

THE FEW, THE PROUD: The State of Diversity at Yale

December 2003

Committee on Accessibility and Diversity
Graduate Employees and Students Organization (GESO)

<http://www.geso.org>

Introduction: Fighting a stratified system

The academic labor crisis disproportionately affects people of color and women. The corporatization of the academy has restructured fields and disciplines along gender and racial lines into a two-tier system of rank. Although recent statistics show that people of color and women have achieved entry into some fields, they do not have equality in full-time jobs, full professorships, or salaries.¹ One of the results of the steady decline in the number of full-time tenure-track jobs and the steady increase in the number of part-time and adjunct jobs is that people of color and women are paid less than white men in almost every faculty position, are more likely to stay on the lower rungs of the academic

"I maintain that a handful of faculty with term appointments in the Humanities and Social Sciences are being used to establish the intellectual legitimacy of Yale as a diverse university with a diverse curriculum . . . But, having brought these exciting new knowledge networks to the university, can this young faculty look forward to being valued, nurtured and promoted? The answer in short is no. All they can expect is Yale's revolving door."

-Hazel Carby, Professor of African American Studies

ladder, and as a result, are less likely to wield the institutional power needed to build a research program or develop a field.² As recent reports by Yale Professor Hazel Carby and the Women's Faculty Forum have noted, these trends are alive and well at Yale.³

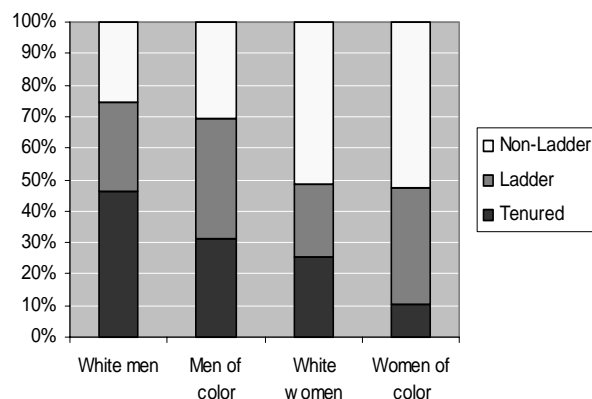
For people of color and women, organizing against the creation of a two-tiered system in the university is anti-racist and feminist activism. As a hostile political climate daily devalues our society's diversity, academics must organize in their own places of work and learning to hold universities accountable to their commitment to diversity.

Diversity at Yale today

Graduate students at Yale have long recognized that collective action is necessary to address the unequal working conditions people of color and women face in the academy and at Yale. In this report, we review Yale's institutional commitment to diversity from several angles: its progress in recruiting and retaining non-traditional graduate students, in recruiting and promoting women and people of color in its faculty, and in providing institutional resources for women and people of color. We find:⁴

- **Faculty diversity:** Only one of Yale's nearly 800 full professors is a black woman; 17.5% of tenured professors at Yale are women, 9.12% are of color. By way of contrast, about one half of (non-ladder) instructors at Yale are women, and one third are of color.⁵
- **Graduate student diversity:** Yale reports that about 13.5% of 4629 "full-time graduates" (including some professional school students) were of color – lower than the national average of 19.4%.⁶
- **Institutional support:** Yale's School of Medicine provides an Office of Multicultural Affairs with an Assistant Dean, two program staff and two administrative staff for 483 students.⁷ The Graduate School's Office of Diversity and Equal Opportunity must serve nearly 5 times as many students with one Assistant Dean and one Administrative Assistant.
- **Conclusion: Yale is building a less diverse future faculty.** Last year, Yale awarded only 9.8% of its Ph.D.s to U.S. students of color. Nationwide, however, scholars of color comprise about 18% of assistant professors, and about 10% of full professors. Yale identifies 14% of its ladder faculty as minority.⁸

The Yale ladder: How teaching positions were allocated within groups, Fall 2001.



Note: Group sizes vary. White men hold 61% of faculty teaching positions, while women of color hold 5.75%

We offer our own vision for Yale's commitment to diversity and propose a series of solutions that would make Yale more accessible to people of color and women. This report recommends:

1. A written and binding **contract** for graduate teachers and researchers, so that women and people of color may secure adequate institutional resources and fair and equal working conditions
2. A substantial increase in **resources** allocated to the Office of Diversity and Equal Opportunity (ODEO) and flagship research institutes like the Center for the Study of Race, Inequality and Politics (CSRIP).
3. The immediate adoption of several measures to **retain and promote** women and people of color in the faculty of each department.

