

# Yale University



**THE YALE DIVERSITY SUMMIT  
REPORT OF DISCUSSIONS AND  
RECOMMENDATIONS  
FEBRUARY 11-12, 2014**

## I. Introduction

The Yale Diversity Summit came about as a result of a coalition of campus groups identifying the need and desire to bring greater attention and insight to improving the diversity of the faculty, staff and administration at Yale. The President and Provost of Yale invited a group of former and current educators, physicians and researchers, some of whom are prominent Yale alumni, to visit the campus, interview a variety of stakeholders, and advise the administration and faculty of ways to improve on their efforts in this arena. The Yale Diversity Summit Visiting Committee (The Committee) convened on the Yale campus on February 11 and 12, 2014, arriving mid-afternoon on the first day and completing their meetings with an exit interview with the President and Provost by 2:00 p.m. the following day.

Chaired by Francisco G. Cigarroa, M.D., an alumni fellow of the Yale Corporation and Chancellor of The University of Texas System, the Committee was represented by the following additional members:

- **Nancy Andrews, M.D., Ph.D.**  
Dean, Duke University School of Medicine and Vice Chancellor for Academic Affairs;
- **Edward M. Barksdale, Jr., M.D.**  
Division Chief, Pediatric Surgery, University Hospitals, Case Medical Center; Division Chief, General and Thoracic Surgery, University Hospital, Rainbow Babies and Children's Hospital;
- **Robert J. Birgeneau, Ph.D.**  
Former Chancellor of the University of California, Berkeley and Professor of Physics; Professor of Materials Science and Engineering, University of California, Berkeley;
- **Molly Carnes, M.D., M.S.**  
Professor, Department of Medicine, Psychiatry and Industrial and Systems Engineering; Director, University of Wisconsin-Madison Center for Women's Health Research; Co-Director, Women in Science and Engineering Leadership Institute;
- **Earl Lewis, Ph.D.**  
President, The Andrew W. Mellon Foundation;
- **George J. Sanchez, Ph.D.**  
Professor of American Studies and Ethnicity and History; Vice Dean for Diversity and Strategic Initiatives; University of Southern California;
- **Kurt L. Schmoke, J.D.**  
Former Dean, Howard University School of Law; Vice President and General Counsel of Howard University; and
- **Ruth Simmons, Ph.D.**  
Former President, Brown University; Professor of Comparative Literature and Africana Studies



The Diversity Summit agenda included meeting with faculty diversity committees, department chairs, deans and other interested parties. Sessions with faculty and staff, though arranged by the Office of the Deputy Provost, took place without the presence of members of the administration. Committee Members began their visit with a reception with Yale Faculty, after which a small group active in diversity matters briefed members on the genesis of the recommendation to hold a summit. Similarly, on the first day of the Summit, President Peter Salovey and Provost Ben Polak held an orientation dinner for the Committee. On the second day, committee members divided into two groups with one group meeting with faculty and administrators on the Central Campus and the other with faculty and administrative members of the School of Medicine. The Central Campus group met with department chairs, FAS Deans, and Divisional Directors. Upon completion of the meetings with faculty and administrators both at the Central Campus and the School of Medicine, all committee members met with President Salovey and Provost Polak to discuss their initial observations and their plan to submit a draft report within eight weeks of the Diversity Summit.

Prior to attending the Summit, Committee members received a comprehensive briefing book that included information about the history of Yale, previous diversity policies and efforts, demographic data, and a valuable collection of observations from “Yale constituents” relating to diversity at Yale. Their comments also included proposals for programs and innovations that might strengthen Yale’s efforts at both inclusion and diversity. These proposals and comments reflected on ten major themes: childcare, climate, perceived differential treatment of women and minorities, pipeline issues, recruitment, retention, the tenure and promotion process, work/life matters, and advice to Yale’s leadership. The comments were extensive, thoughtful, and reflective of the deep reservoir of concern on the campus about how to overcome perceived barriers to greater success vis a vis diversity.

Yale’s roots are well known. The colonial ideal of a college in New Haven to advance and preserve the tradition of European liberal education in the New World has been transformed over time to that of a comprehensive research university with an excellent liberal arts college at its core. Augmented by outstanding professional schools, the University today is an exceedingly complex institution with an international scope that attracts scholars from every region of the world. This complexity adds greatly to the learning experience and enables the University to prepare accomplished leaders in many spheres, including public service. Having succeeded since its founding in becoming excellent in so many respects, it is perhaps to be expected that campus groups would insist today on achieving a position of leadership in the domain of diversity and inclusion.

