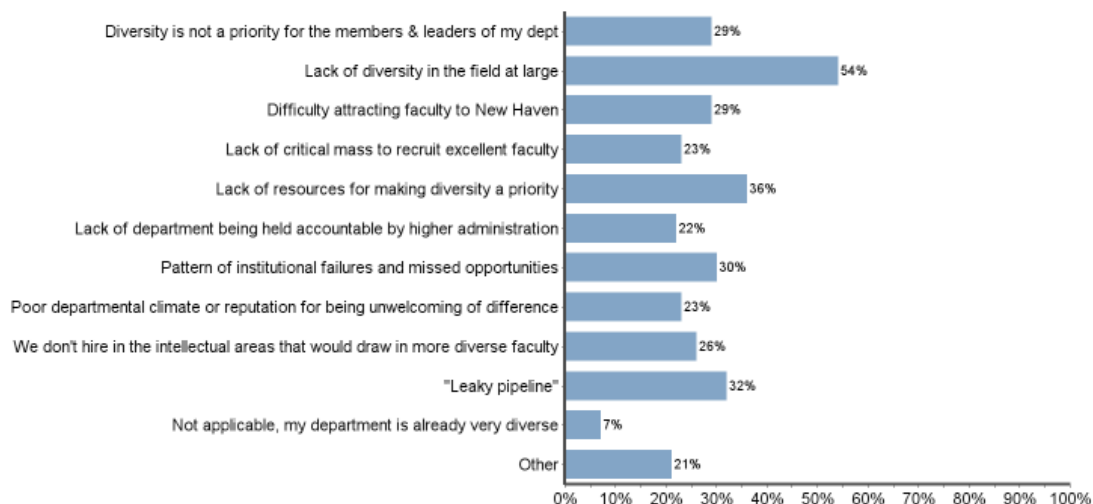
Figure 8: Faculty descriptions of factors, practices, and obstacles that explain diversity concerns in their departments.

The Faculty Consider Specific Department Practices

One section of the survey contained items related to department practices related to searches, hiring, diversity-enhancing programs, and informal ways of furthering the scholarly careers of underrepresented groups. Faculty were asked to rate (1 to 5 stars) how well their department was doing on a variety of different practices related to inclusion and diversity from how colleagues and perspectives were valued to the specifics of hiring and promotion. Figure 9 represents the mean ratings for all faculty respondents. One finding immediately jumps out – **faculty gave a lower rating on average to "diversity-related success is considered one of the criteria for being given a leadership position"** and on whether departments adequately deal with grievances related to exclusion and bias.
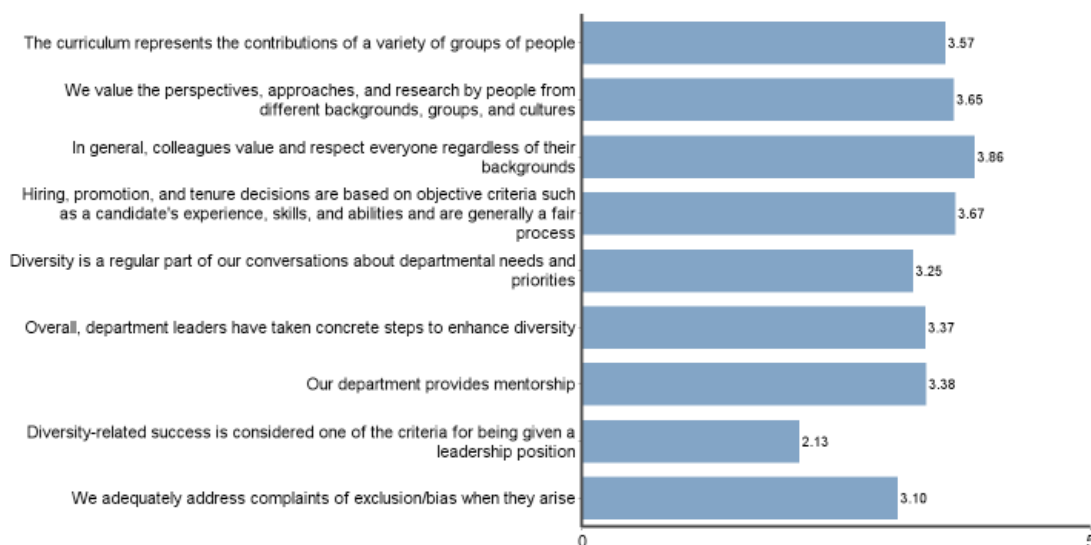

Figure 9: Faculty assessments of how well their department is doing on diversity practices (means).

The faculty were asked about the practices their departments had employed to further the goal of a diverse faculty and inclusive department (Fig. 10). The responses give a sense of how uneven action on diversity has been: while 61 percent of respondents said their departments had used target of opportunity and eminence hires to enhance diversity and 41 percent said their department kept statistics on diversity of applicant pools, search outcomes, and retention of faculty, **few respondents reported that their departments had developed a diversity plan (19%) and fewer still believed their department had pipeline/visiting programs to enhance the pool of candidates for future recruitment to faculty ranks (10%) or tried to protect their female faculty and faculty of color from heavy service burdens (15%).** The last result is particularly alarming given that, as we will see later in this section of the report, over sixty percent of female faculty, faculty of color, and other underrepresented groups felt burdened by service responsibilities beyond their colleagues. It is concerning that fully a quarter of faculty respondents reported that they didn't know what specific practices their department had taken to enhance the diversity of the faculty.

Figure 10: Departmental practices—the view from the faculty.

Faculty were asked to recall the last search committee they served on and were asked about how the committee approached the search (Fig. 11). Over half of faculty respondents (and often more) reported that the search committee paid adequate attention to diversity given the state of the field, appointed a serious diversity representative, started with a discussion of unconscious bias, and made a serious effort to recruit diverse applicants. **Yet, large shares of respondents also reported observing some troubling practices, namely: that candidates were evaluated differently depending on gender, race, or sexuality**; that there was a tendency to hire people that were similar to them; and that the committees were concerned that a focus on diversity comes at the expense of excellence. Many faculty reported that they did not know about various search practices (though we cannot tell whether "don't know" meant that the respondent had not served on a search in the last 5 years, that they couldn't recall whether the search committee engaged in a practice or not, or whether they did not have information about whether the search engaged in the practice).
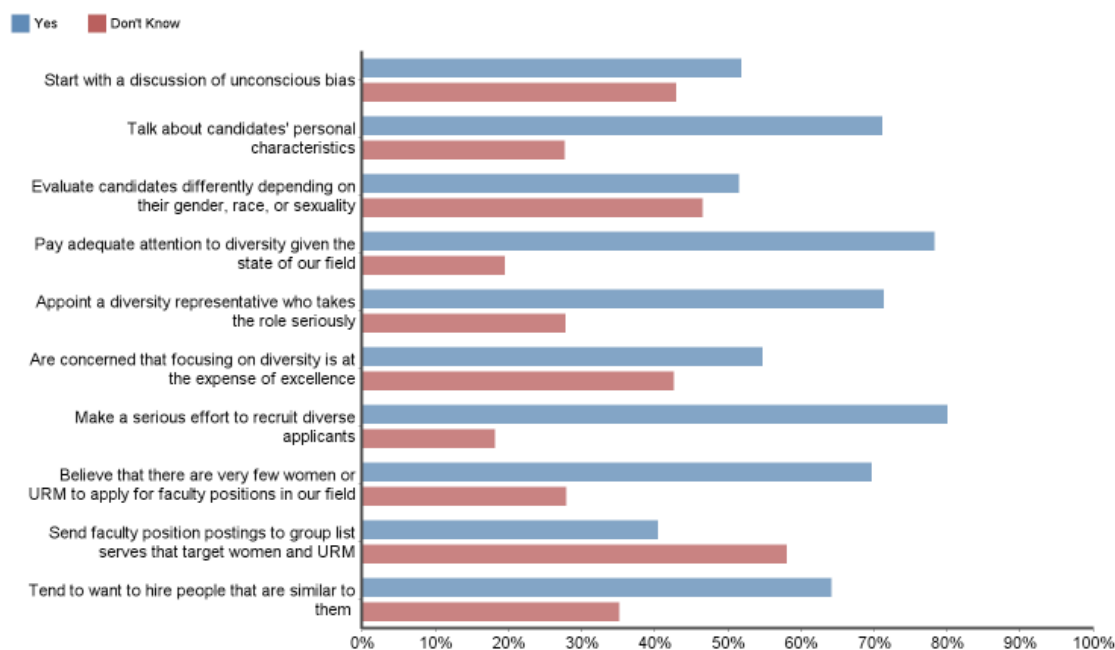

Figure 11: Search Committee Practices

In addition to faculty reports of diversity-related practices and search practices, the survey queried faculty about whether they had perceived any unfair practices related to hiring, promotion, and informal conduct that created an exclusionary environment over the last five years. Just over a fifth of faculty respondents reported observing hiring and promotion practices that they perceived as unfair towards underrepresented scholars. A larger share (44%) reported observing conduct directed towards people in their department that created an exclusionary environment.

Areas of Deep Concern within the FAS: One Yale, Divergent Experiences
On virtually every measure of satisfaction and perception of treatment, a wide gulf emerges by gender and racial/ethnic group. As Figure 12 documents, perhaps the most important figure of this analysis, faculty reports of levels of satisfaction diverge sharply based on gender, race, rank, and gender within division. Levels of dissatisfaction are highest among female faculty, faculty who identify as black, Latino, or Asian/Asian-American, and non-ladder faculty. Figure 13 shows basically the same result but this time as mean evaluations by group. **Even this obscures significant variations between different divisions, with the degree of divergence on grounds of gender being more acute in the Sciences and the Social Sciences, where an overwhelming 53 percent of women faculty reported being dissatisfied with their departmental climate (this is the combined figure: among women faculty levels of dissatisfaction were over 50% in both divisions). This compares to levels of dissatisfaction among male faculty of 15% and 25%, in the Sciences and Social Sciences respectively.** On both measures for URM and for women, mean ratings of department inclusivity (Fig. 14) were significantly lower among female faculty respondents compared to male respondents (though not for faculty of color). Female faculty are much less likely to say diversity in their department had improved (25%) compared to male faculty (44%) and less likely to say the climate had improved (28%) compared to male faculty (43%); similarly, faculty of color are less likely to report improvement in either climate or diversity compared to other faculty. When asked about Yale as an institution (and not just their department), faculty of color were more likely to say support for diversity was poor or terrible (almost half said this compared to 23 percent of non-Hispanic white faculty). Similarly, about 36 percent of women faculty said poor or terrible (compared to only 18 percent of male faculty).
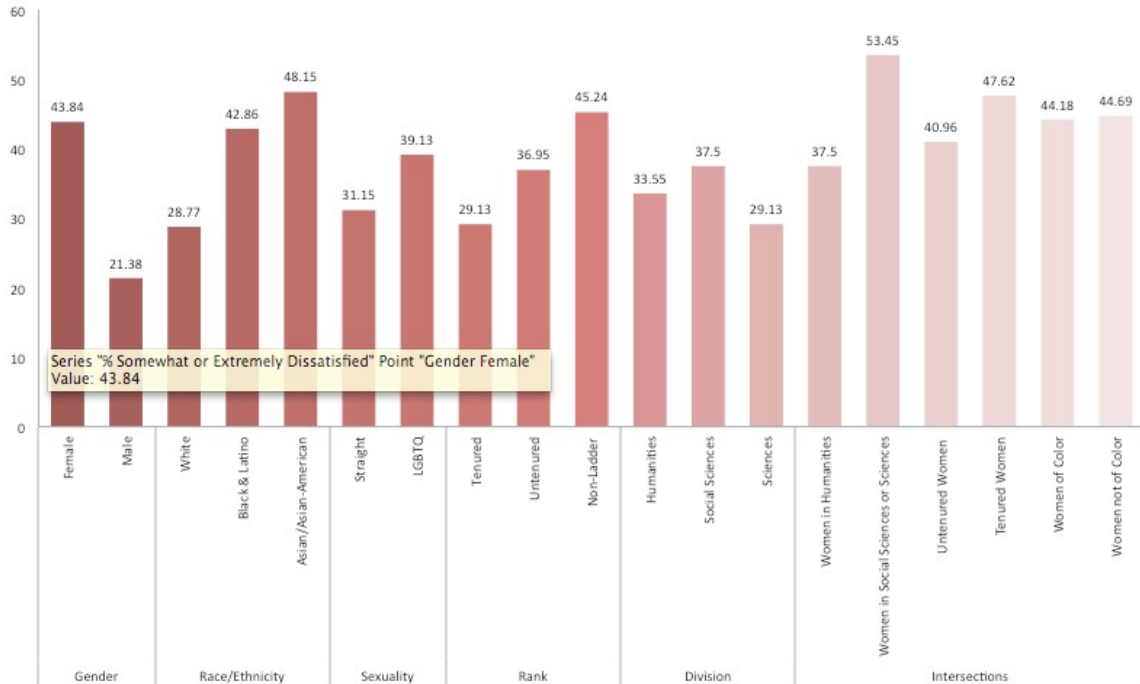
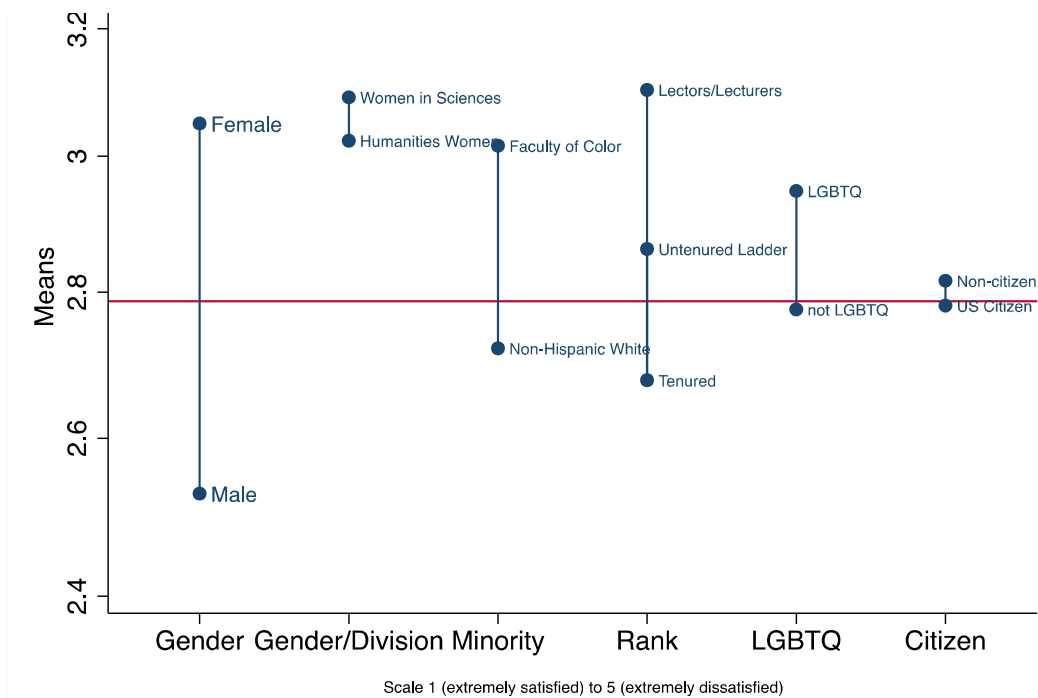*Figure 12:* Variation in faculty satisfaction (% somewhat or extremely dissatisfied with climate in department)

Scale 1 (extremely satisfied) to 5 (extremely dissatisfied)

Figure 13: Faculty satisfaction with department diversity and inclusivity
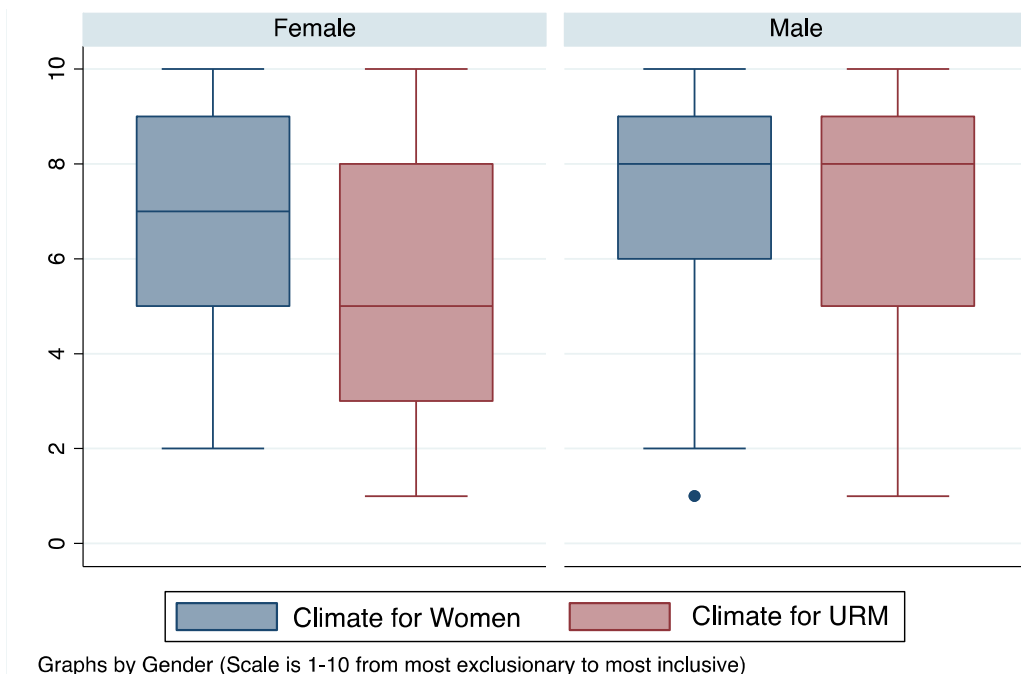
Figure 14: Faculty ratings of inclusivity of department, by gender (means).