Diversity at Yale's Graduate School: The view from 2002.

As President Levin has repeatedly affirmed, "Yale's diversity is among its greatest assets."⁹ The creation of an intellectually vital university depends upon the inclusion of teachers and researchers from a wide range of backgrounds and perspective. However, Yale has been repeatedly criticized for its poor record of hiring and promoting women and people of color.¹⁰ Only 17.5% of tenured professors at Yale are women; 9.12% are of color. By way of contrast, about one half of instructors at Yale are women, and one third are of color.¹¹

As Yale's internal studies attest, that scholars of color are central to a diverse curriculum, programming, and mentoring.¹² The lack of faculty diversity makes it correspondingly more difficult to recruit and retain graduate students from traditionally underrepresented groups. Indeed, last year, Yale awarded only 9.8% of its Ph.D.s to U.S. students of color.¹³ This graduating class is still less diverse than Yale's own ladder faculty, of which 14% are identified as minority.¹⁴ Nationwide, about 18% of U.S. assistant professors are identified as minority.¹⁵

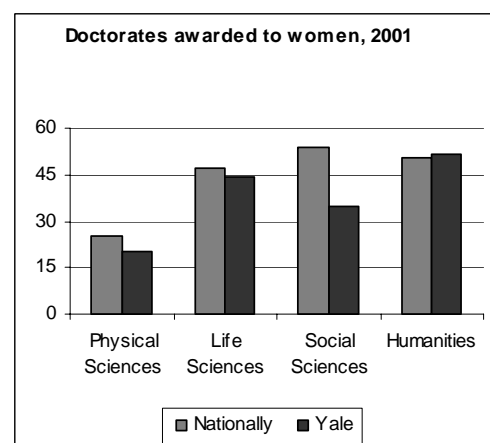
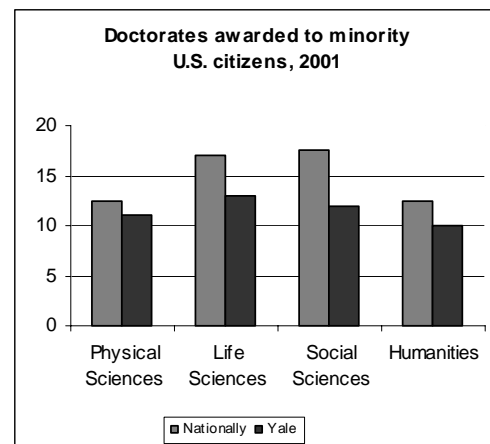
ODEO's Mission Statement:

The Office for Diversity and Equal Opportunity is committed to building a supportive graduate school community whereby students of color, women and other underrepresented students are actively recruited to the graduate school and encouraged in their professional, social and intellectual goals and pursuits. ODEO was established with the premise that expanding the diversity within the student body enhances the intellectual experience and understanding of the entire scholarly community. The Office operates collaboratively with departments and programs to proactively recruit and support the needs of underrepresented students as they pursue graduate study at Yale.

Institutional support?

In 1996, GESO created an Accessibility and Diversity standing committee. The A&D committee played a major role in developing a vision of what an office of diversity could achieve at Yale's graduate school. After surveying graduate students, obtaining statistics from Yale's Office for Institutional Research, investigating models at other universities and corresponding with the Director of the Medical School's Office of Multicultural Affairs (OMCA) the committee submitted a proposal for a Graduate Office on Accessibility and Equality in 1998.¹⁶

Two years later, Yale implemented the Office of Diversity and Equal Opportunity (ODEO) on a three-year trial basis, and hired Assistant Dean Liza Cariaga-Lo to carry out the mission of the Office.



While a positive step, the fledgling ODEO was not given the resources recommended by GESO's report, and today it possesses fewer program and administrative staff than its Medical School counterpart. The OMCA is staffed by an Assistant Dean, a Program Coordinator, a Director of Educational Opportunity Programs and two Administrative Assistants – as well as volunteers from the student body. The ODEO, although it serves almost five times as many students, is run by an Assistant Dean, an Administrative Assistant and student coordinators.

Last year, U.S. students of color made up 48% of the Medical School's graduating class; 8.9% were African American and 8% were Latina/o.¹⁷ In the Graduate School, 9.8% of Ph.D.s went to U.S. students of color – up from an average of about 7.5% between 1995 and 2000. 3.5% went to African Americans and 2.5% to Latino and Latina students.¹⁸ Providing resources to the ODEO that are more commensurate to those provided to the OMCA should help close this gap.