The widely recognized importance of Yale as an international university is the consequence in part of the make-up of its extraordinary student population, its world class faculty and researchers, accomplished staff and active alumni. The importance and scope of the enterprise at Yale is reflected in these facts:



- Undergraduate students: 5,379\*
- Graduate and professional students: 6,501\*
- International students: 2,135\*
- Staff: 9,323\*
- International scholars: 2,327\*
- Living alumni: 168,987 (as of April 2012)
- Endowment: \$19.3 billion (market value)
- Operating Budget \$2.82 billion\*

*\* Figures for the 2012-13 academic year.*

## II. Diversity at Yale

Since the 1970s there has been a concerted effort to increase the diversity of the student body at Yale University across its undergraduate, graduate and professional schools with respect to gender, underrepresented minority populations, geographic origin, religious beliefs and socioeconomic backgrounds to name a few. This important effort has been undertaken by Yale because of the generally undisputed fact that the presence of various viewpoints and experiences in the learning, teaching and research environment provides for a broader, more rigorous and more beneficial context for excellent work. Diversity and excellence are widely thought to be critical to the understanding of the complexity of the modern world where a variety of population groups routinely interact across economic, social, religious, racial, gender and other previous rigid boundaries.

Over time, Yale's student body has become more diverse and that diversity adds greatly to the experience of students at the university. Diversity must be interpreted in its broadest terms including socioeconomically disadvantaged students. As tuition continues to rise at Yale, there must remain a strong priority to make Yale affordable for all qualified students. But, despite Yale's success in enhancing the diversity of its student body, it has been less successful in enriching the diversity of its faculty and upper level administration. Some at Yale have identified this discrepancy as inconsistent with Yale's aspirations to pursue excellence across all areas. Whether or not this is the case, the perception that the University lags behind some of its more prominent peers in achieving success in this area is a source of frustration and, for some, a perceived deterrent to recruiting some of the most outstanding scholars and researchers. The assertion that the core values of diversity and inclusion are inseparable from Yale's mission of advancing excellence across education, research, health care and service and that Yale should aspire to a leadership position in modeling diversity and inclusion is a subject of wide interest within the Yale community.

The representation of minorities and women across the faculties and administration is a matter of record and is as follows:



**Faculty Headcount Fall 2013**

*Arts and Sciences*

	Black or African American		American Indian or Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races (Not Hispanic or Latino)		White		Not Available		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Ladder/Tenured	10	6	1	0	19	15	1	0	8	3	0	1	301	78	11	5	351	108	459
Ladder/Term*	7	1	0	0	13	14	0	1	5	3	0	0	74	52	34	16	133	87	220
<b>Total Ladder</b>	<b>17</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>32</b>	<b>29</b>	<b>1</b>	<b>1</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>375</b>	<b>130</b>	<b>45</b>	<b>21</b>	<b>484</b>	<b>195</b>	<b>679</b>
Non-Ladder	4	0	0	0	14	25	0	0	3	14	0	2	88	75	34	31	143	147	290
Research	1	0	0	0	36	13	0	0	3	2	1	1	71	30	22	6	134	52	186
<b>Total All Faculty</b>	<b>22</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>82</b>	<b>67</b>	<b>1</b>	<b>1</b>	<b>19</b>	<b>22</b>	<b>1</b>	<b>4</b>	<b>534</b>	<b>235</b>	<b>101</b>	<b>58</b>	<b>761</b>	<b>394</b>	<b>1155</b>

**% Ladder Faculty Only**

Black	3.5%	Male	Female
Native American	0.1%	71.3%	28.7%
Asian	9.0%		
Native Hawaiian or Pacific Islander	0.3%		
Hispanic	2.8%		
Two or More Races	0.1%		
White	74.4%		
Not Available	9.7%		
Total	100.0%		