The gap in mean ratings of inclusivity between men and women was largest in the Social Sciences (and particularly among untenured women in this division, though the observations get small here) and smallest in the Humanities (figure available upon request).

Faculty were asked to rate various dimensions of their departments' diversity practices from how well the curriculum represented groups of people to departmental leaders taking steps to enhance diversity to mentorship and how complaints of bias were addressed. **On each of the nine dimensions, female faculty rated the department lower than male faculty and faculty of color had lower mean ratings than white faculty (Fig. 15).** Women were twice as likely as male faculty to report observing promotion/tenure/reappointment practices that they perceived as unfair (30 percent of women compared to 15 percent of men) and over half of female faculty respondents reported observing conduct or communications that created an exclusionary working environment (compared to one-third of male faculty). Like women, faculty of color also perceive more unfairness. There are also important differences by gender and race/ethnicity in perceptions of fair handling of promotions by administrators at the university level; women faculty and faculty of color are much more likely to say promotions are only occasionally or rarely are handled fairly. These results are suggestive of an important dynamic: department environment is experienced quite differently depending on group identity and background.
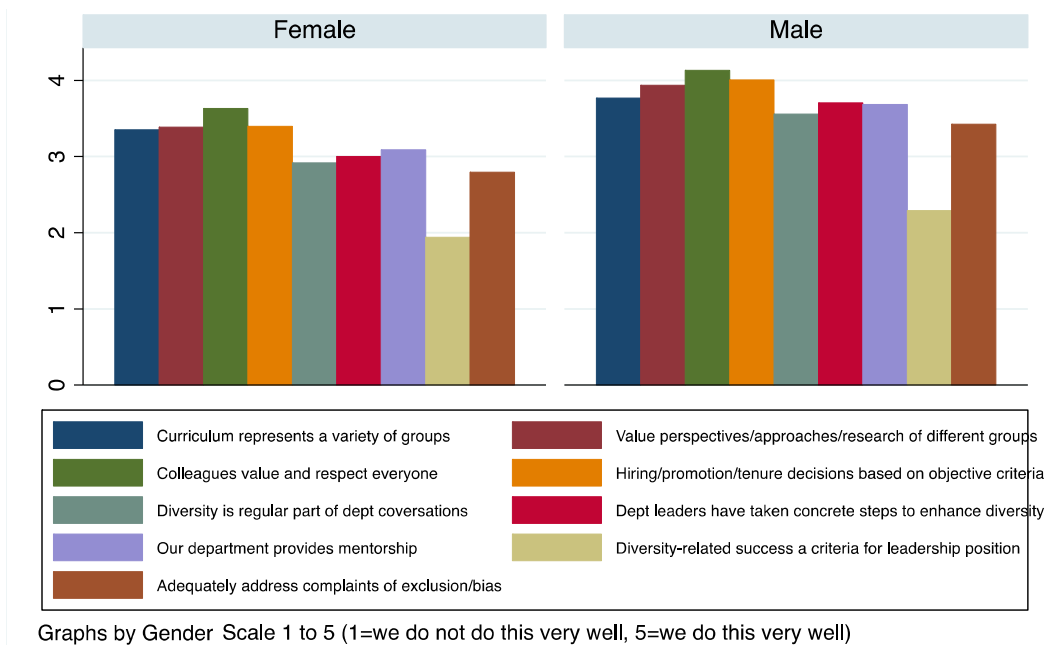
Figure 15: Faculty ratings of department diversity practices, by gender.

Faculty also characterized the climate and diversity in their department differently based on gender, with female faculty more likely than male faculty to say "We have lost a lot of ground" on diversity (27% compared to 13%), "Diversity is a low priority" (20% compared to 10%), "there is a tension between diversity and departmental priorities" (28% compared to 19%), and "we are generally interested in diversity but struggle with how to handle these issues" (38% compared to 30%). Women are less likely to say diversity is central to the intellectual mission of their department. Faculty of color are more likely to say their department reflects the diversity of the student body; that the department has lost ground in retaining a diverse faculty; that diversity is a low priority, and that there is a tension between diversity and other priorities.

Faculty sentiment also diverged considerably on the importance of lack of diversity for affecting key aspects of the department, from its ability to attract graduate students, ability to mentor, service distributions, productivity of underrepresented scholars, and department reputation, among others (Fig. 16). On each of these eight indicators, a larger share of female faculty – sometimes on the order of 20 percentage points or larger – perceive an impact of lack of diversity than their male counterparts. It is striking that the vast majority of male faculty perceived lack of diversity to be "not at all" a problem or an occasional problem on each of the eight areas of departmental culture, reputation, and capacity. One of the largest gaps emerges on perceptions of how diversity affects a department's ability to ensure a fair distribution of service and advising, with female faculty being much more likely to perceive a big impact.
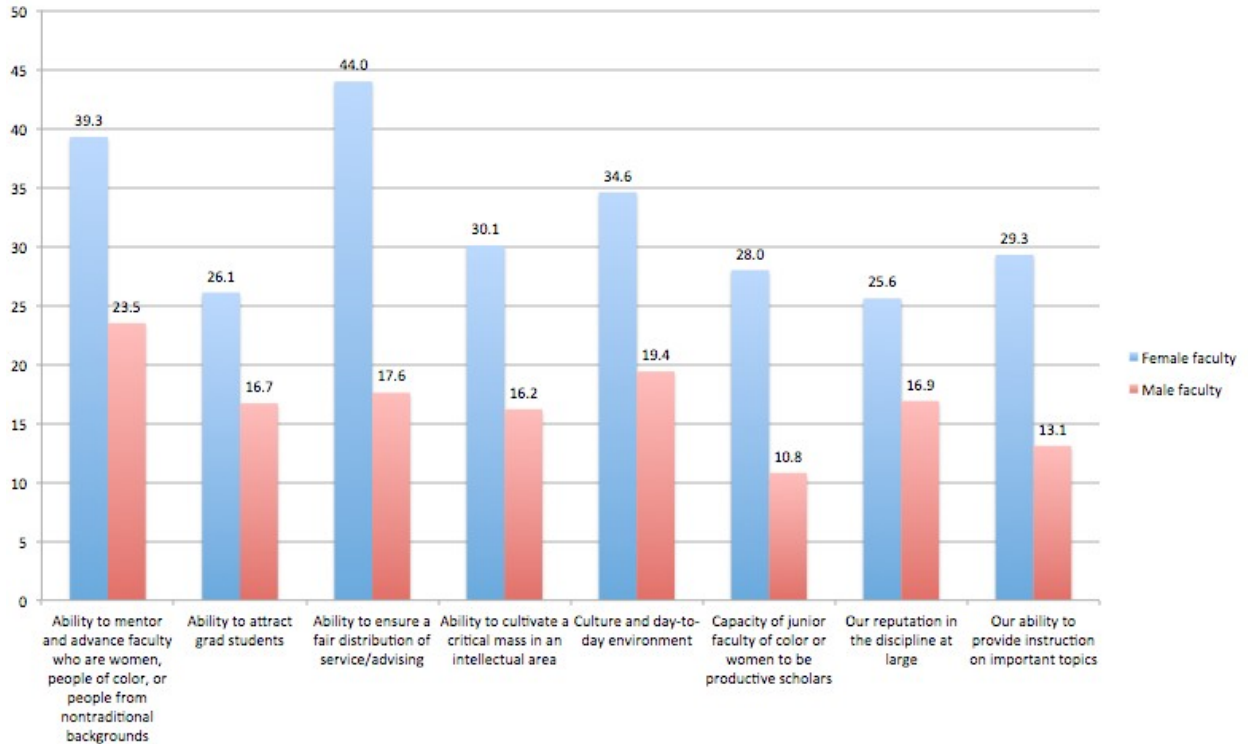
Figure 16: Faculty see the impact of lack of diversity differently. (Percent saying "yes, definitely" lack of diversity has affected department in key ways, by gender.)

How Faculty Describe Personal Experiences at Yale[26]

We are not surprised to learn that positive perceptions of respect, equality, and acceptance are widely shared among the faculty. As Figure 17 documents, there is broad agreement among the faculty that they are personally treated with respect and civility by their colleagues and administrators, that their department environment is accepting of who they are, and the feeling that one is a full and equal member of the intellectual community (two-thirds or more of the faculty reported agreement on all three measures and over half "strongly agree"). Still, a larger share of female faculty, faculty of color, and faculty in non-ladder positions disagree on these items. **For example, 37 percent of female faculty, 35 percent of faculty of color, and over half of non-ladder faculty disagreed that they "feel like a full and equal member of my intellectual community here."** Yet again, there are some important differences between women in the humanities and women in the social sciences/sciences: 27 percent of women in the sciences and social sciences disagreed that their "department environment is accepting of who I am" compared to just 11 percent of female faculty in the humanities.

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26 For these items, we cannot examine the perceptions of LGBTQ-identified faculty separately given tiny sample sizes.
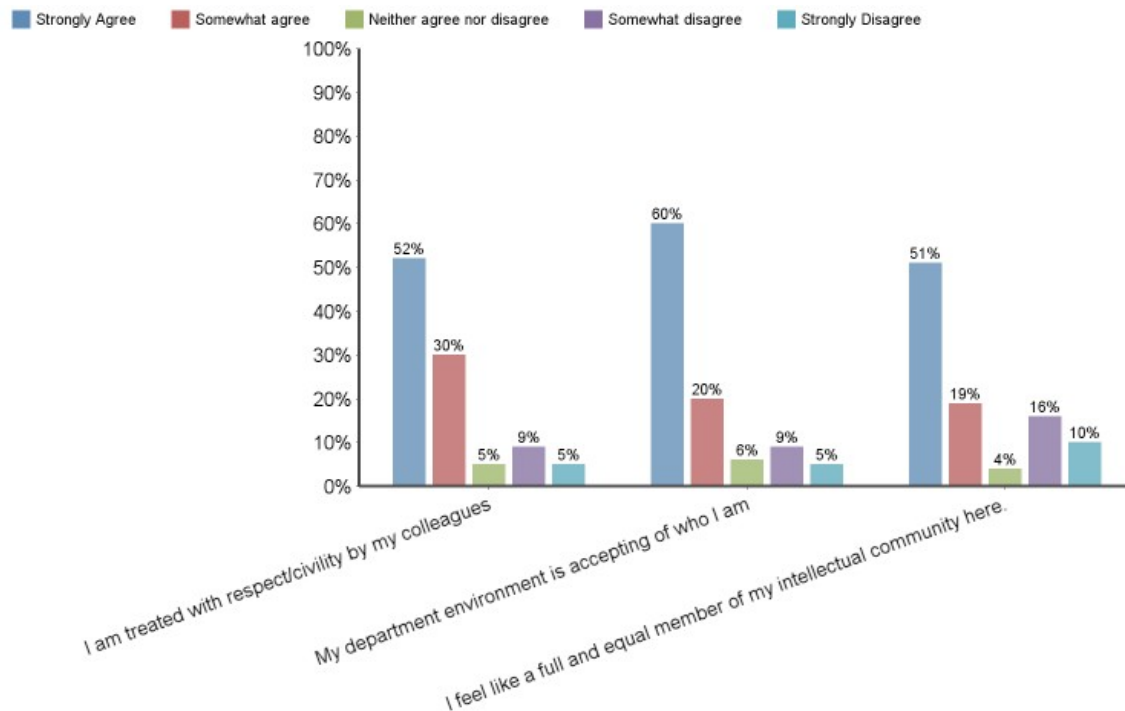
Figure 17: Perceptions of treatment by colleagues at Yale.

In order to hone in on the experiences of faculty from backgrounds that have been historically marginalized, excluded, or underrepresented at Yale, one section of the survey contained items that were asked of respondents who earlier on in the survey identified as a woman, transgender, LGBTQ, black or African American, Hispanic, Asian or Asian American, or the first generation in their family to attend college (N=156). Among those who identified with these groups, over half said positive things about their experiences: **Pluralities and majorities of women and underrepresented groups of faculty report "always" or "often" having had excellent mentors and support within their department, access to substantial resources and opportunities to advance, and input into department decisions and search processes, felt their department had worked hard to retain them, and felt their colleagues were genuinely concerned about their welfare (Fig. 19).** Negative experiences of retaliation, incivility, de-legitimizing, and exclusion were uncommon. Similarly, half of faculty who were women or faculty of color reported insufficient diversity had "not at all" affected recognition of their scholarship and service, ability to form research teams, availability of grad students to work with, social interactions, or pressures to conform to mainstream approaches and these results did not vary by division (Fig. 18).

The survey does reveal some areas that call out for serious attention and improvement. **Large shares (half to 63%) of faculty from historically marginalized backgrounds said they sometimes, often, or always felt excluded from informal networks, that they had to**

work harder to be perceived as a legitimate scholar, and that they were burdened by service responsibilities beyond their colleagues (Fig. 19). And although most faculty reported no effect of insufficient diversity in their department on various key outcomes, a sizable minority felt lack of diversity in their department "definitely" affected their service burdens and recognition (32%) and the "pressure to conform to dominant approaches" (29%) and another 20 percent said it occasionally affected these things (Fig. 18).
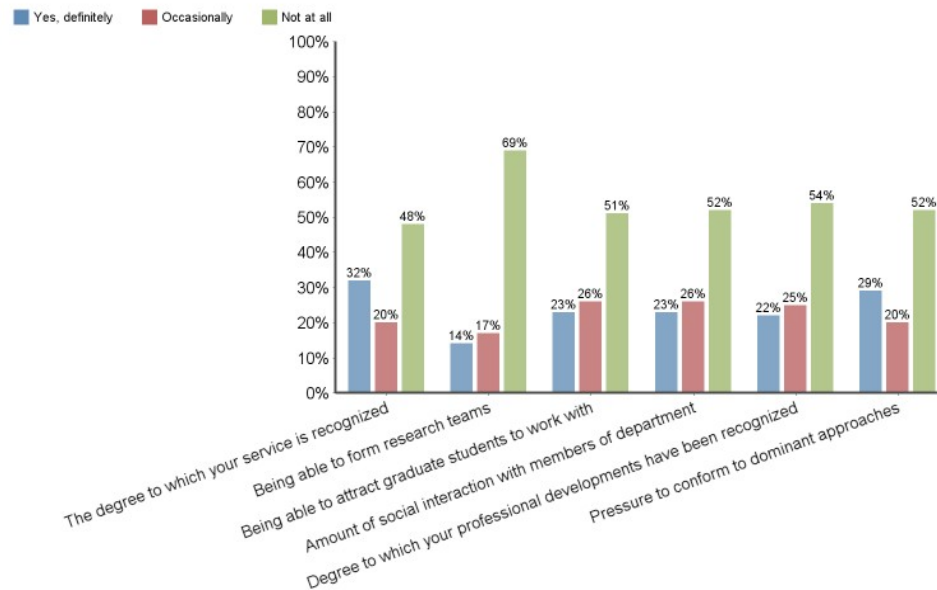

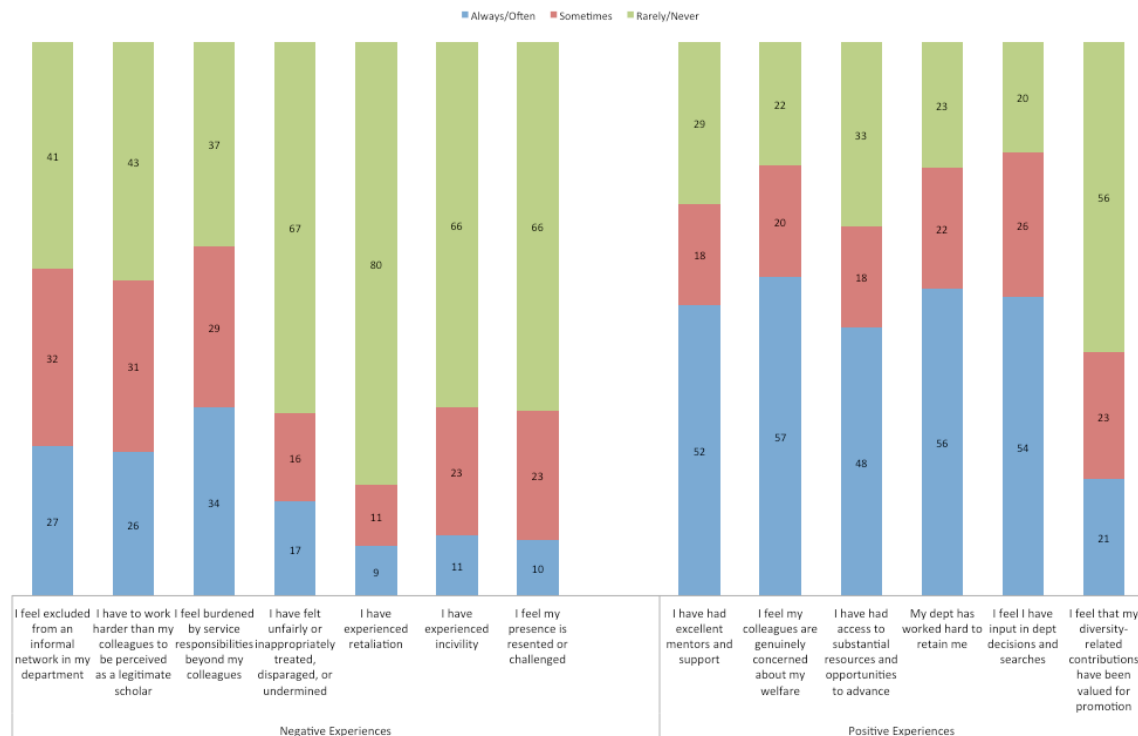*Figure 18:* "Has insufficient diversity among the faculty in your department affected…"

Figure 19: The experiences of faculty from historically marginalized groups—the good and the bad (%).