Advocacy and recruitment programs are not the only form of institutional support that universities need to provide for women and people of color, however.



Because of the way in which the university undervalues my department, its faculty, and its students, we have come to prioritize academic and financial survival over pressing political and social issues. In areas other than mechanized academic production we have essentially reached a standstill. I came here for more than that.

-Shana L. Redmond,
2nd year graduate student,
African American Studies



Though Yale is attempting to increase its recruitment of students of color and women--particularly through the ODEO--it is hard to determine whether there has been success in their *retention*. There are no clear departmental or university-wide sources. ... I believe that many minority students are dissatisfied with the lack of mentorship and academic support, and I know of people who have left without completing their program.

- Gahodery Rodriguez,
4th year graduate student,
Political Science

A history of neglect

Research institutes and centers are an integral part of the academic life of universities, providing resources and programming such as funding, faculty and graduate seminars, conferences, and visiting faculty. At Yale, two research institutes offer a useful comparison for evaluating the university's commitment to the study of diversity: the Yale Center for the Study of Globalization and the Center for the Study of Race, Inequality, and Politics.

In November 2000, Yale announced that deputy Secretary of State Strobe Talbott would head the new Center for the Study of Globalization, with funding from the William and Flora Hewlett Foundation and an individual donor.¹⁹ In January 2002, Talbott announced his intention to leave Yale to accept the presidency of the Brookings Institute. President Levin then recruited Ernesto Zedillo, former president of Mexico, to keep the Center alive and add to its prestige. Last year the Center awarded funding to nine faculty projects in amounts ranging from \$4,000 to \$10,000 and ten student projects with awards ranging from \$3,000 to \$5,000.

In 1995 Cathy Cohen, an African-American assistant professor in political science, received grants from Yale's Institute for Social and Policy Studies (ISPS) and the Rockefeller Foundation to start the Center for the Study of Race, Inequality, and Politics (CSRIP) at Yale. Five years later, she left Yale for the University of Chicago, where she earned tenure and accepted the position of director of the university's Center for the Study of Race, Politics, and Culture. Despite student efforts to encourage President Levin to protect CSRIP, the Center received no further funding and disappeared from Yale's intellectual landscape.²⁰

Our vision for Yale's commitment to diversity

To be more accessible to people of color and women--faculty and students--from all racial, economic, and social backgrounds, Yale must offer full support for all graduate students, increase its investment in the ODEO, and promote more people of color and women to senior faculty positions. We recommend three solutions in particular:

Solution 1: A voice for *all* graduate students

To create the most diverse possible graduate student body—and future faculty—Yale needs to provide sufficient support to make graduate study possible for all qualified scholars, regardless of race, gender, or class. Graduate students – particularly those underrepresented in their chosen fields – need to have a real voice in shaping their working and learning conditions. Material support for graduate students should include:

- Subsidized health care for all dependents, parental leave with medical insurance, and on-site high quality childcare
- A year-round living wage and equal financial support for international and domestic students
- Real resources – for example, dissertation research and writing fellowships – to attract and support students from underrepresented groups
- An impartial grievance procedure and ombudsperson
- Provisions in a written and binding contract with graduate teachers and researchers that address the issues facing people of color and women

Solution 2: Fully invest in the Office of Diversity and Equal Opportunity

The ODEO should be able to provide academic and social support through a well-funded program to recruit and retain graduate students of any racial, ethnic, or sexual minority, as well as women, working-class students, and students with children. The traditional graduate student (white, heterosexual, single, childless, male, with no debt, often with professional or academic parents) has the valuable tools needed to navigate academic culture. The goal of the ODEO should be to:

- 1) identify these tools and the ways they affect academic and professional success;
- 2) implement institutional structures that address and account for their absence. In addition, the ODEO should:
 - Track and publish statistics on alumni careers as well as applications, admission, and retention of people of color and women in each department
 - Work with individual departments to develop programs to increase the recruitment and retention of non-traditional graduate students
 - Provide guaranteed financial support and sufficient staffing levels to run effective programs

Solution 3: Retain and promote more people of color and women to tenured senior faculty positions

Graduate student diversity is inextricably linked to faculty diversity. Yale's ability to recruit and retain students from underrepresented groups depends heavily on the extent to which it recruits, promotes, and retains faculty from those same groups. In addition to hiring and promoting greater numbers of women and people of color into tenured faculty positions, Yale should:

“Of particular concern is the small number of women faculty of color at Yale. In 2001-2002, women of color comprised 4% of the total Yale faculty; they were 2% of the tenured faculty, 9% of the tenured women faculty, and 16% of the tenured minority faculty. There were no tenured women of color in the Biological or Physical science divisions of FAS and three in the School of Medicine. Moreover, the rate of change has been slim. The first tenured woman of color joined the faculty in the Humanities Division in 1986. In 2001-2002 there were six. The first tenured woman of color joined the faculty in the Social Sciences Division in 1990. In 2001-2002 there were three.”