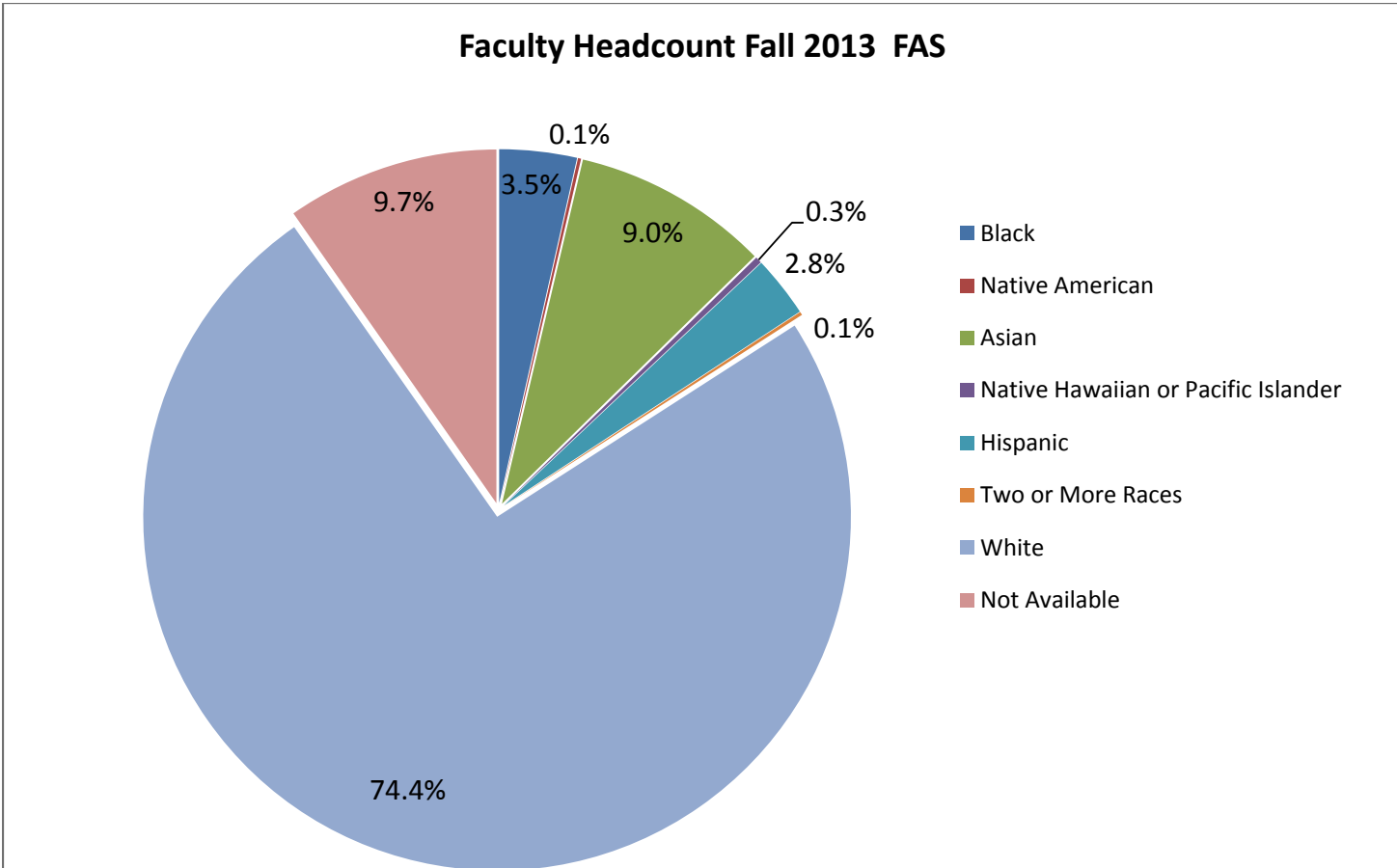
**Faculty Art Sciences Deans**

Dean of Yale College	White Female
Dean of Graduate School	White Male
Dean School Engineering & Applied Science	White Female

**Notes:** Tenured includes tenured professors and tenured associate professors  
 Term includes non-tenured associate professors, assistant professors, instructors, all convertible appointments, Gibbs Assistant Professors and Gibbs Instructors.