VII. IMPACT OF FACULTY DIVERSITY AND INCLUSIVITY ON GRADUATE STUDENTS

Graduate Students and the Issue of Faculty Diversity
The subcommittee collected commentary on diversity and the campus climate from the graduate student body through meetings with students across the divisions in both large and small groups, including the 64 members of the GSA's representative body, members of the Graduate Students of Color Coalition, representatives from GESO, and clusters of students (in 4s and 5s) representing specific units across the humanities, social science, and science divisions—face to face conversations with over 100 students in all. In a few instances, students followed up privately with comments they had not felt comfortable expressing publically. Though this sample was not scientific or numerically "representative," the following summary does convey important patterns of thought, feeling, opinion, and experience expressed across a large group of students who are themselves diverse in race, gender, sexual orientation, cohort, and discipline. Their insights and observations help to illuminate the costs to the university mission when we fall short in meeting stated diversity objectives.

Climate
Graduate student comment on the existing campus climate was varied, but the predominant note was one of extreme discouragement. In general, students in the social sciences and humanities were more vocal on issues of race; students in the sciences, more vocal on gender. One discussion group identified only one third of Yale's faculty as "proactive allies" in making the university a welcoming place for all students. The remainder consisted in their view of one third "passive bystanders" and one third "a real problem," this latter category encompassing faculty behaviors ranging from "offensively insensitive" to "overtly hostile" (some incidents students say they have reported to chairs or other administrators, but most they have not). The most striking thing about this assessment is that, in the overall contours of our discussions with students, *this was at the more positive end of the spectrum*. One student of color in the social sciences set the percentage of "true allies" among his faculty at "1 to 2%" ("In my department there's only one faculty member who cares," said another student of color). Pressed to characterize the overall picture, one focus group hazarded that beyond the 10 or 15% of students who are fully "disaffected or alienated," the "middle 70%" of the graduate population is "dissatisfied," though they did agree that the current diversity initiatives are "hopeful."

In its specifics, the picture that emerged from these discussions is one of a campus climate in urgent need of redress:

- The students we spoke with in under-represented populations perceive an institutional culture at Yale in which they may occasionally be "invited in as exceptions," but only under scrutiny and with a powerful and discomfiting imperative to "fit in."

- Students interviewed report a general lack of communication on important issues of inclusion, perceiving that meaningful discussion on these matters is limited to very small circles on campus, and is fully foreclosed in many units by a stubborn and widespread denial that discrimination exists at Yale.

- Students interviewed report "clumsy and disingenuous" recruiting efforts in some departments, in which women and people of color (both students and faculty) are routinely "dragooned" into doing hollow and unheeded "diversity work" around graduate recruiting or faculty searches.

- Students interviewed perceive a gendered division of labor in many departments, according to which devalued labor flagged as "service" is disproportionately allocated to women. This colors their outlook on the profession.

- The morale in many social science units is extremely low according to students from under-represented populations—in some, due to a wave of recent departures; in others, due to the general race/gender profile of the faculty.

- Despite some positive examples of important women faculty mentors in individual units, one focus group from the sciences reported that being "scared" of the PI in a lab is "common" at Yale, and that encounters with departmental officers is such that students generally feel there is "nowhere to turn where complaints of discrimination or harassment will be fairly heard" in such circumstances.

Most common among students were assessments that the campus climate of inclusion is "dire," "poor," "harsh," or at best, that the university remains "mute" about issues of inclusion, and that genuine concern is rare, except in moments—like last fall—of overt crisis.

Stakes
Graduate students are forthcoming and eloquent in enumerating what they perceive to be at stake in the current state of diversity at Yale.

Psychic costs
Students interviewed from under-represented groups experience Yale's lack of faculty diversity as a kind of daily and unrelenting discouragement: "you can enter the system as a student, but don't expect a future as a professor." Some discussed this as a matter of

professional hopelessness or pessimism; others as the institution's implicit "non-investment" in them or "devaluation" of them. But many described its immense psychic cost in very personal terms.

Academic and professional costs
Students in under-represented populations perceive the lack of faculty diversity in many fields as hampering their own productivity and success in significant ways:

- Insofar as women and/or students of color in many units experience support from faculty who are in the majority as "ambivalent," "unsteady," or "rare," they report systemic imbalances between the general attention, guidance, support, encouragement, and mentoring they receive in comparison with their white/male counterparts.

- Many students in under-represented populations report an inverse relationship between faculty rank on the one hand, and the accessibility, engagement, and care of their faculty on the other. In many fields, that is, it is junior faculty who are most invested in minority candidates, and it is senior faculty (the most experienced and influential among us) who remain aloof. This generalization obviously does not hold across every unit of the university; but where it does hold, students argue that it represents another systemic imbalance in graduate training and support.

- Rates of faculty attrition (whether through departure or non-promotion) may thus affect minority students to a disproportionate extent. Women and students of color report carrying out their work within a context of ever-present fear of losing their most valued advisors. Faculty turnover has been "hurtful, both to my professional prospects and to my general morale," said one.

- Many social science and humanities students wishing to specialize in areas of race, ethnicity, or gender perceive that their areas of specialization are devalued or marginalized within their departments. Others report systematic departmental efforts to mentor students *away* from such subject areas—to foreclose legitimate paths of student inquiry as part of the "professionalization" and "mentoring" process.

- Students from under-represented populations note that "mentoring" and "professionalization" carry added layers of significance in their case, and feel that they are underserved and perhaps disadvantaged by a faculty that does not/cannot speak to these dimensions of their training. "In graduate school you are not only learning a field," said one African American student, "you are learning how to function in an institution, how to inhabit the profession. That can't be taught to me fully by anyone who hasn't been black."

For all of these reasons, students say they experience levels of intellectual and social isolation that affect their studies and their prospects.

Costs to the institution

In addition to these "substantial professional or academic costs" paid by individual students, graduate students interviewed argued that in the culture of Yale, exclusion *begets* exclusion. They widely perceive that attrition among both faculty and graduate students in several units is attributable to diversity issues and to the professional and psychic costs paid by under-represented populations. Students express a strong certainty — which they back with anecdotal evidence — that Yale loses prospective students because of the under-representation of women and/or people of color on the faculty (students in social science units were especially vocal on this issue, and spoke with strong and unified conviction that this has been the case). Students also feel that Yale is not competitive with its peer institutions when it comes to important topics across disciplines (they point to "trans" issues as a particularly glaring example). Graduate students perceive an intellectual conservatism in the articulation of Yale's priorities and its reigning definitions of "excellence" that disadvantages innovation and diversity, hindering the recruitment of potentially cutting-edge faculty and students.

Student Analysis and Recommendations

Students articulate a sophisticated, systemic analysis of the issues at Yale, including a critique of the institution's piecemeal approach to reform and its neglect of pipeline approaches. They also express concern that there seem to be "no teeth" to the university's diversity plan, that departments seem to have license to pursue the same failed or exclusionary practices year after year. They note, further, that the dramatic under-representation of certain populations among students and faculty translates directly into a pervasive denial that minority concerns are important or legitimate. As noted above, the lack of diversity reproduces its own conditions.

Students' specific recommendations for redress and reform are as follows:

The university should craft and widely publicize a comprehensive statement on diversity in hiring, including an articulation of the administration's strategic approach to diversifying the institution; its plan for doing so; its specific goals; and its understanding of the contribution that diversity makes to Yale's intellectual mission. Thus far, students feel, university communications on these issues have been either defensive, shallow, or lacking in specificity.

Students are hungry for more dialogue with faculty at the departmental level, and especially for faculty initiation of such dialogue. They uniformly report that their confidence in the institution would increase if faculty representing *majority* populations demonstrated more initiative, concern, and understanding.

Students say that meaningful support *or its lack* are lived most meaningfully on the ground within departments; and so the department has to be the leading unit affecting change across the university. To this end, students urge more rigorous and sophisticated diversity training for department Chairs and DGSs. They find that defensiveness and avoidance are the most common postures among departmental officers who seem poorly informed on the issues and on best practices.

Students desire lecture series and workshops that would educate them on the workings of the university and demystify the procedures and practices around hiring, recruitment, and retention. They feel that they could be "better advocates for diversity" if they had access to better information about how the university operates.

Students express a great deal of admiration for the work done in the office of the Associate Dean for Graduate Student Development and Diversity, but they perceive this office to be significantly under-resourced and under-staffed.

Students are highly critical of, and insulted by, a rhetoric of "excellence" at Yale that subtly implies that the goals of "excellence" and "diversity" are at odds with one another. Almost to a person they report a certain cynicism regarding the university's mantra that "diversity is excellence," as though that were merely a thin veneer to paper over the more diversity-hostile logics that actually drive practice at Yale. Many are suspicious of a logic of university standards that, in their experience, puts their most beloved and respected mentors at risk.

Best Practices in Mentoring
In addition, the students we conferred with outlined the following general guidelines for best practices in graduate mentoring:

Communication
Mentors and mentees should be able to discuss openly and freely anything related to work. Communication is an important component of a mentor-mentee relationship and effective and honest communication enhances the relationship.

Mentors should take it upon themselves to find out about their mentees' prior experience, needs, and expectations regarding the mentoring relationship, as well as their general level of preparation. They should also communicate their own expectations and goals to the students.

Mentors should communicate their availability to mentees for help and questions outside of classroom or lab settings; and they should take a proactive approach in anticipating

questions and providing necessary advice and background. Mentees do not always ask or even know what to ask, and this can result in miscommunication and/or a student's facing obstacles or difficulties that are in fact avoidable. Mentors should strive to give mentees the full benefit of their own experience: it is helpful to have a mentor who has successfully completed this process assist a student in strategic planning (i.e. helping the student to refine a project well in advance of fellowship deadlines, etc.).

Mentors should help students articulate clear goals and strategies for each semester's work, and should be available for honest discussions about effective planning in the context of potential impediments a student might face. Students in challenging financial or family circumstances should be able to plan realistically with their advisor without feeling shamed.

Mentors should initiate a frank conversation with students, if they see them falling behind or otherwise failing to meet expectations. Whether the problem is a shortcoming in research, a mismanagement of priorities, or an inefficient use of time and resources, a mentor should help train the student in the *processes* that go into successful academic work.

Advising
Faculty should educate themselves about the overall advisory and mentoring picture in their department—who is doing what, for how many mentees, and how exactly. Advising and mentoring would be tightly twinned processes in an ideal world, but this is not always the case. While the advisor possesses the specialized knowledge to evaluate a student's scholarship, s/he may not be the most strategically positioned to help the student negotiate the complexities of professionalization—whether this is because the advisor is overcommitted, disinterested, or too far removed from the realities of today's job market. For students of color, these concerns are further compounded by anxieties over how their work will be perceived and received. Faced with these challenges, students often seek mentoring beyond their formal advisors, which may disproportionately burden non-tenured faculty, women, and scholars of color. Over time, this creates a circular problem in which students do not receive the mentoring they need, and in which young faculty (often of color and/or women) may feel obligated to fill the void, perhaps to their professional detriment. If Yale is seriously committed to diversifying the professoriate in this generation and the next, we need to take these considerations into account when recruiting and training graduate students and when hiring and tenuring faculty.

Stewarding Students into the Profession
A mentor should be thoughtful and intentional about appropriately introducing students to his/her own professional networks.

Advisors should be proactive about communicating vital insider information to their students about how their field, discipline, and the academy in general work, and they should be even-handed in dispensing such information.

Mentors should help their mentees to take advantage of every available and appropriate opportunity, by alerting students to announcements, timetables, and protocols for conference proposals, fellowship applications, workshops, and other important experiences beyond the curriculum. This information, too, should be dispensed even-handedly to relevant mentees across the department.

Cause for Optimism

Despite students' critical views of university conditions in the area of diversity, several important success stories do emerge from their observations and commentary. Some units at Yale have successfully bucked the trends, and where that has been the case (regarding gender issues in the sciences and race issues in the humanities, most generally), students are very quick to recognize such success and to elaborate what this has meant to them. The students interviewed in such units report 1) feeling a general sense of belonging and ease that puts their own graduate school struggles on a par with those of their white/male peers; 2) enjoying a strong rapport with faculty members, and an experience of a kind of multi-dimensional mentoring that is deeply caring and also professionally thorough; 3) enjoying intellectual support for the specific work they wish to pursue and faculty encouragement when it comes to their capacity to see it to fruition; and consequently, 4) experiencing what one student called "a welcome to the field that makes it possible to imagine a comfortable future—is that crazy?" This "welcome to the field" is an enormous factor in the graduate experience, and we might reasonably suppose that it translates into a student's general outlook and success in myriad large and small ways. It is important to know that, despite the problems in Yale's culture outlined above and elsewhere in this report, some women, students of color, and queer students at Yale are nonetheless experiencing this in their departments.

VII. CONCLUSION

We began this report by stating that Yale is at a critical juncture where diversity and inclusivity are concerned. The negative effects of inattention to diversity and inclusivity undermine the teaching and research mission of the university and the flourishing of its faculty.

This Senate committee was conceived in the wake of the campus protests in Fall 2015 and as we were concluding our work on this report, we received a cogent reminder of the imperative for greater diversity and inclusivity at Yale in the form of the debate about the recent college naming decisions of April 17, 2016. This debate is a reminder that Yale, in common with many other universities, continues to grapple with a divided legacy and divergent histories (in this case, the historical legacies of slavery in this nation's history). As a faculty, how we navigate our shared, intersectional history has a profound bearing on the curriculum that we teach, the way in which we mentor (or fail to mentor) the next generation of scholars, and our interaction with each other. Regardless of our disciplines, we are all in history.

The University leadership has a crucial responsibility for fostering a diverse intellectual community rather than a divergent one. The ambiguous phrase 'diverse intellectual community' captures what we see as the interdependence of intellectual diversity and faculty diversity. This is not to make the specious claim that faculty diversity automatically entails intellectual diversity, but to make the simpler claim that an expansive, intersectional model in which no single discipline or intellectual tradition has a monopoly on knowledge and truth is a prerequisite for greater diversity and inclusivity. President Salovey took a strong stance back in November 2015 in claiming diversity as integral to the intellectual mission of the university and in calling for a better, more inclusive Yale. This represents an important opportunity for the leadership of FAS to set the tone for diversity as a shared academic and intellectual project, to secure the resources necessary for realizing FAS-specific diversity goals, and for faculty in FAS to pool their expertise and imagination to find ways of realizing these goals. When we review progress on the diversity initiative in a year's time, we hope that this will not prove to have been another missed opportunity.

ACKNOWLEDGMENTS

While the committee takes full responsibility for the contents of this report, we would like to thank the following colleagues for their assistance:

Views of Female and URM Faculty in the Physical and Biological Sciences

Introduction

As the data analyzed in Section V of this report shows, there is a notable imbalance in the representation of women and URM faculty between the different divisions of FAS and between different sub-fields within each division. While a systematic analysis of each department and field is beyond the scope of this report, the committee recognizes that the representation of women and URM faculty is particularly challenging in the Sciences, and decided to undertake a detailed case-study of the situation in the Sciences, taking advantage of the expertise and experience of members of our committee. We hope that this case-study will encourage similarly searching studies within the different Science, Technology, Engineering, and Mathematics (STEM) fields at Yale and that the recommendations that we make here might prove helpful for future discussions about the underrepresentation of women and URM faculty in the Sciences at Yale. This section of the report is based on interviews with women and URM faculty in the sciences and also draws on existing reports, which we cite on pp. 68–69 of this report. We note that views on diversity and inclusivity may differ across and within the different Science departments and units in FAS and this report makes no pretense of speaking for all faculty in the Sciences. Instead, starting with the assumption that no single racial or gendered group has a monopoly on intelligence and the capacity for breakthrough research in the sciences, we focus on documenting existing challenges to diversity and inclusivity and on suggestions and recommendations for improving the climate for women and URM faculty.

Diversity and Inclusivity in the Sciences

As reported in Section III of this report and elsewhere, participation of women in the Sciences has increased since the nineties. The National Science Foundation has conducted recently a comprehensive study on the participation of Women, Minorities, and Persons with Disabilities in Science and Engineering.[27] While there are variations across fields, the percentage of women in full-time, full professor positions in STEM fields that include science, engineering, and health doctorates at research institutions has increased from 8.1% in 1993 to 22.4% in 2013 (see Figure 1). By contrast, the percentage of tenured women faculty at Yale in 2015 is 10% in biological sciences, 15% in physical sciences, and 6% in engineering (these numbers do not include the medical school). The numbers are somewhat better at the term faculty level, at 29%, 29%, and 28% in biological, physical sciences, and engineering, respectively. Currently, over 50% of doctoral degrees in biological sciences are awarded to women, and 30% in the physical sciences.