-*Women and Yale University: The View from 2002*

- Make a commitment to centers, programs, and departments that prioritize the study of race, gender, class, and sexuality
- Help departments with poor records of recruiting and/or retaining faculty of color or female faculty develop a plan to address their difficulties, and hold these departments accountable to their recruitment and retention goals.
- Develop and administer mentorship programs for faculty, students, and staff
- Establish voting positions for graduate students on faculty hiring committees

¹ Felicia Carr, “The Gender Gap in the Academic Labor Crisis,” *Minnesota Review* (2001): 52-54; Elaine McArdle, “The Adjunct Explosion,” *University Business* (December 2002); United States Department of Education, National Center for Education Statistics.

² These phenomena have been discussed in the report *Casual Nation*, Coalition of Graduate Employee Unions, 2000, available at www.cgeu.org/Casual_Nation.pdf

³ Hazel Carby, “Race, gender and ethnicity and the profession.” Paper presented at the October 2003 meeting of the American Studies Association. “Women and Yale University: A View from 2002.” Women’s Faculty Forum, Yale University, http://www.yale.edu/wff/reports/past/Women_and_Yale_University_A_View_from_2002.pdf

⁴ Unless otherwise indicated, data in this report come from three sources: IPEDS, the Integrated Post-Secondary Education Data System, <http://nces.ed.gov/ipeds>; the postsecondary chapter of DES, the Digest of Education Statistics, <http://nces.ed.gov/programs/digest/d02/index.asp>, or Yale’s Fall Staff report, October 2001.

⁵ Fall Staff, 2001. In this statistic and the accompanying graph, we are following commonly-understood meanings of tenured, ladder and non-ladder faculty: Tenured faculty include full professors and the smaller group of tenured associate professors; ladder or junior faculty include assistant and non-tenured associate professors; lecturers, instructors and other term teaching staff are grouped as non-ladder faculty. Research faculty are not included in these statistics. The term “Ladder” may be misleading, as Junior faculty typically are offered 10-year positions at Yale and in most divisions rarely receive tenure.

⁶ IPEDS, 2001-2; DES, 2001-2.

⁷ <http://www.yale.edu/oir/factsheet.html> ;

⁸ IPEDS, DES, 2002

⁹ Yale University Affirmative Action and Equal Opportunity Policies, and University Grievance Procedures, Yale University, November 9, 2001, p. 2.

¹⁰ For example, see: Hazel Carby, “Race, gender and ethnicity and the profession.” Paper presented at the October 2003 meeting of the American Studies Association. “Women and Yale University: A View from 2002.” Women’s Faculty Forum, Yale University, http://www.yale.edu/wff/reports/past/Women_and_Yale_University_A_View_from_2002.pdf “Yale’s substandard record in hiring black faculty,” *Journal of Blacks in Higher Education*, 3/17/97, p. 16; “Black faculty at Yale: progress stopped a quarter of a century ago,” *JBHE*, 4/30/00, p. 22; Mari Sarracent, “Diversity, the Ivy League Review,” *Hispanic Outlook in Higher Education*, April 21, 2000, p. 10;

¹¹ Women’s Faculty Forum, op. cit.; Fall Staff, 2001

¹² “First report of the President’s committee to monitor the recruitment and retention of disabled, minority and women faculty,” [Jaynes report], Yale University, Spring 1991; [Rodin report], Yale University, 1989; “Report of the Faculty of Arts and Sciences Advisory Committee on the Education of Women,” Yale University, April 1984 [Crothers report]

¹³ About 14.7% of American Ph.D. recipients in 2002 were identified as minority: IPEDS 2002.

¹⁴ Fall Staff, 2001

¹⁵ DES, 2002

¹⁶ <http://info.med.yale.edu/omca/about/staff.htm>

¹⁷ IPEDS 2002

¹⁸ IPEDS 1995-2002

¹⁹ “Strobe Talbott to head Center for the Study of Globalization,” *Yale Bulletin & Calendar*, November 17, 2001.

²⁰ The Institute for Social and Policy Studies website still lists the Center, which has not been operational for over a year: <http://www.yale.edu/isps/programs/race.html>