**MB&B is counted here.**





### Faculty Headcount Fall 2013

#### All Professional Schools except Medicine & Law

	Black or African American		American Indian or Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races (Not Hispanic or Latino)		White		Not Available		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	Ladder/Tenured	2	1	0	0	8	1	0	0	0	1	0	0	51	29	1	0	62	32
Ladder/Term*	2	3	0	1	8	1	0	0	1	0	0	0	16	22	11	6	38	33	71
<b>Total Ladder</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>67</b>	<b>51</b>	<b>12</b>	<b>6</b>	<b>100</b>	<b>65</b>	<b>165</b>
Non-Ladder	9	8	0	0	14	7	0	0	2	0	0	0	167	102	36	26	228	143	371
Research	0	0	0	0	3	1	0	0	0	1	0	0	6	11	3	1	12	14	26
<b>Total All Faculty</b>	<b>13</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>33</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>240</b>	<b>164</b>	<b>51</b>	<b>33</b>	<b>340</b>	<b>222</b>	<b>562</b>

#### % Ladder Faculty Only

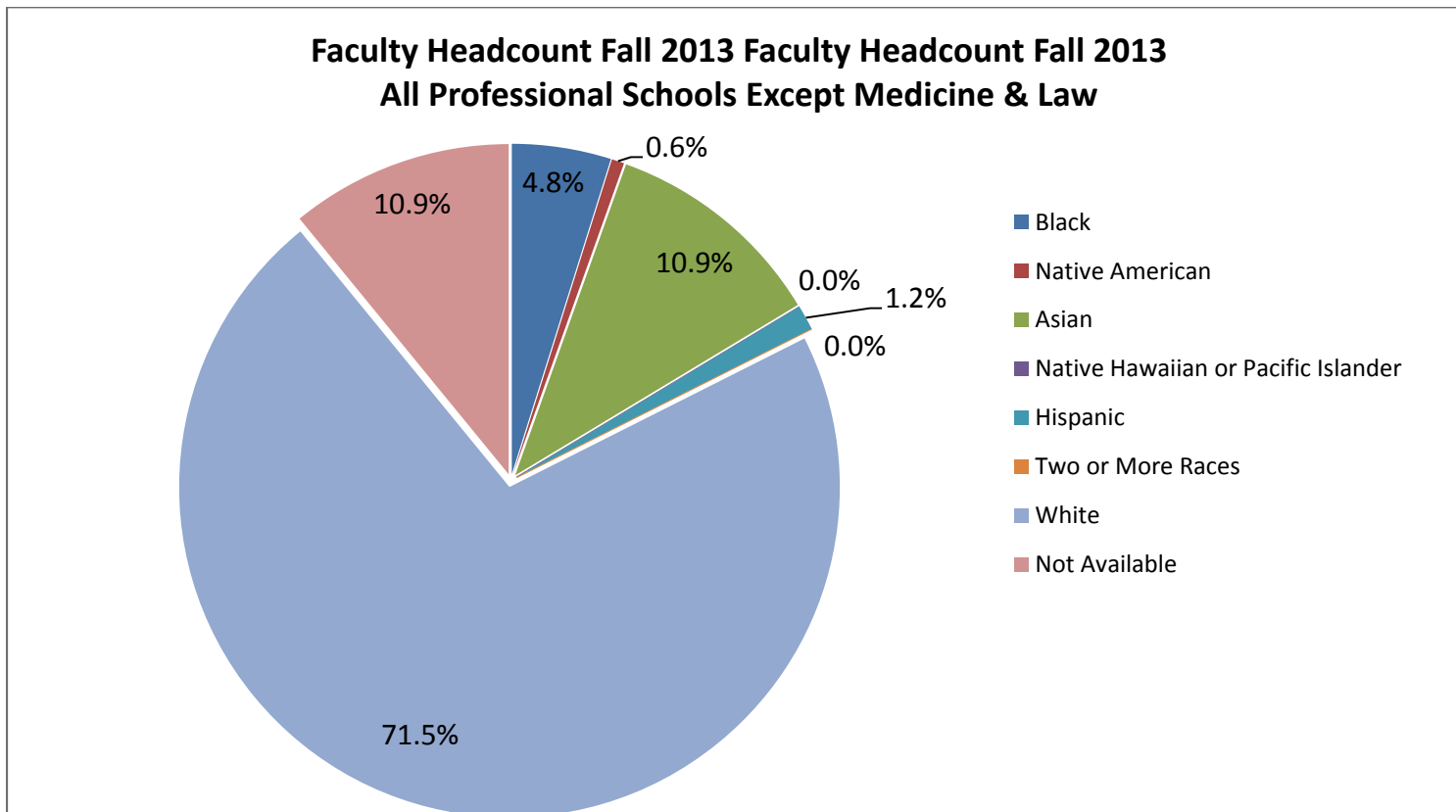
Black	4.8%	Male	Female
Native American	0.6%	60.6%	39.4%
Asian	10.9%		
Native Hawaiian or Pacific Islander	0.0%		
Hispanic	1.2%		
Two or More Races	0.0%		
White	71.5%		
Not Available	10.9%		
<b>Total</b>	<b>100.0%</b>		