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27 Women, Minorities, and Persons with Disabilities in Science and Engineering: 2013, National Center for Science and Engineering Statistics Directorate for Social, Behavioral and Economic Sciences, National Science Foundation. The report is available at: http://www.nsf.gov/statistics/wmpd/2013/pdf/nsf13304_digest.pdf

Detailed data is available at http://www.nsf.gov/statistics/2015/nsf15311/

The share of full-time, full professorships held by underrepresented minorities is lower than and has risen more slowly than the share held by women. Data from 2013 indicates that URM full professors occupied 4% of positions at the nation's most research-intensive institutions. Although underrepresented minority women held smaller shares of tenure-track positions than did Asian women, they held about the same share of tenured positions. At Yale, the number of URM tenured faculty is 5% in Bio, 4% in Phys Sci, and 3% in Engr ("Unknown" reported at 2% Bio, 3% Phys, and 0% Engr). Term URM faculty is 0% Bio, 3% Phys, and 22% in Engr (with "unknown" at 12%, 11%, and 11%).

NOTE: Criteria for research I institutions based on 1994 Carnegie classification.

Figure 1: Women as a percentage of in full-time, full professorships with science, engineering, and health doctorates, by employing institution: 1993–2013. Yale 2015 percentages are indicated in black on the right. (source: http://www.nsf.gov/statistics/2015/nsf15311/digest/theme7.cfm#women)
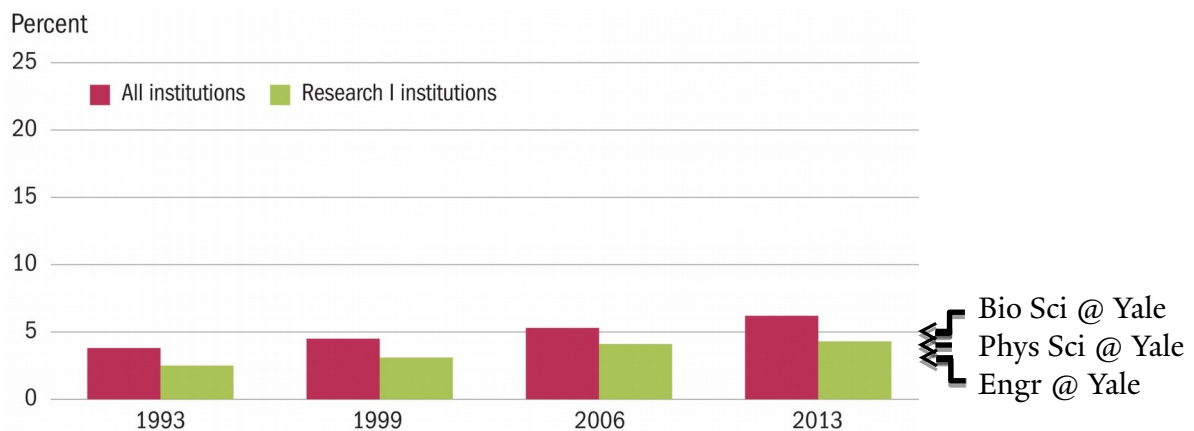
NOTE: Criteria for research I institutions based on 1994 Carnegie classification.

Figure 2: Underrepresented minorities as a percentage of full-time, full professors with science, engineering, and health doctorates, by employing institution: 1993–2013. Yale 2015 percentages are indicated in black on the right.

As demonstrated by the large increase in the representation of women in the biological sciences at the undergraduate and graduate student levels, we can no longer blame the lack of interest, numbers, or ability as the cause of underrepresentation of women at all faculty levels in the Sciences. **At Yale, a large impediment to recruiting is the perception on the part those outside Yale of a university with a poor record on diversity and inclusion. Many departments have experienced this not only in their efforts to recruit faculty, but also prospective undergraduates, graduate students, and postdoctoral fellows.** While we recommend taking steps to improve the climate as a matter of urgency, we also recognize that it might take a long time to transform existing negative perceptions about the environment for women and URM faculty in the Sciences at Yale. In the interviews that we conducted for this section of the report, Yale faculty commented on their inability to convince prospective applicants even to apply for positions at Yale. To correct this situation will require a concerted effort to increase diversity and improve the climate for URMs and women in the Sciences at Yale, with committed participation from departments and full support from the higher administration. We note that similar sentiments and suggestions have been expressed in past reports on diversity at Yale.

There is a concerted effort by Yale faculty in improving diversity and inclusivity in the sciences at the local, national, and international levels. Many of the faculty, both male and female, engaged in such efforts are women / URM faculty. Outreach and public engagement programs carried out locally include the Science on Saturdays lecture series, Girls' Science Investigations, Yale Physics Olympics, and programs at Leitner Observatory and the Peabody Museum. Many women faculty have taken active roles in addressing the issues of underrepresentation of women and URM while serving on national committees such as the National Research Council and National Academy of Sciences. Many have written countless articles on gender and biases. To make the traditionally large STEM classrooms of 100 – 300 students more inclusive and welcoming and to address varied learning styles among our diverse body of students, many science faculty have implemented new teaching techniques such as "flipped" classrooms, active learning, extended study halls, use of interactive space such as the TEAL classroom, and frequent and low-stakes assessments. Studies have shown that these innovations in teaching improve learning for all students, and have a strong positive effect for women, URM, and students with disabilities. The newly established Center for Teaching Learning at Yale has been a great advocate in much of the teaching innovation implemented by Yale's STEM faculty.

Departmental Climate and Culture
There is a significant variation in the climate and culture of inclusivity among the science departments. As the daily interactions for most faculty are at the departmental level, the departmental climate and culture have a huge impact on the perception of inclusion for all

members of the Yale community. Departmental Chairs have significant leverage in decisions being made at the departmental level including the choice of faculty search, promotion, and other committee membership, space allocation, promotion decisions, teaching assignments, and award nominations. Higher levels of satisfaction are reported by faculty in departments with frequent and open communication from the Chair, well-defined and open decision-making processes, and clear expectations for promotions, awards, and salary increases. Thus, it is vital to establish and maintain accountability for diversity and inclusion on the part of Department Chairs, as well as in the process for appointing Chairs.

Several departments have formalized committees and organizations to promote diversity and inclusion. The Physics and Molecular, Cellular, and Development Biology (MCDB) departments have formed Climate and Diversity Committees to formally recognize the numerous hours spent by their members on the issues of climate and diversity and to preserve institutional memory of past efforts. The committees in both departments have representation from members involved in all aspects of departmental life, including faculty, staff, postdocs, graduate students, and undergraduate students. Although still in their infancy, the committees have had a positive effect on the culture of both departments. As a side-benefit, the committees have brought together a community of department members who deeply care about the issues of diversity and inclusivity in their respective departments. MCDB is currently preparing a report on the status of diversity and inclusion in the department. We look forward to more innovative ideas from these committees as well from members of other departments at Yale.

Mentoring

Formal and effective mentoring can dramatically increase the chance of success for any junior faculty member. This may be especially true for women and URM faculty, since informal mentoring in the form of casual conversations and "hall-way chats" may be harder to come by. Some suggestions for improved mentorship for junior faculty include:

- Formalizing an outside advisor/mentor or perhaps the FAS Senate's Peer Advisory Committee with whom a junior faculty member can consult without the fear of that person taking part in a tenure review committee discussion. This would allow the junior faculty member to bring up issues, also about Yale, that may have an impact on their professional development.

- Extensive advertising of resources and assistance available to faculty with respect to teaching and grant writing is highly recommended.

Awards and Fellowships

It has been shown that slight changes in the award nominations and selection processes can dramatically increase the number of awards and fellowships awarded to women and URM in the Sciences. They include:

- Posting and advertising awards widely, including named chairs

- Allowing for self-nomination, while making sure the application selection process is blind to whether the application is a self- or external-nomination (e.g. requesting letters of support instead of nomination letters)

- Forming diverse selection committees

- Posting and celebrating those who win awards. Carnegie Mellon has a great (and impressive) data-base driven website of awards won by the members of its community, organized by awards: http://www.cmu.edu/about/awards.html

Space

Many departments are spread over several buildings. As a result, many faculty members are physically separated from the majority of their departmental peers, amplifying the sense of isolation for those who are already in the minority. It should be commended that the stated goals of the planned Yale Science Building (YSB) addresses these issues for those who are moving into YSB, although the move will not solve the issue for most science departments. Moreover, the necessity for space for YSB will displace and scatter members of other departments across science hill and beyond. Many departments continue to face the challenge of having frequent and sufficient interactions with West Campus faculty, many of whose primary appointments (and tenure decisions) depend on faculty located on Science Hill.

Space is an important asset for experimental faculty. There have been cases where faculty are required to move their lab multiple times in a time span of a few years. This has disproportionate effects on the tenure clock of junior faculty. Junior faculty members are less likely to have the resources to absorb hidden costs and find alternative solutions.

Best Practices in Hiring

The Diversity Initiative implemented during 2005 – 2012 has made it possible for departments to hire a more diverse faculty in the sciences. As reported in Section III, Yale's recent budgetary austerity seems to have adversely and disproportionately affected women and URM faculty hiring at the assistant professor level. This is true in the sciences at Yale as well. Several faculty have pointed to the reports from the University of Michigan's Committee on Strategies and Tactics for Recruiting to Improve Diversity and

Excellence,[28] Handbook for Faculty Searches and Hiring,[29] Best Practices for Faculty Retention,[30] and Dual Career Issues.[31]

Studies have shown that bias can be minimized in searches by articulating standards and procedures explicitly before a search begins.[32] The search criteria should be specified at the start of each search process. Searches could benefit from all committee members having explicit conversations, led by an expert, on the omnipresence of implicit bias. Although the University requires all searches to have a designated diversity officer, the content of their training and the requirements set by the University are seldom communicated to the committee or department. Searches and accountability may benefit by having an explicit discussion about the content of the diversity training within committees, and a summary sheet near the end of each search articulating the reasons for the ranking of candidates and for not hiring other candidates. A diversity and outreach question, asked of a faculty candidate at interview time, could improve searches and eventually diversity and inclusion in departments.

Several departments have made efforts to think broadly about the larger context of hires by articulating and recording their vision of excellence for the department. It is easy to dismiss the lack of diversity when considering a single hire, however it becomes glaringly obvious when, for example, considering five hires at the same time. Yale has been able to attract a diverse student body by considering the entire student body as a whole. While this is an overarching change in the hiring practices at the faculty level, departments have seen success in making diverse hires when thinking about their programs as a whole. For fields with very few women and minorities, searching as broadly as possible increases the chance of identifying the best possible candidate.

Special Target of Eminence Committees in departments and their active searches can help to identify outstanding candidates who would also contribute to diversity. However, while Target of Eminence searches are a potential tool for diversifying the faculty, we note that this does not bring in faculty at the Assistant Professor level who are vital for building more diverse disciplines.

In the minds of many faculty there continues to exist a clear competition between "excellence" and "diversity" and discussion of implicit bias should be included in all aspects of deliberation and decision-making about recruitment and promotion. Because

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28 http://advance.umich.edu/stride.php

29 http://advance.umich.edu/resources/handbook.pdf

30 http://advance.umich.edu/resources/stride-tenbestpractices.pdf

31 http://advance.umich.edu/resources/FAQDualCareer.pdf

32 On this point, see the U. Michigan Report.

the effects of discussions about implicit bias appear to last for only a short time, such discussions should occur often and must be an integral part of every discussion. It is worth noting here that studies have shown that a person's capacity for implicit bias does not depend on their gender, ethnic, or racial background.

Several faculty reported positive experiences with the Faculty Diversity Hiring Committee (Chaired by Jack Dovidio, with Bonnie Fleming, Enrique de la Cruz, and Beverly Gage, with administrative support from Lindsay Ficano). This committee existed for a single year and monitored twelve hires that year. The FDHC met with each department conducting a search and had a good conversation. A report was submitted to Frances Rosenbluth (at the time deputy provost for faculty development and diversity). One of the recommendations that we received was that such a committee should be revived, as it seemed to work.

Spousal Hires

Increasingly, both members of married couples work outside the home. If Yale intends to hire and retain faculty of the highest caliber, we need gainful employment for their spouses. A Stanford study found that academic couples represent a deep pool of talent and comprise 36% of the American professoriate.[33] This is an issue that is especially important for recruiting and retaining women in the Sciences, as 83% of women in natural sciences have spouses who are academic partners.[34] Some of the key findings from Stanford University's Clayman Institute for Gender Research study of dual-career academic couples in 2006 from a survey of 9,000+ full-time faculty at 13 leading U.S. research universities include (but not limited to):

- Developing a dual-career academic couple hiring protocol

- Thinking of the university as an intellectual and corporate whole

- Use dual hiring to increase gender equality

- Budgeting funds for dual hiring

- Communicating with faculty on institutional goals and priorities as well as policies and practices surrounding couple hiring

- Collaborating with neighboring institutions

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33 Dual-Career Academic Couples, Clayman Institute for Gender Research, Stanford University: http://gender.stanford.edu/sites/default/files/DualCareerFinal_0.pdf

34 Ibid.

Community Building

Many women and URM faculty cite formal and grass-roots communities at Yale as a critical source of support that contributes significantly to their success at Yale and excellence in research. As mentioned in the case for mentoring, a strong and diverse community will enhance the faculty development and contribute powerfully to faculty retention. Programs mentioned by those interviewed are the following:

- Women's Faculty Forum

- Junior PI Lunches

- Yale Faculty Junior Faculty Retreat

- New Faculty Orientation

- Informal lunch groups at colleges

- Implementing and advertising widely to the Yale community's formal or informal URM Faculty network. This could empower URM faculty from a wealth of different backgrounds to speak up about common issues.

In addition, Yale's investment into New Haven and surrounding communities were mentioned as critical to recruiting and retaining faculty. A short commute and availability of quality childcare and public schools are vital to a healthy community and are of particular interest to faculty with young families. The new childcare center with infant care (the Nest) near Science Hill is particularly appreciated. Yale's continued investment in local communities is highly appreciated.

Promotion and Retention

Much of what is stated above on hiring also applies to promotion and retention of faculty. Establishing equitable and uniform standards for promotion reviews and retention cases will have a clear impact on the retention of women and URM in the sciences.

Programs for Increasing the Pipeline

Graduate and postdoctoral fellowships have long served to improve diversity in the Sciences and in Academia in general. In addition to bringing prestige to the recipient and to the institution, fellowships give flexibility in research topics to students and postdocs, and also allow mentors to take on students and postdocs that they may not have been able to otherwise. Yale has several fellowships that are already having an impact on excellence and diversity at Yale. We encourage posting and advertising the existing fellowships aggressively in a central website. We also recommend forming new fellowships especially

targeting URMs in sciences. Successful programs include the University of California's President's Postdoctoral Fellowship Program for minorities in all fields and women in STEM fields, and Women & Science Fellowships at Rockefeller aimed at multiple levels including graduate students, postdocs, and senior faculty.[35]

Other Ideas and Suggestions from Women and URM STEM Faculty

- Academic institutions in the UK have seen great improvements for diversity and departmental climate through a certification program called Athena SWAN, established in 2005.[36] As part of this process, institutions apply for accreditation (some 200 applied in the UK). Institutions were evaluated and ranked into categories (bronze, silver and gold) that indicated their success in advancing the careers of women in Science (the process has recently been expanded to other fields). Decisions within institutions and also by funding agencies consulted these rankings. This process has been successful and has led to improvements in Diversity and Inclusivity (henceforth D&I).

- The creation of fellowship incentives at Yale for URM and women at all levels. This would go a long way towards supporting the careers of women and URM faculty and would begin to address outside perceptions.

- Use the Annual Faculty Activity Reports (FAR) to help promote D&I. FARs could contain a question for all faculty such as "What have you done for mentoring, diversity and inclusion of all?" Even more in-depth questions could be posed to department chairs.

- Science departments, specifically physics, should consider instituting a Bridge Program for graduate students. The program would apply to qualified incoming graduate students who have very good to excellent application materials with the exception of perhaps the GRE in Physics or another area of weakness that can be identified as owing to their undergraduate education (schools that typically do not teach physics at a high level, schools or students that simply do not have the undergraduate opportunities of, for example, Yale students). This would be a single year program to "catch up in physics" prior to entering the graduate PhD program. It could amount to the student taking a year of Yale upper-level undergraduate Physics courses. Arguments against such a program often state that students have a stigma about being identified with a Bridge Program. Proponents state that the student is given the opportunity to decide prior to entrance into a Bridge Program at Yale in

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35 http://womenandscience.rockefeller.edu/achievements-and-recognition

36 http://www.ecu.ac.uk/equality-charters/athena-swan/

Physics. It is noted that this is in fact similar to the British graduate school education, where a student first takes a masters prior to qualifying to enter the PhD program.

- The administration can incentivize mentoring, perhaps through the FAR. We recommend encouraging conversations about mentoring graduate students, postdoctoral fellows, and junior faculty across different races and genders. In most departments URM and women faculty are already carrying an unsustainable mentoring and service load. As our interviews with graduate students showed (see Section VI below), graduate students are looking for wider mentorship and support from faculty in their departments.[37]

- Some faculty have suggested that the FAS Senate might be able to play a role in establishing a Committee to review and oversee the outcome of promotion and tenure cases or, at a minimum, the promotion process and deliberations in departments.

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37 See, e.g., the article on 'bridge leaders' in *The Chronicle of Higher Education* on March 8th, 2016: http://chronicle.com/article/Building-Bridge-Leaders-/235622.

APPENDIX 2

Data Tables
(to accompany section V)

Yale FAS Ladder Faculty by Race & Sex
Prepared by OIR at the request of the Faculty Senate

Section 1: Descriptive statistics & trends, 2006-2015

Notes for Section 1:

Population is all ladder faculty with a primary appointment in FAS, including Gibbs instructors.

In compliance with federal regulations, race after 2012 is self-reported, resulting in an increase in the percentage of faculty with an unknown race. The change primarily affects newer faculty, most of whom are term. Unknown race is a separate category in these figures.