#### Professional School Deans – not counted above

Architecture	White Male
Art	White Male
Divinity	White Male
Drama	White Male
Forestry & Environmental Studies	White Male
Institute of Sacred Music	White Male
Law – see Law Chart	White Male
Medicine – diversity spreadsheet from Medicine	White Male
Management	White Male
Music	White Male
Nursing (counted above as Exec Deputy Dean & Two Division Chairs)	White Female

**Notes:** Tenured includes tenured professors and tenured associate professors  
 Term includes non-tenured associate professors, assistant professors, instructors, all convertible appointments







Faculty Headcount Fall 2013

School of Medicine

	Black or African American		American Indian or Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races (Not Hispanic or Latino)		White White		Not Available		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	Ladder/Tenured	5	0	0	0	38	10	0	0	9	2	0	0	309	90	18	5	379	107
Ladder/Term*	16	18	1	0	103	78	0	2	16	16	0	2	332	242	53	53	521	411	932
<b>Total Ladder</b>	<b>21</b>	<b>18</b>	<b>1</b>	<b>0</b>	<b>141</b>	<b>88</b>	<b>0</b>	<b>2</b>	<b>25</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>641</b>	<b>332</b>	<b>71</b>	<b>58</b>	<b>900</b>	<b>518</b>	<b>1418</b>
Non-Ladder	5	7	0	0	23	21	0	0	4	10	0	1	87	116	64	48	183	203	386
Research	5	4	0	0	151	103	0	1	8	10	1	0	151	127	32	36	348	281	629
<b>Total All Faculty</b>	<b>31</b>	<b>29</b>	<b>1</b>	<b>0</b>	<b>315</b>	<b>212</b>	<b>0</b>	<b>3</b>	<b>37</b>	<b>38</b>	<b>1</b>	<b>3</b>	<b>879</b>	<b>575</b>	<b>167</b>	<b>142</b>	<b>1431</b>	<b>1002</b>	<b>2433</b>

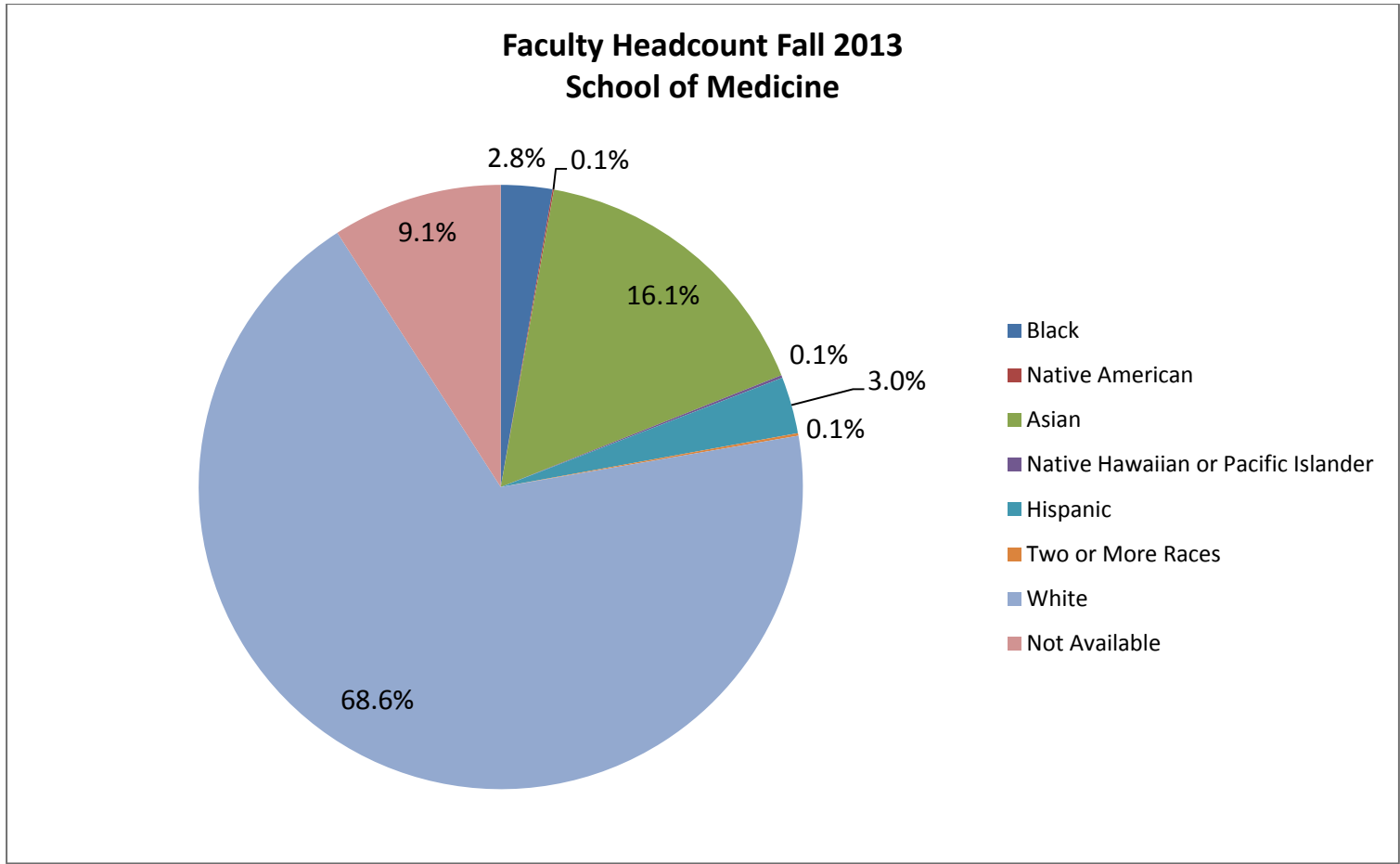
% Ladder Faculty Only

Black	2.8%	Male	Female
Native American	0.1%	63.5%	36.5%
Asian	16.1%		
Native Hawaiian or Pacific Islander	0.1%		
Hispanic	3.0%		
Two or More Races	0.1%		
White	68.6%		
Not Available	9.1%		
<b>Total</b>	<b>100.0%</b>		

Department Chair & Associate Deans

	Chairs		Associate Deans		Total		Grand Total
	M	F	M	F	M	F	
Asian	2	0	0	0	2	0	2
Black or African American	0	0	1	0	0	0	0
Hispanic or Latino	1	0	0	0	1	0	1
White	25	2	3	6	28	8	36
<b>Total</b>	<b>28</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>31</b>	<b>8</b>	<b>39</b>





Faculty Headcount Fall 2013

Law School

	Black or African American		American Indian or Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races (Not Hispanic or Latino)		White		Not Available		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	Ladder/Tenured	1	1	0	0	2	1	0	0	0	0	0	0	28	12	1	1	32	15
Ladder/Term*	0	0	0	0	0	0	0	0	0	0	1	0	2	1	0	1	3	2	5
<b>Total Ladder</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>30</b>	<b>13</b>	<b>1</b>	<b>2</b>	<b>35</b>	<b>17</b>	<b>52</b>
Non-Ladder	2	0	0	0	2	0	0	0	0	0	0	0	43	9	1	6	48	15	63
Research	0	0	0	0	1	0	0	0	0	0	0	0	5	8	1	10	7	18	25
<b>Total All Faculty</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>78</b>	<b>30</b>	<b>3</b>	<b>18</b>	<b>90</b>	<b>50</b>	<b>140</b>

% Ladder Faculty Only

Black	3.8%	Male	Female
Native American	0.0%	67.3%	32.7%
Asian	5.8%		
Native Hawaiian or Pacific Islander	0.0%		
Hispanic	0.0%		
Two or More Races	1.9%		
White	82.7%		
Not Available	5.8%		
<b>Total</b>	<b>100.0%</b>		