Foreign nationals are also a separate category from racial/ethnic groups in these figures ("International"), regardless of whether or not faculty members reported a race. Over time, many multiple term faculty become U.S. citizens or Permanent Residents, although such changes are inconsistently reported or tracked in Yale systems. Provided Yale is made aware of the transition, those individuals are then counted with their self-reported racial/ethnic group.

Trend data begins in 2006. Citizenship data is not readily accessible in earlier years.

Fig. 1 FAS Ladder by Years Since Highest Degree
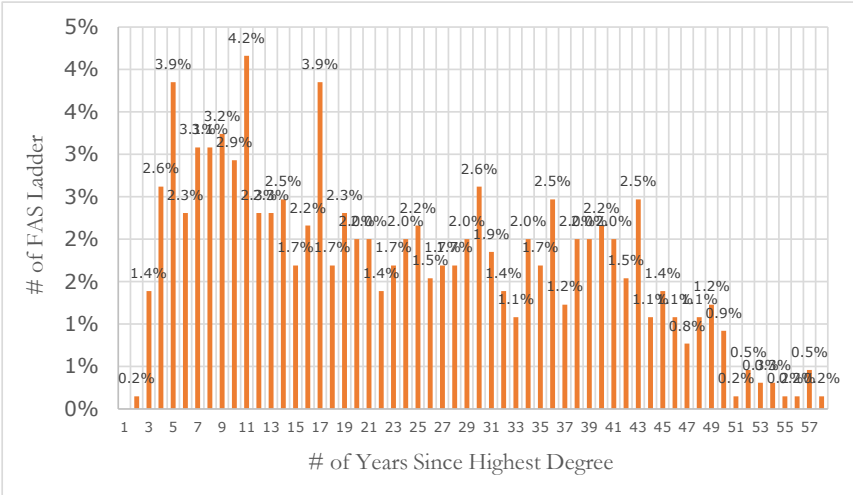
Fig. 2 FAS Ladder by Years Since Highest Degree (5-yr cohorts)
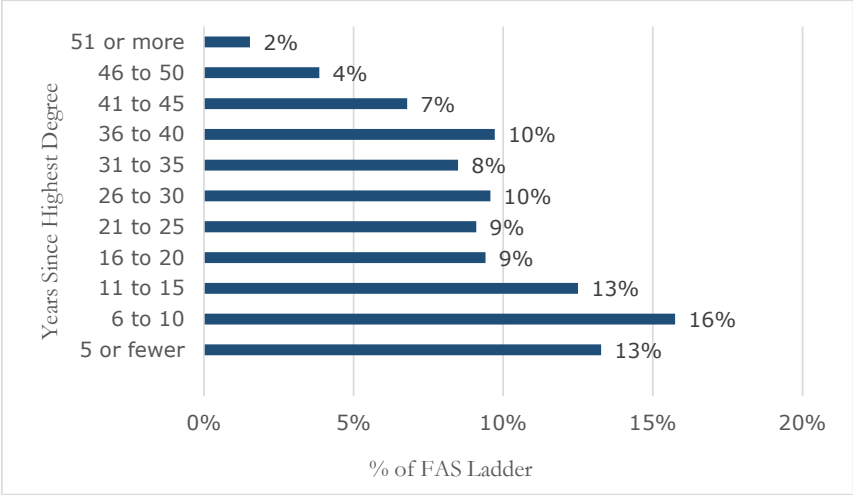
Fig. 3 FAS Ladder by 5-yr cohorts & Rank
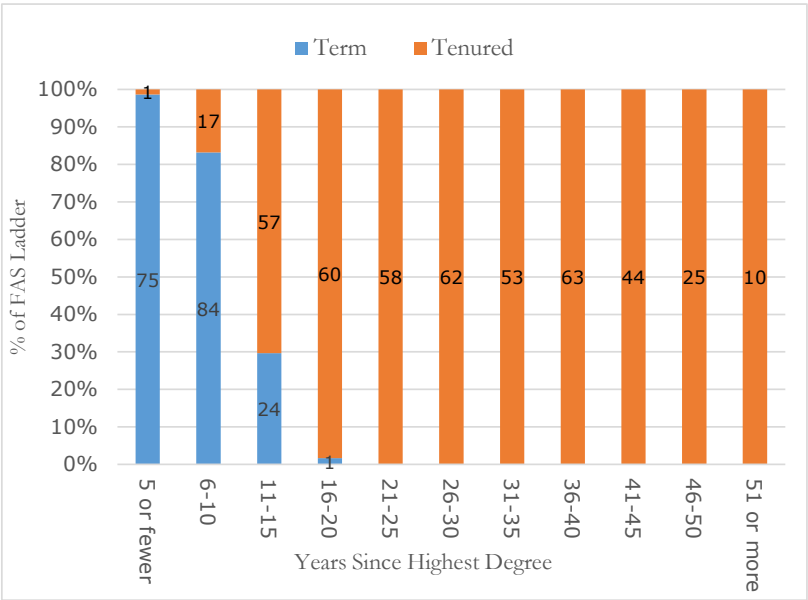
** In compliance with federal regulations, post-2012 race is self-reported. Faculty who have not reported a race are shown as "unknown" or excluded from race figures.**   03/22/16

Fig. 4a Race Groups by Years Since Highest Degree (#)
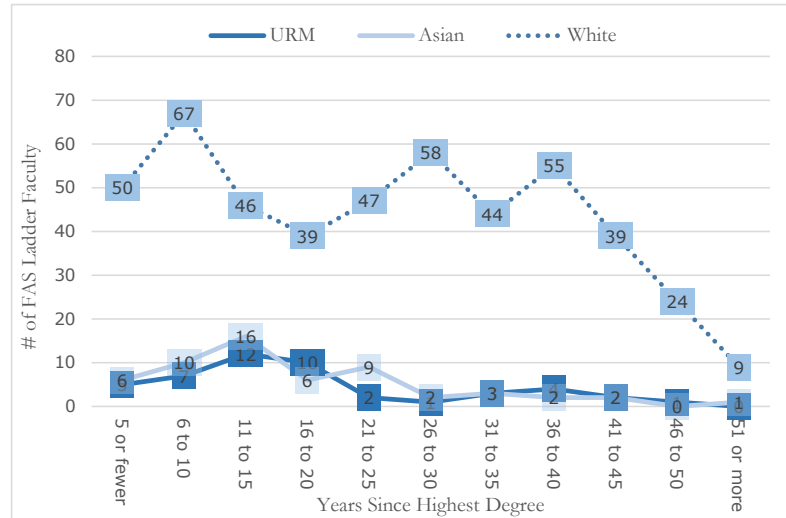
Excludes unknown race and foreign nationals, who are concentrated in "5 or fewer". Those who stay multiple terms become Permanent Residents.

Fig. 4b Sex by Years Since Highest Degree (#)
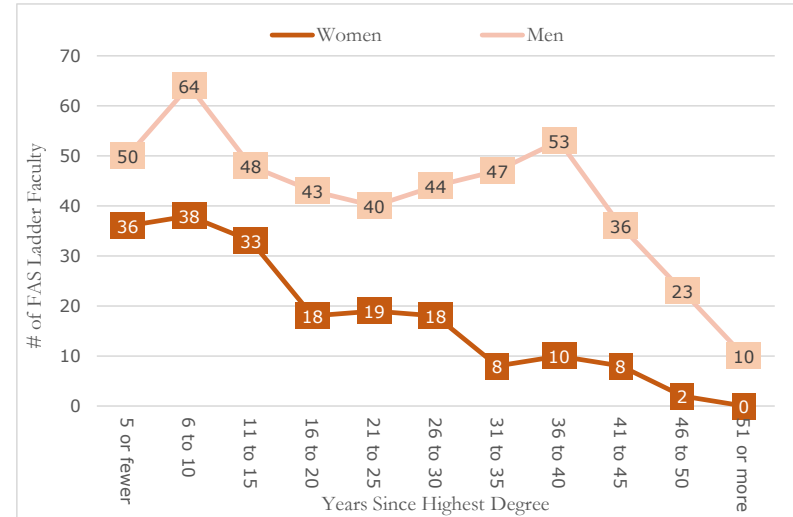
Fig. 5a Race Groups by Years Since Highest Degree (%)
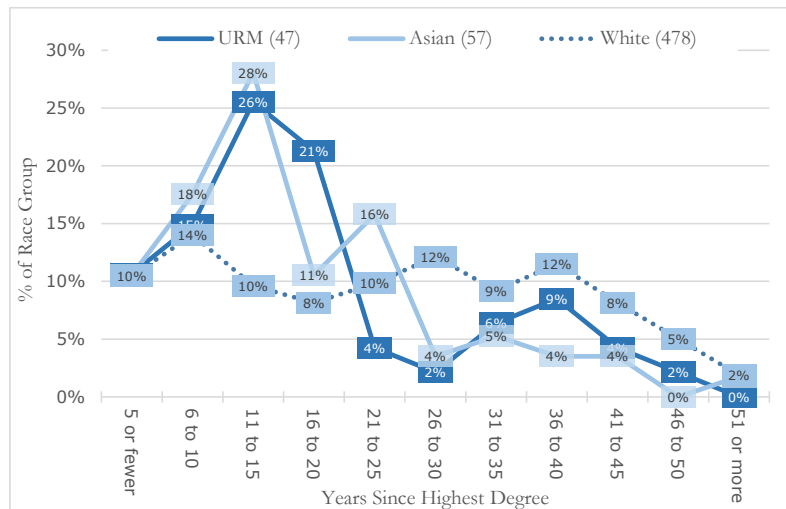
Excludes unknown race and foreign nationals, who are concentrated in "5 or fewer". Those who stay multiple terms become Permanent Residents.

Fig. 5b Sex by Years Since Highest Degree (%)

** In compliance with federal regulations, post-2012 race is self-reported. Faculty who have not reported a race are shown as "unknown" or excluded from race figures.**

03/22/16
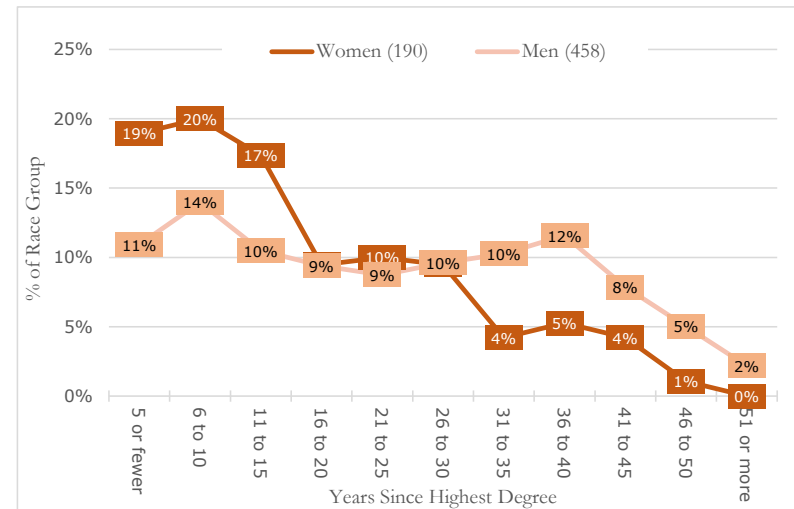
Fig. 6a Cohorts (Years Since Highest Degree) by Race (%)

Legend: ■ URM ■ Asian ■ White □ Unknown

% of Cohort

Cohort	URM	Asian	White	Unknown
5 or fewer (86)	7%	9%	72%	12%
6 to 10 (102)	7%	11%	71%	12%
11 to 15 (81)	16%	21%	60%	4%
16 to 20 (61)	17%	10%	66%	7%
21 to 25 (59)	3%	15%	80%	2%
26 to 30 (62)	3%		95%	
31 to 35 (55)	6%	6%	86%	2%
36 to 40 (63)	6%	3%	89%	2%
41 to 45 (44)	5%	5%	91%	
46 to 50 (25)	4%		96%	
51 or more (10)		10%	90%	
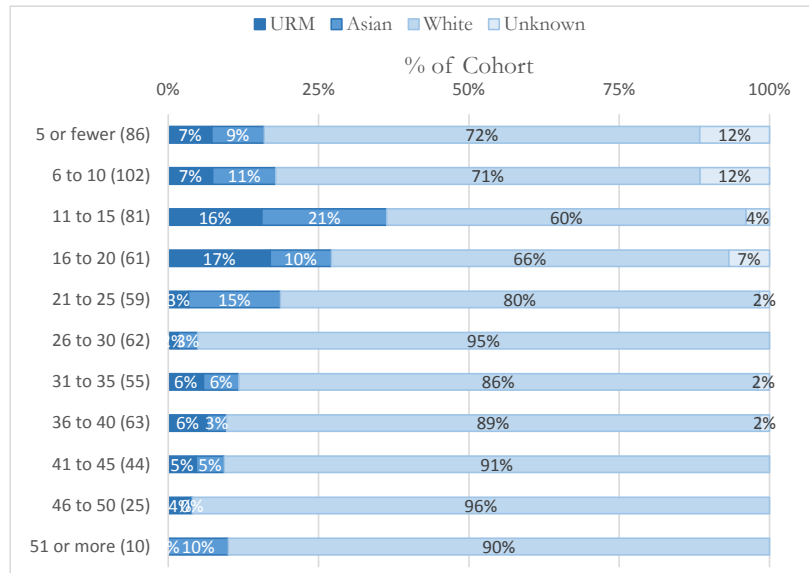
Fig. 6b Cohorts (Years Since Highest Degree) by Sex (%)
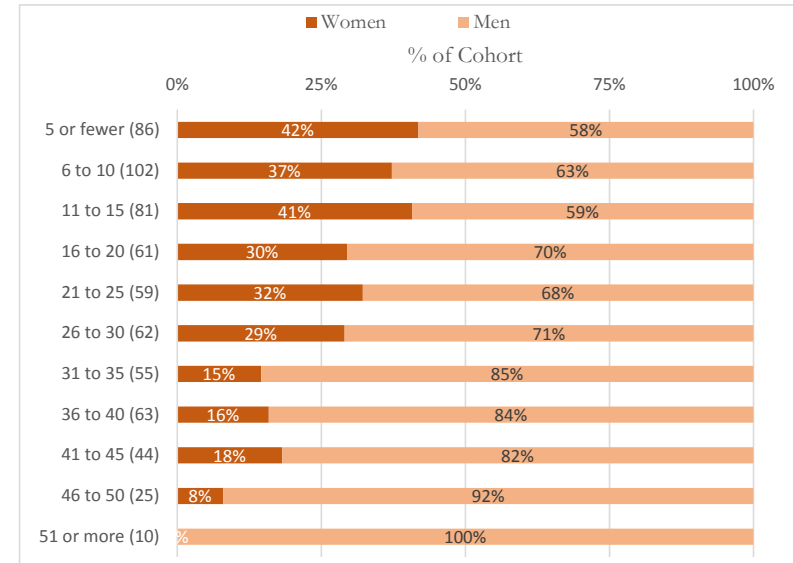
Legend: ■ Women ■ Men

% of Cohort

Cohort	Women	Men
5 or fewer (86)	42%	58%
6 to 10 (102)	37%	63%
11 to 15 (81)	41%	59%
16 to 20 (61)	30%	70%
21 to 25 (59)	32%	68%
26 to 30 (62)	29%	71%
31 to 35 (55)	15%	85%
36 to 40 (63)	16%	84%
41 to 45 (44)	18%	82%
46 to 50 (25)	8%	92%
51 or more (10)		100%

Fig. 7a Tenured Faculty by Division & Race

Legend: Int'l, URM, Asian, White, Unknown

% of Tenured Faculty

Division	White	Asian	URM	Int'l	Unknown
Hum (169)	79%	5%	9%	5%	2%
Soc Sci (106)	79%	9%	8%	2%	2%
Bio Sci (41)	85%	7%	5%		2%
Phy Sci (105)	80%	11%	4%	2%	3%
Engr (31)	74%	19%	3%	3%	

Fig. 7b Tenured Faculty by Division & Sex

Legend: Women, Men

% of Tenured Faculty

Division	Men	Women
Hum (169)	66%	34%
Soc Sci (106)	73%	27%
Bio Sci (41)	90%	10%
Phy Sci (105)	85%	15%
Engr (31)	94%	6%

Fig. 7c Term Faculty by Division & Race

Legend: Int'l, URM, Asian, White, Unknown

% of Term Faculty

Division	Unknown	White	Asian	URM	Int'l
Hum (74)	9%	68%	4%	11%	8%
Soc Sci (56)	9%	64%	13%	5%	9%
Bio Sci (17)	12%	59%	6%		24%
Phy Sci (35)	11%	46%	14%	3%	26%
Engr (18)	11%	33%	11%	22%	22%

Fig. 7d Term Faculty by Division & Sex

Legend: Women, Men

% of Term Faculty

| Division	Men	Women
Hum (74)	47%	53%
Soc Sci (56)	59%	41%
Bio Sci (17)	71%	29%
Phy Sci (35)	71%	29%
Engr (18)	72%	28%
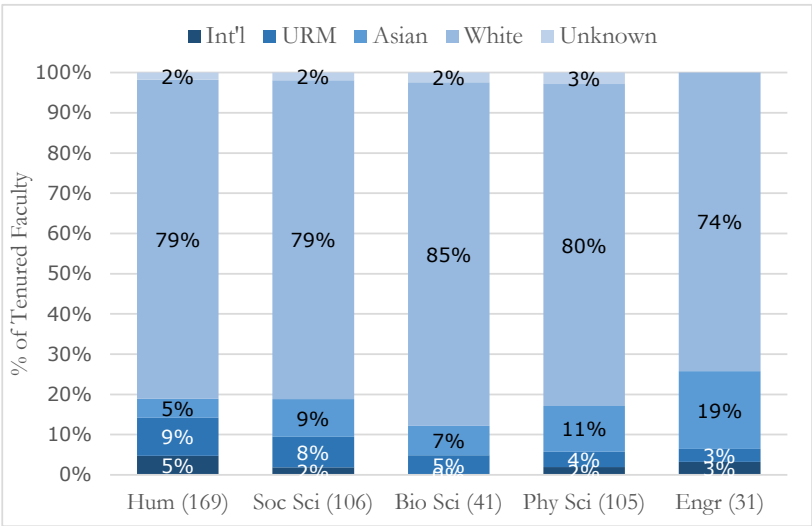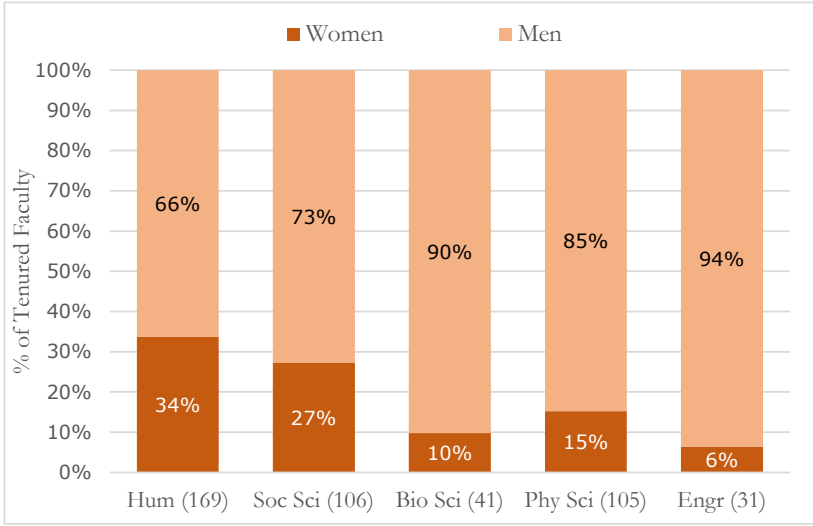
** In compliance with federal regulations, post-2012 race is self-reported. Faculty who have not reported a race are shown as "unknown" or excluded from these figures. 03/22/16

HUMANITIES

Fig. 8a Humanities, Tenured Faculty by Race, 2006-2015
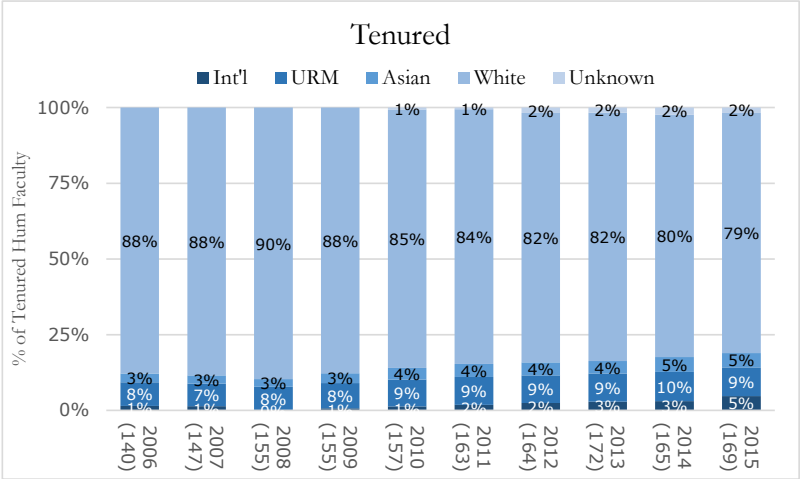
Tenured

Legend: ■ Int'l ■ URM ■ Asian ■ White ■ Unknown

Fig. 8b Humanities, Tenured Faculty by Sex, 2006-2015

Tenured

Legend: ■ Women ■ Men

Fig. 8c Humanities, Term Faculty by Race, 2006-2015

Term

Legend: ■ Int'l ■ URM ■ Asian ■ White ■ Unknown
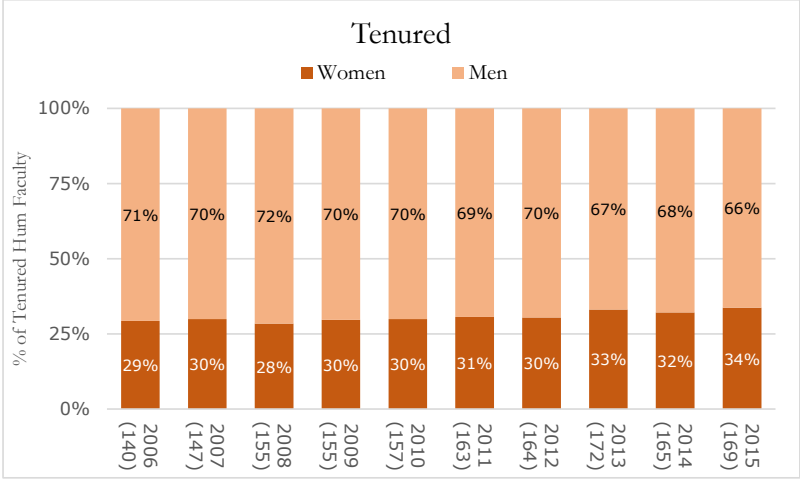
Fig. 8d Humanities, Term Faculty by Sex, 2006-2015

Term

Legend: ■ Women ■ Men

** In compliance with federal regulations, post-2012 race is self-reported. Faculty who have not reported a race are shown as "unknown" or excluded from these figures.**

SOCIAL SCIENCES

Fig. 9a Social Sciences, Tenured Faculty by Race, 2006-2015

Fig. 9b Social Sciences, Tenured Faculty by Sex, 2006-2015

Fig. 9c Social Sciences, Term Faculty by Race, 2006-2015

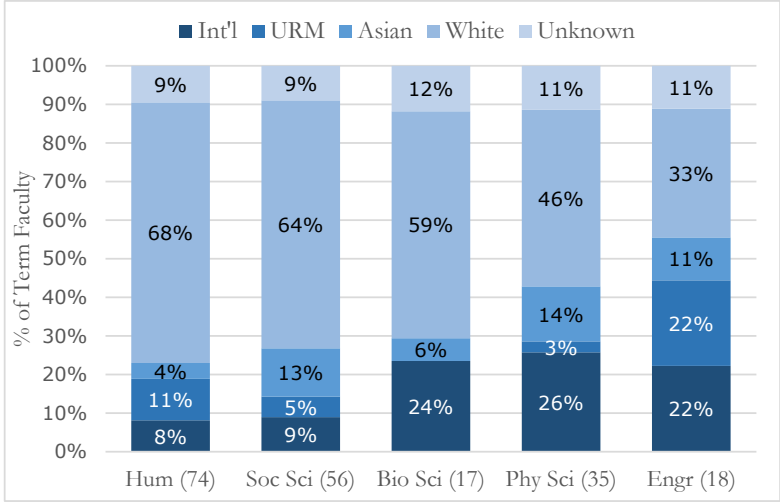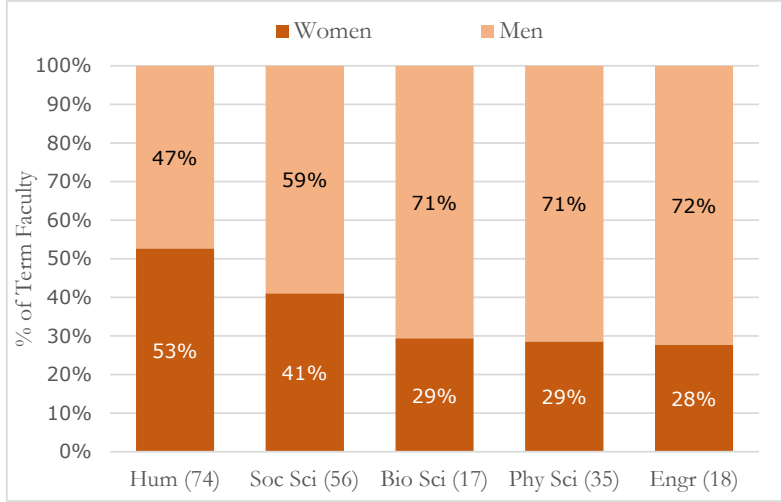**Fig. 9d Social Sciences, Term Faculty by Sex, 2006-2015**

03/22/16

** In compliance with federal regulations, post-2012 race is self-reported. Faculty who have not reported a race are shown as "unknown" or excluded from these figures.**
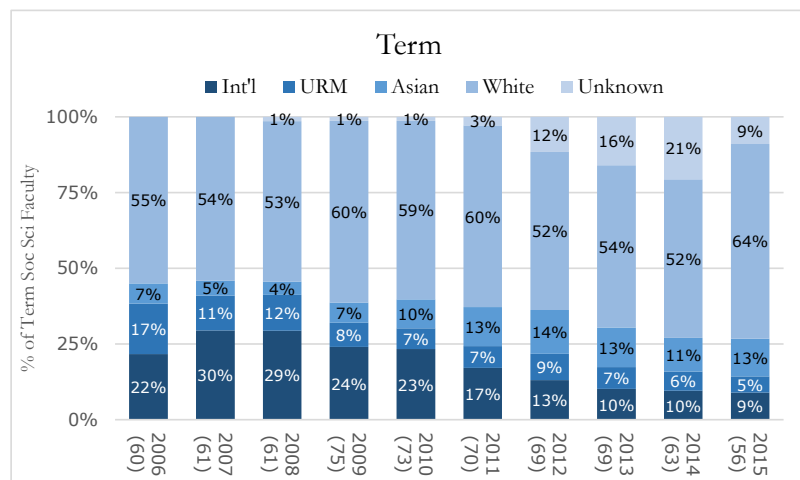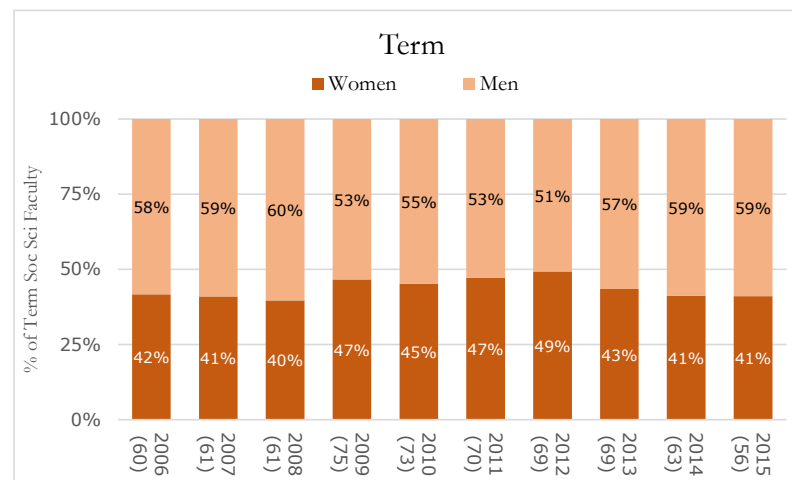
BIOLOGICAL SCIENCES

Fig. 10a Biol. Sciences, Tenured Faculty by Race, 2006-2015
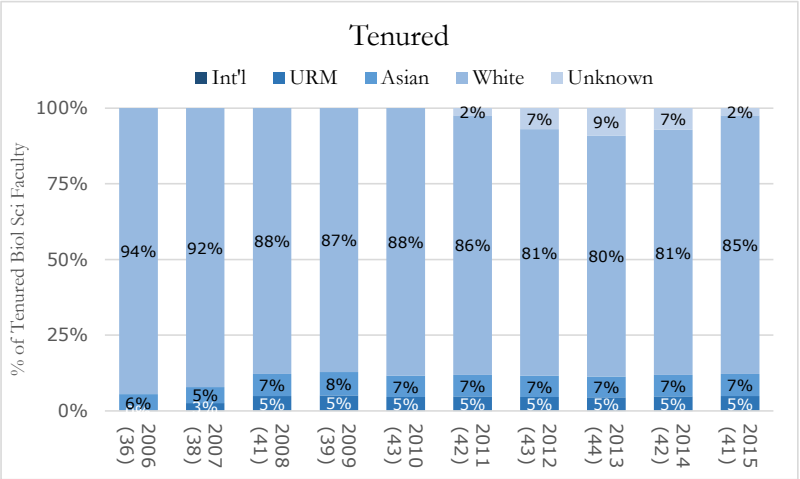
Fig. 10b Biol. Sciences, Tenured Faculty by Sex, 2006-2015
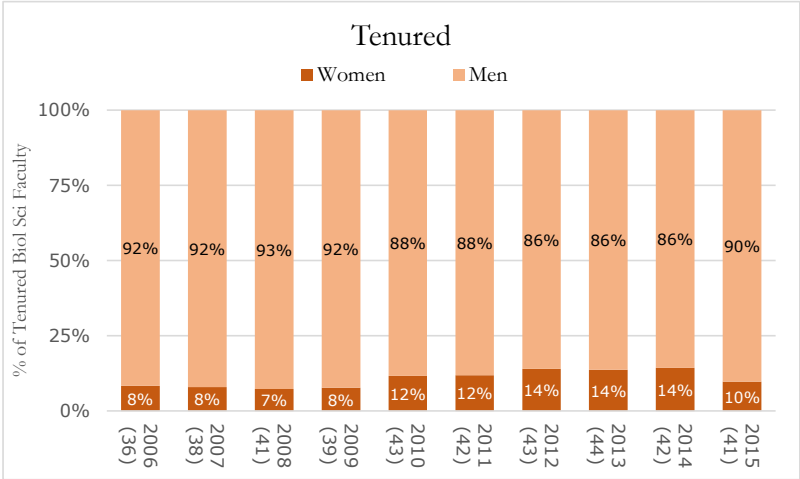
Fig. 10c Biol. Sciences, Term Faculty by Race, 2006-2015
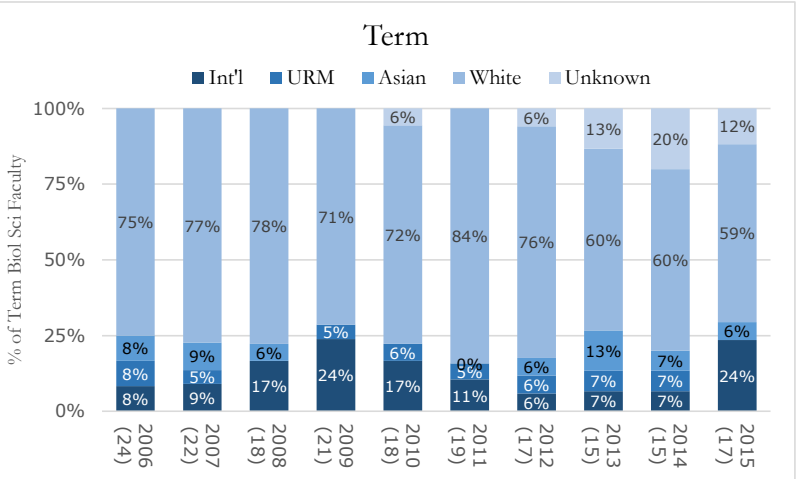
Fig. 10d Social Sciences, Term Faculty by Sex, 2006-2015

** In compliance with federal regulations, post-2012 race is self-reported. Faculty who have not reported a race are shown as "unknown" or excluded from these figures.**

PHYSICAL SCIENCES

Fig. 11a Phys. Sciences, Tenured Faculty by Race, 2006-2015
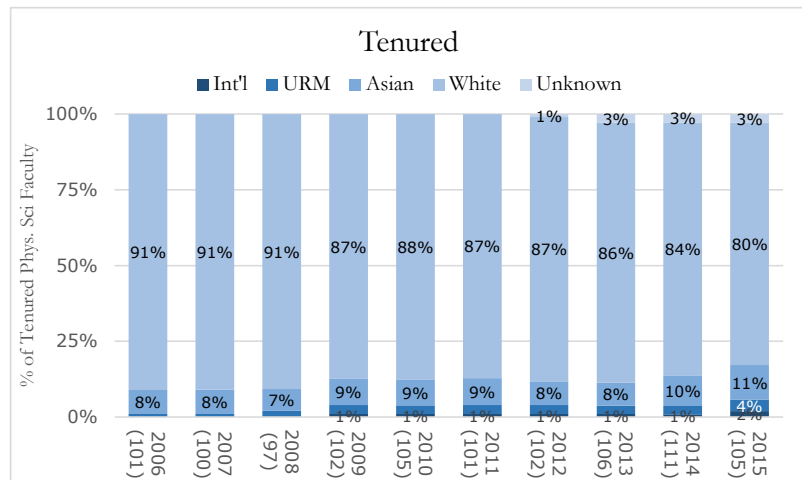
Tenured