Law School Deans not counted above

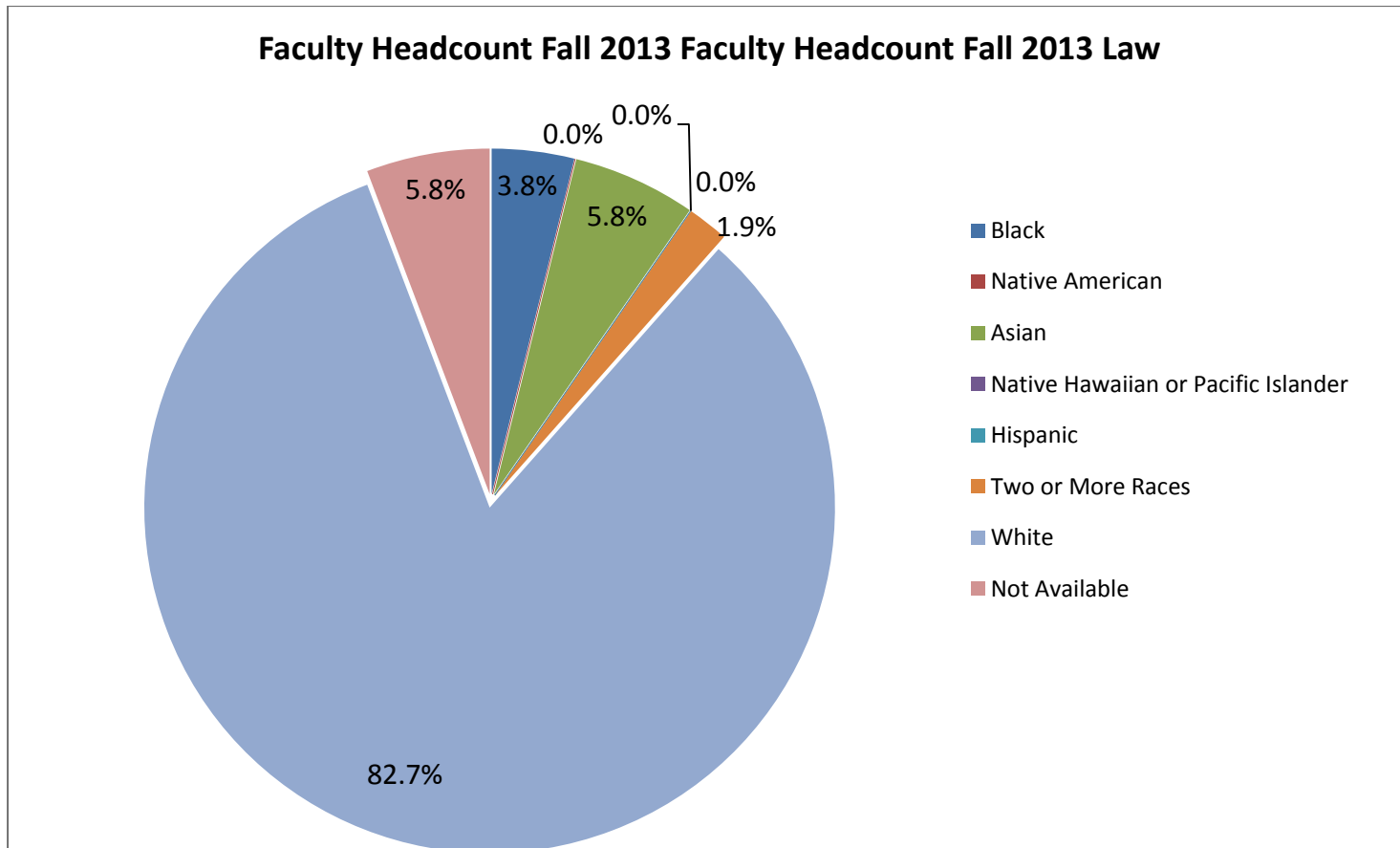
Dean White Male

Law School Deputy Deans counted above

Deputy Deans (2) White Male

**Note:** Tenured includes tenured professors and tenured associate professors. Term includes non-tenured associate professors, assistant professors, instructors, all convertible appointments.





**President’s Cabinet**

Name	Race	Gender
Dean, School of Music	White	Male
Dean, School of Drama	White	Male
Dean, School of Public Health	White	Male
University Librarian	White	Female
Dean of Nursing	White	Female
Dean, Yale College	White	Female
Dean of Yale Graduate School	White	Male
Dean, Yale Law School	White	Male
Dean School of Management	White	Male
Dean, Yale Divinity School	White	Male
Dean, School of Architecture	White	Male
Dean, School of Art	White	Male
Dean, School of Engineering and Applied Science	White	Female
Vice President for New Haven & State Affairs and Campus Development	White	Male
Dean, Yale School of Medicine	White	Male
Secretary and Vice President for Student Life	African-American	Female
Vice President for Finance and Business Operations	White	Female
Vice President for Global and Strategic Initiatives	White	Female
Vice President for Development	White	Female
Vice President for Human Resources and Administration	White	Male
Vice President and General Counsel	White	Female
Chief Communications Officer and Special Assistant to the President	White	Female
Vice President for West Campus Planning and Program Development	White	Male
<b>Male: 58%</b>		<b>Female: 41%</b>