Fig. 11b Phys. Sciences, Tenured Faculty by Sex, 2006-2015
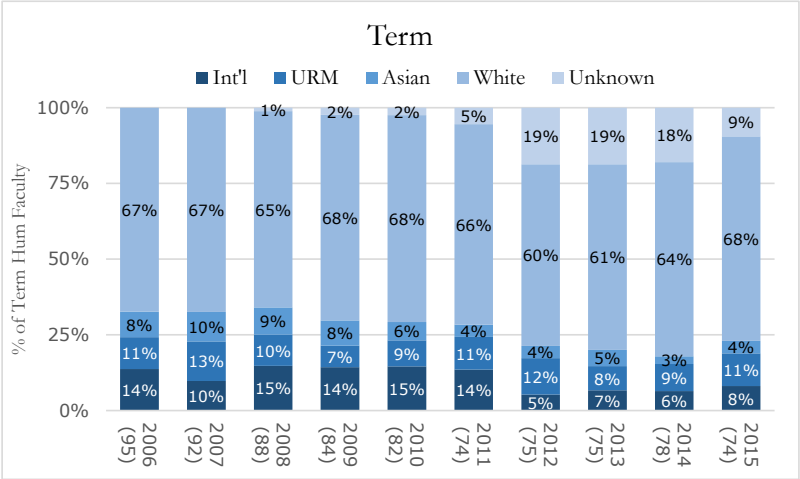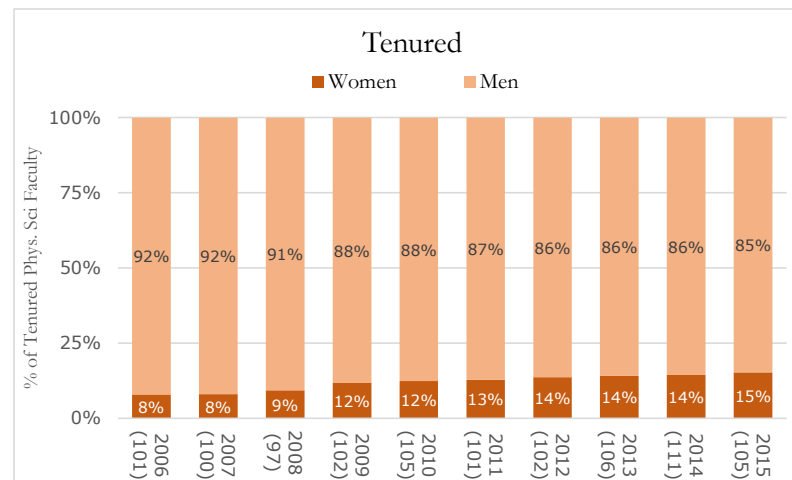

Tenured

Fig. 11c Phys. Sciences, Term Faculty by Race, 2006-2015
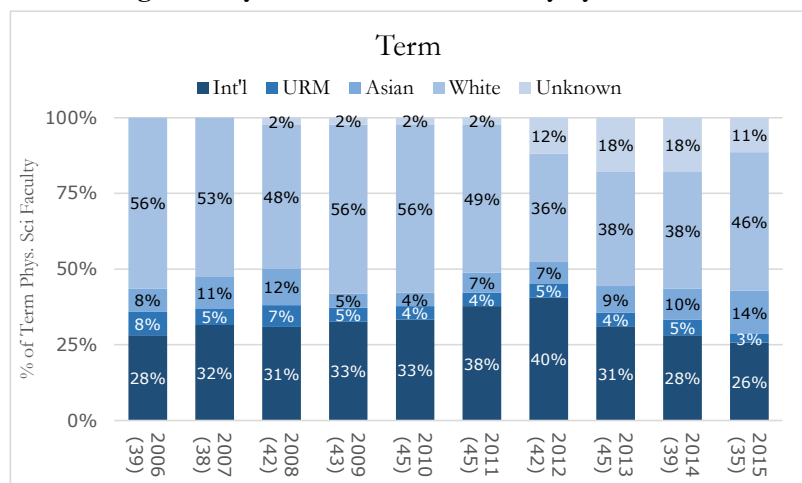
Term

Fig. 11d Phys. Sciences, Term Faculty by Sex, 2006-2015

Term

03/22/16

** In compliance with federal regulations, post-2012 race is self-reported. Faculty who have not reported a race are shown as "unknown" or excluded from these figures.**
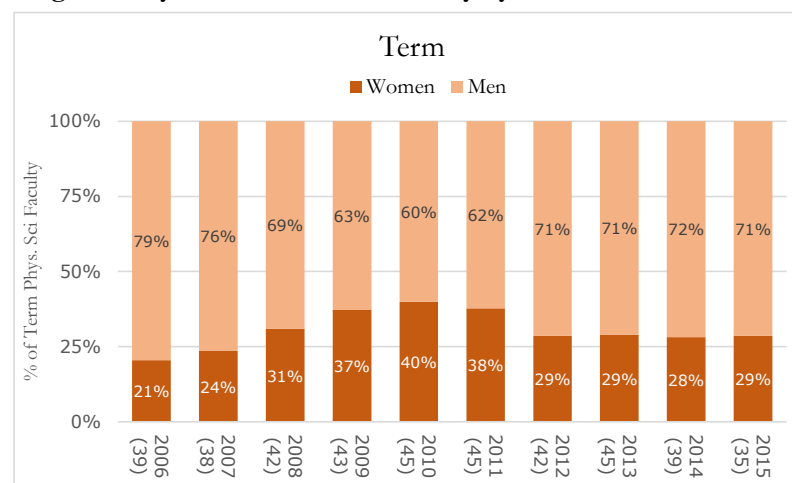
ENGINEERING

Fig. 12a Engineering, Tenured Faculty by Race, 2006-2015
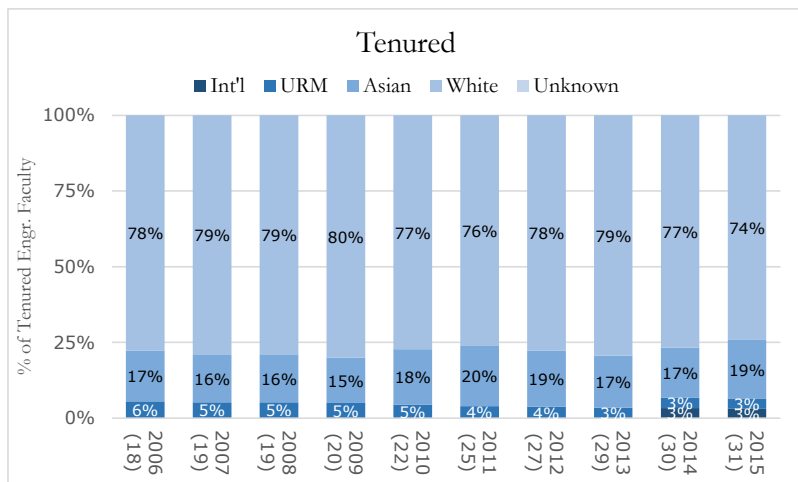
Fig. 12b Engineering, Tenured Faculty by Sex, 2006-2015
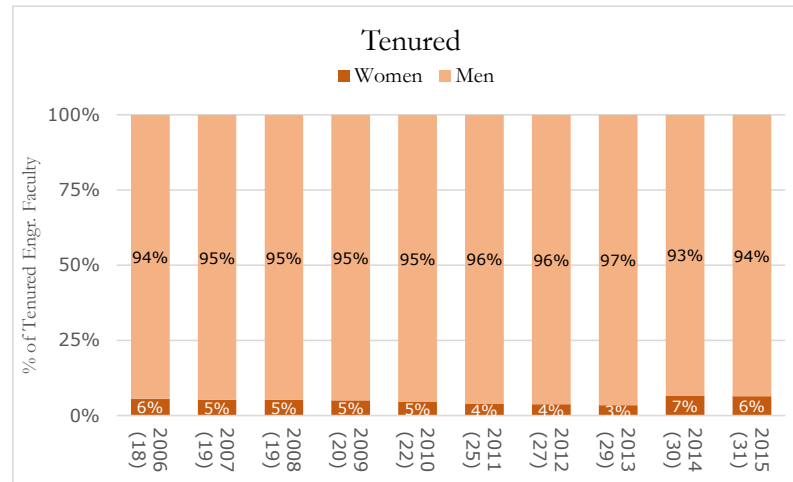
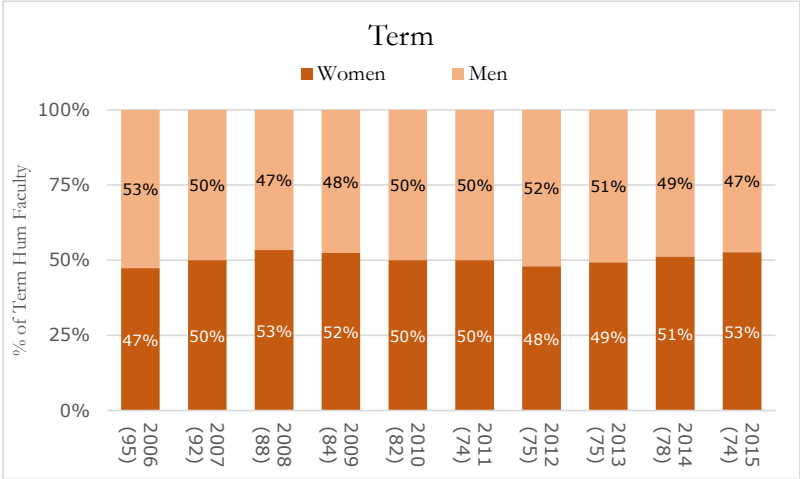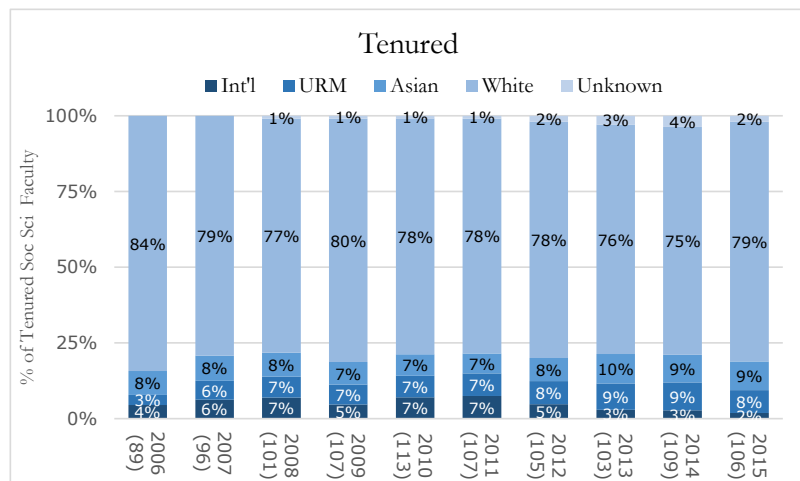**Fig. 12c Engineering, Term Faculty by Race, 2006-2015**
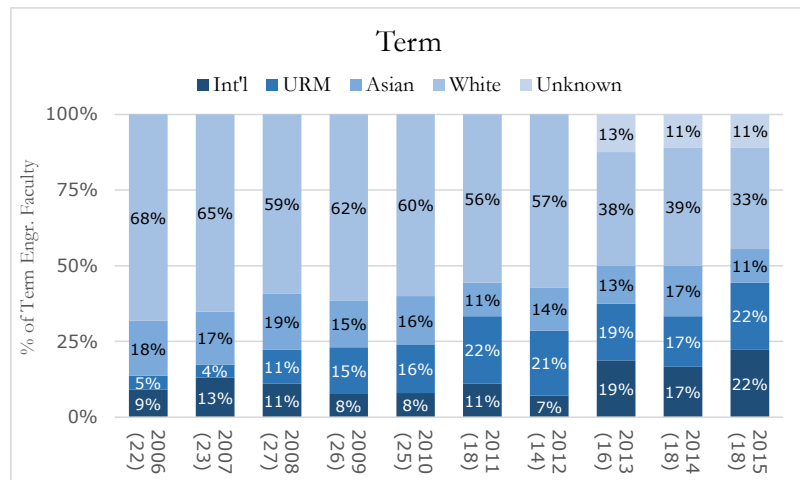
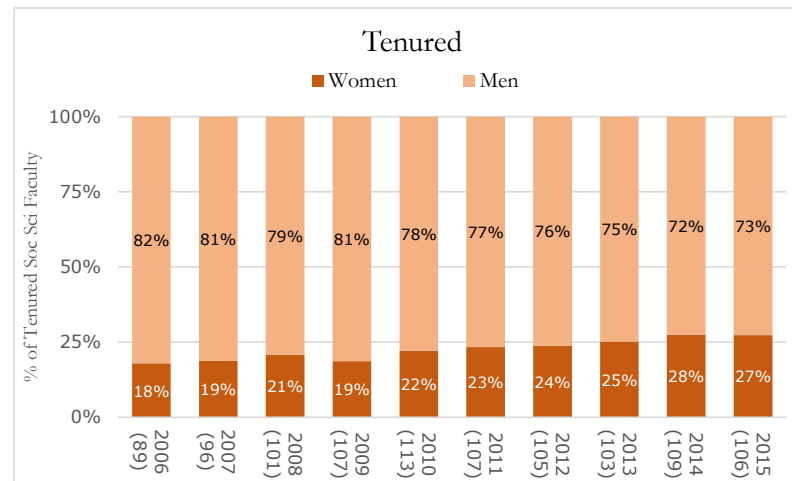**Fig. 12d Engineering, Term Faculty by Sex, 2006-2015**

03/22/16

** In compliance with federal regulations, post-2012 race is self-reported. Faculty who have not reported a race are shown as "unknown" or excluded from these figures.**
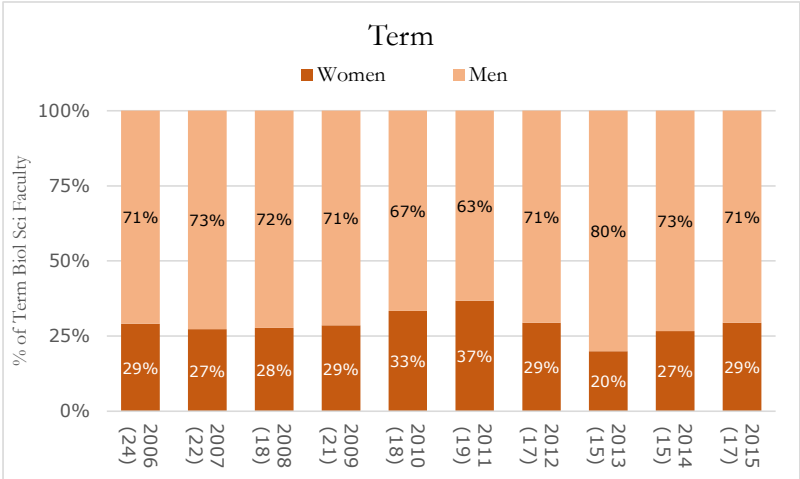
FAS

FAS Tenured Faculty by Race, 2006-2015

Tenured

Legend: Int'l · URM · Asian · White · Unknown

Year	Unknown (top)	White	
2006		88%	6% / 4%
2007		87%	6% / 5%
2008		86%	6% / 6%
2009		85%	7%
2010		84%	7%
2011	1%	83%	7% / 7% / 3%
2012	2%	82%	7% / 7%
2013	3%	81%	7% / 7%
2014	3%	80%	8% / 7%
2015	2%	80%	9% / 7% / 3%

FAS Tenured Faculty by Sex, 2006-2015

Tenured

Legend: Women · Men

Year	Men	Women
2006	82%	18%
2007	82%	18%
2008	81%	19%
2009	80%	20%
2010	79%	21%
2011	78%	22%
2012	78%	22%
2013	77%	23%
2014	77%	23%
2015	76%	24%

FAS Term Faculty by Race, 2006-2015

Term

Legend: Int'l · URM · Asian · White · Unknown

Year	Unknown (top)	White	Asian	URM	Int'l
2006		63%	9%	11%	17%
2007		62%	9%	10%	19%
2008	1%	59%	9%	9%	21%
2009	2%	63%	7%	8%	20%
2010	2%	63%	7%	8%	20%
2011	3%	62%	8%	9%	19%
2012	13%	54%	9%	10%	15%
2013	17%	52%	10%	8%	14%
2014	18%	54%	8%	8%	12%
2015	10%	59%	9%	8%	14%

FAS Term Faculty by Sex, 2006-2015

Term

Legend: Women · Men

| Year	Men	Women
2006	63%	37%
2007	62%	38%
2008	60%	40%
2009	58%	42%
2010	58%	42%
2011	57%	43%
2012	59%	41%
2013	60%	40%
2014	60%	40%
2015	59%	41%

** In compliance with federal regulations, post-2012 race is self-reported. Faculty who have not reported a race are shown as "unknown" or excluded from these figures.**

Section 2: Trends by division (alternate format)

Notes for Section 2:

Population is all ladder faculty with a primary appointment in FAS, including Gibbs instructors.

In compliance with federal regulations, race after 2012 is self-reported, resulting in an increase in the percentage of faculty with an unknown race. The change primarily affects newer faculty, most of whom are term. Faculty with unknown race are included only in the denominators for each division.

Foreign nationals are included in the race counts. If a non-U.S. citizen reported being Black/AfAm, for example, then they are shown here as URM.

Percent Women by Division

Fig. 13a — Humanities

Ladder/Term

Ladder/Tenu

Fig. 13b — Social Sciences

Ladder/Term

Ladder/Tenured

Fig. 13c — Physical Sciences & Eng.

Ladder/Term

Ladder/Tenu

Fig. 13d — Biological sciences

Ladder/Term

Ladder/Tenured

Percent Women

Creation_Date

Count of Women by Division

Fig. 14a — Humanities

Ladder/Tenured

Ladder/Term

40 -

20 -

0 -

Fig. 14b — Social Sciences

40 -

Ladder/Term

Ladder/Tenured

20 -

0 -

Number of Women

Fig. 14c — Physical Sciences & Eng.

40 -

20 -

Ladder/Term

Ladder/Tenured

0 -

Fig. 14d — Biological sciences

40 -

20 -

Ladder/Term

Ladder/Tenured

0 -

2000   2005   2010   2015

Creation_Date

Percent URM by Division

Fig. 15a — Humanities
Fig. 15b — Social Sciences
Fig. 15c — Physical Sciences & Eng.
Fig. 15d — Biological sciences

Count of URM by Division

Fig. 16a — Humanities
Fig. 16b — Social Sciences
Fig. 16c — Physical Sciences & Eng.
Fig. 16d — Biological sciences

Section 3: Advancement to tenure of entering FAS Assistant Professors, 1985-2015

Table 1 Advancement to tenure of entering AP's, URM vs. All others

Table 2 Advancement to tenure of entering AP's, Women vs. Men

Figures show hiring and tenure rates and counts for FAS, by race & sex.

Notes for Section 3:

Population is Assistant Professors with a primary appointment in FAS in 5-year cohorts bv year of hire. For each cohort, percentages shown are # with tenure of total # of entering APs, with # still unresolved in parentheses.

In compliance with federal regulations, race after 2012 is self-reported, resulting in an increase in the percentage of faculty with an unknown race. The change primarily affects newer faculty, most of whom are term.

Table 1 groups faculty of unknown race with non-URM faculty.

Foreign nationals are included in these race counts. If a non-U.S. citizen reported being Black/AfAm, for example, then they are shown here as URM.

Table 1. Advancement to Tenure of Entering FAS Assistant Professors by Race

Division Humanities	Cohort	**Unknown or Not URM**		**URM**	
		Tenure Rate	as Percent	Tenure Rate	as Percent
	1985-89	8 of 64	13%	0 of 4	0%
	1990-94	8 of 71	11%	0 of 4	0%
	1995-99	10 of 69	14%	2 of 9	22%
	2000-2004	16 of 63	25%	2 of 12	17%
	2005-2009	13 of 59 (11)	22%	0 of 4	0%
	2010-2015	1 of 45 (39)	2%	0 of 6 (4)	0%
Soc Sciences	1985-89	6 of 48	13%	0 of 1	0%
	1990-94	5 of 33	15%	1 of 2	50%
	1995-99	4 of 44	9%	3 of 8	38%
	2000-2004	10 of 43	23%	1 of 7	14%
	2005-2009	10 of 52 (13)	19%	1 of 7 (1)	14%
	2010-2015	of 36 (32)	0%	0 of 3 (1)	0%
Phy Sci & Eng	1985-89	9 of 48	19%	0 of 0	
	1990-94	14 of 34	41%	0 of 0	
	1995-99	4 of 25	16%	0 of 1	0%
	2000-2004	20 of 36	56%	2 of 3	67%
	2005-2009	15 of 30 (7)	50%	2 of 6 (4)	33%
	2010-2015	2 of 29 (25)	7%	0 of 0	
Biological Sci	1985-89	7 of 15	47%	0 of 0	
	1990-94	7 of 11	64%	0 of 0	
	1995-99	9 of 13	69%	0 of 0	
	2000-2004	4 of 10	40%	2 of 3	67%
	2005-2009	3 of 10 (4)	30%	0 of 0	
	2010-2015	of 10 (10)	0%	0 of 0	
Total Faculty of Arts & Sciences	Cohort	Tenure Rate	as Percent	Tenure Rate	as Percent
	1985-89	30 of 175	17%	0 of 5	0%
	1990-94	34 of 149	23%	1 of 6	17%
	1995-99	27 of 151	18%	5 of 18	28%
	2000-2004	50 of 152	33%	7 of 25	28%
	2005-2009	41 of 151 (35)	27%	3 of 17 (5)	18%
	2010-2015	3 of 120 (106)	3%	0 of 9 (5)	0%

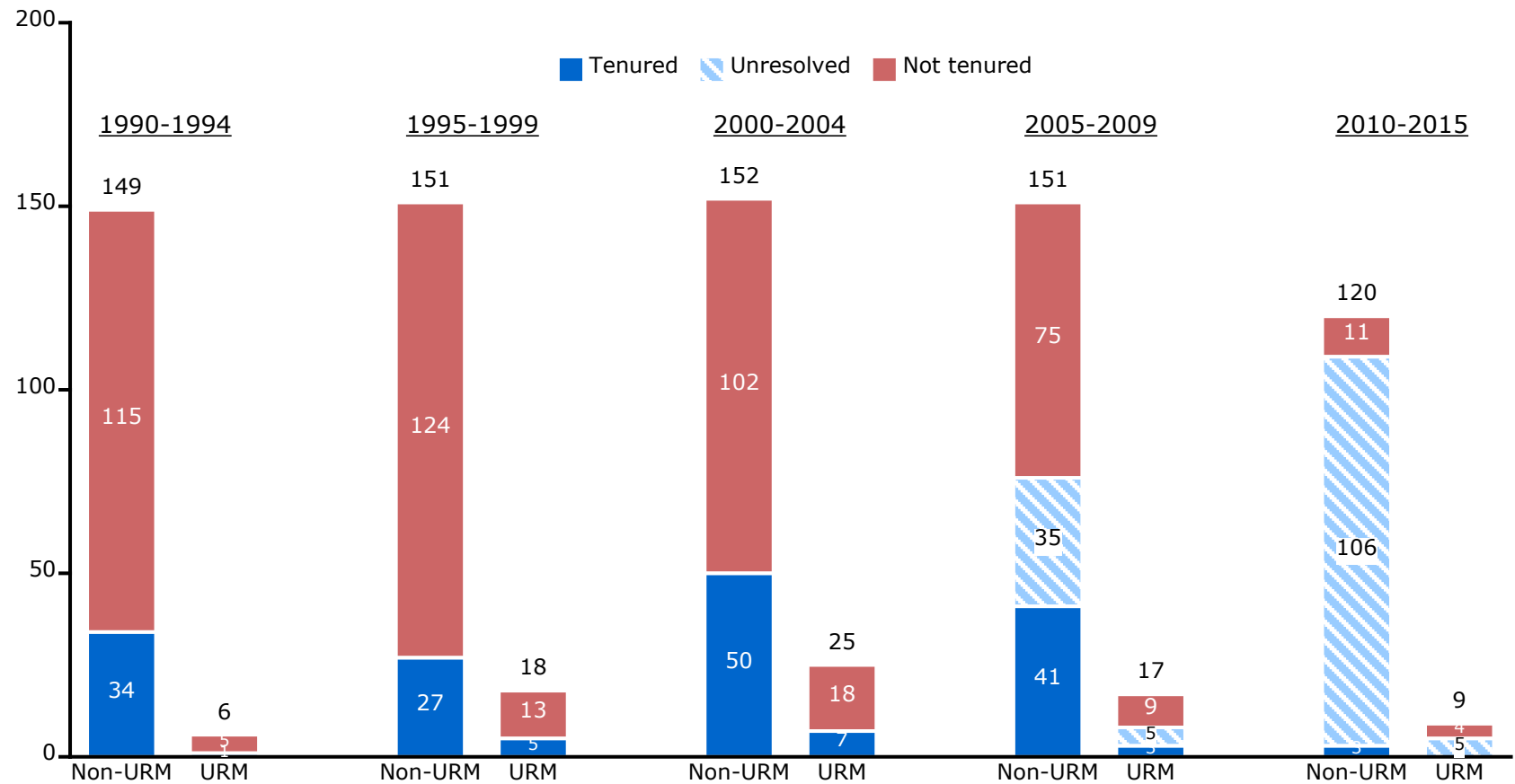For each five-year period, # with tenure of total # of entering APs (with # still unresolved)

Table 2. Advancement to Tenure of Entering FAS Assistant Professors by Sex

Division Humanities	Cohort	Women Tenure Rate	as Percent	Men Tenure Rate	as Percent
Humanities	1985-89	4 of 27	15%	4 of 41	10%
	1990-94	4 of 34	12%	4 of 41	10%
	1995-99	4 of 32	13%	8 of 46	17%
	2000-2004	9 of 38	24%	9 of 37	24%
	2005-2009	8 of 29 (6)	28%	5 of 34 (5)	15%
	2010-2015	0 of 26 (24)	0%	1 of 25 (19)	4%
Soc Sciences	1985-89	1 of 21	5%	5 of 28	18%
	1990-94	2 of 14	14%	4 of 21	19%
	1995-99	3 of 15	20%	4 of 37	11%
	2000-2004	3 of 22	14%	8 of 28	29%
	2005-2009	5 of 28 (8)	18%	6 of 31 (6)	19%
	2010-2015	0 of 13 (9)	0%	0 of 26 (24)	0%
Phy Sci & Eng	1985-89	2 of 4	50%	7 of 44	16%
	1990-94	0 of 1	0%	14 of 33	42%
	1995-99	1 of 3	33%	3 of 23	13%
	2000-2004	4 of 7	57%	18 of 32	56%
	2005-2009	4 of 12 (6)	33%	13 of 24 (5)	54%
	2010-2015	0 of 9 (8)	0%	2 of 20 (17)	10%
Biological Sci	1985-89	1 of 3	33%	6 of 12	50%
	1990-94	4 of 4	100%	3 of 7	43%
	1995-99	of 1	0%	9 of 12	75%
	2000-2004	2 of 4	50%	4 of 9	44%
	2005-2009	0 of 2 (1)	0%	3 of 8 (3)	38%
	2010-2015	0 of 3 (3)	0%	0 of 7 (7)	0%

Total Faculty of Arts & Sciences	Cohort	Tenure Rate	as Percent	Tenure Rate	as Percent
	1985-89	8 of 55	15%	22 of 125	18%
	1990-94	10 of 53	19%	25 of 102	25%
	1995-99	8 of 51	16%	24 of 118	20%
	2000-2004	18 of 71	25%	39 of 106	37%
	2005-2009	17 of 71 (21)	24%	27 of 97 (19)	28%
	2010-2015	0 of 51 (44)	0%	3 of 78 (67)	4%

For each five-year period, # with tenure of total # of entering APs (with # still unresolved in parentheses)

Advancement to Tenure of FAS Assistant Professors (5 year entering cohorts since 1990): By Race

Advancement to Tenure of Entering FAS Assistant Professors by Race

Legend: ■ Tenured ▨ Unresolved ■ Not tenured

	1990-1994		1995-1999		2000-2004		2005-2009		2010-2015	
	Non-URM	URM	Non-URM	URM	Non-URM	URM	Non-URM	URM	Non-URM	URM
Total	149	6	151	18	152	25	151	17	120	9
Not tenured	115	5	124	13	102	18	75	9	11	4
Unresolved							35	5	106	5
Tenured	34	1	27	5	50	7	41	3	3	5
Tenure rate	23%	17%	18%	28%	33%	28%	27 - 50%	18 - 47%	n/m	n/m
Hiring increase over prior cohort			1%	200%	1%	39%	-1%	-32%	-21%	-47%

Yale

Advancement to Tenure of FAS Assistant Professors (5 year entering cohorts since 1990): By Gender

Advancement to Tenure of Entering FAS Assistant Professors by Gender
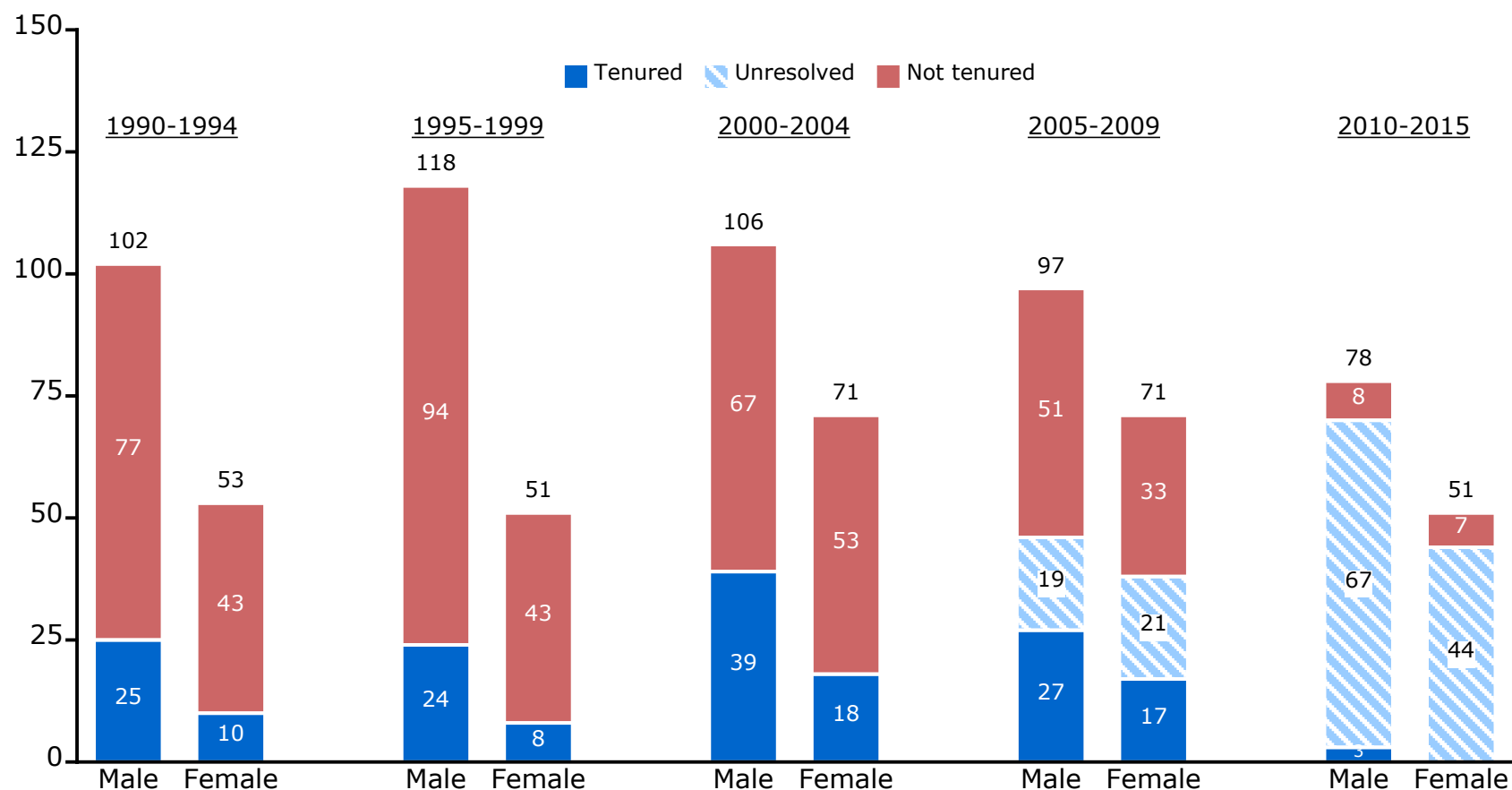
Tenure rate	25%	19%	20%	16%	37%	25%	24 - 54%	28 - 47%	n/m	n/m
Hiring increase over prior cohort			16%	-4%	-10%	39%	-8%	0%	-20%	-28%

Section 4: Attrition among FAS Assistant Professors, 1985-2015

Notes for Section 4:

Population is Assistant Professors with a primary appointment in FAS in 5-year cohorts bv year of hire.

Solid lines are resolved; dotted lines indicate unresolved cases remaining. (Dotted lines will drop as tenure decisions are made.)

"Percent tenured" only shows the outcome of the tenure process. It does not indicate that those who received tenure remained at Yale.

Departures include those who left before a tenure decision was reached.

In compliance with federal regulations, race after 2012 is self-reported, resulting in an increase in the percentage of faculty with an unknown race. The change primarily affects newer faculty, most of whom are term.

Figs. 19a-f groups faculty of unknown race with non-URM faculty.

Foreign nationals are included in these race counts. If a non-U.S. citizen reported being Black/AfAm, for example, then they are shown here as URM.

Entering Asst. Prof. in FAS, By 5−Year Cohorts

Fig. 17a — 1985–89 (180)

Fig. 17b — 1990–94 (155)

Fig. 17c — 1995–99 (169)

Fig. 17d — 2000–2004 (177)

Fig. 17e — 2005–2009 (168, 40 unresolved)

Fig. 17f — 2010–2015 (129, 111 unresolved)

Percent of Entering Cohort

Percent Remaining

Percent Tenured

Years at Yale

Entering Cohorts of Asst. Prof. in FAS (By Gender)

Fig. 18a — 1985–89

Percent Remaining
Women Men

Percent Tenured
Women Men

Total Women=55
Total Men=125

Fig. 18b — 1990–94

Total Women=53
Total Men=102

Fig. 18c — 1995–99

Total Women=51
Total Men=118

Fig. 18d — 2000–2004

Total Women=71
Total Men=106

Fig. 18e — 2005–2009

Total Women=71 (21)
Total Men=97 (19)

Fig. 18f — 2010–2015

Total Women=51 (44)
Total Men=78 (67)

Percent of Entering Cohort

Years at Yale

Section 4
Yale FAS Ladder Faculty, 1985-2015
Prepared by OIR (JRG) for the Faculty Senate

Entering Cohorts of Asst. Prof. in FAS (By URM)

Page 3

Fig. 19a — 1985−89
Total URM=5
Total Not URM=175

Percent Remaining
URM   Not URM

Percent Tenured
URM   Not URM

Fig. 19b — 1990−94
Total URM=6
Total Not URM=149

Fig. 19c — 1995−99
Total URM=18
Total Not URM=151

Fig. 19d — 2000−2004
Total URM=25
Total Not URM=152

Fig. 19e — 2005−2009
Total URM=17 (5)
Total Not URM=151 (35)

Fig. 19f — 2010−2015
Total URM=9 (5)
Total Not URM=120 (106)

Percent of Entering Cohort

Years at Yale