This is not to say that there have not been important efforts to increase the diversity of Yale's faculty. Recent chronology of such efforts tells the story of a multitude of attempts:

**1984** Yale set the goal of doubling the number of tenured women in the Faculty of Arts and Sciences within a six year period.

**1999** President Richard Levin urged the faculty to search as broadly as possible and affirmed that financial resources would not be a barrier to recruiting a more diverse faculty to the university.

**2001** Yale joined eight other top research universities for a meeting at MIT with an unprecedented dialogue on equitable treatment of women faculty in science and engineering. This group released a statement agreeing to analyze the salaries and university resources provided to women faculty, work toward a faculty that reflects the general diversity of the student body, and reconvene to share strategies.

**2004** The total ladder faculty in the 2004-05 academic year was 10% greater than five years prior. The number of minority faculty in the Faculty of Arts and Sciences increased by 30% and the number of women faculty increased by 43% overall and 113% in the sciences

**2005** President Richard Levin and Provost Andrew Hamilton issued a memo to the Faculty of Arts and Sciences reaffirming the 1999 commitment that resources would not be an impediment to hiring an appropriately diverse faculty. Their articulated goals were: (1) substantially increasing the hiring of minority faculty, adding at least 30 minority scholars over seven years; (2) increasing the number of women faculty in fields in which they were underrepresented by adding 30 new women faculty; (3) increasing the diversity of future faculty members in Ph.D. and postdoctoral training ranks. Between 2009 and 2010, Yale felt the impact of the global financial crisis; in particular, like most endowed funds, Yale's endowment dropped by almost 30%. As a result, and because of the ensuing decline in hiring, the university was able to meet some but not all of its 2005 goals.

**2011-2013** Provost Salovey appointed a University Faculty Diversity Council to renew Yale's post financial crisis faculty diversity strategy.

**2013** The Faculty Diversity Hiring Committee was appointed, putting into place the first significant revision of the 2005 diversity training program. Yale enhanced its commitment to childcare support. The Provost's office piloted an interdepartmental mentoring program and the Office of Faculty Development initiated a program to bring in outside mentors to provide additional faculty to junior faculty.

While these efforts led to some positive results, since the financial crisis when the pace of progress appeared to stall, there have been calls for a renewed effort to address the challenge of recruiting and retaining diversity candidates. Recently, a campus group called for a Diversity Summit where faculty and administration might consult with outside experts about best practices in university diversity. Those invited to the summit were charged with meeting with Yale Faculty to learn about opportunities and challenges related to diversity at Yale and providing recommendations to President Salovey as to how Yale might improve diversity across its faculty, including its graduate and professional schools. The charge from President Salovey and Provost Polak was as follows:

*“Thank you, members of the visiting committee, for agreeing to participate in Yale’s first-ever Diversity Summit. The idea for this summit grew out of a recommendation offered by the Yale Faculty Committee on Diversity.*

*Faculty diversity is an imperative for Yale, and we have made great progress on many fronts. Now, as we emerge from the financial crisis -- which eliminated unfunded initiatives -- we are determined to combine tested approaches with creative new strategies that will enable Yale to reach its faculty diversity goals.*

*Your willingness to give your time and expertise as part of this Diversity Summit lends stature and gravitas to our determination, and provides additional momentum to our efforts. You will be meeting with a wide range of faculty members, institutional leaders and academic administrators. We have encouraged them to be forthright and transparent in their communications with you, so that you can best advise us going forward.*

*We seek your guidance and expertise in helping us diversify the faculty across the university. This is an institutional commitment which we refer to internally as “diverse diversity.” We hope that shortly after the Summit you will provide us with a report that outlines what you heard during the course of your conversations, distills the best ideas and suggestions you received, and offers concrete ideas for Yale to consider as it embarks on its future work of further diversifying the faculty.”*



### III. Input from the Campus

Input received from meetings both at central campus and School of Medicine demonstrated the considerable thought and effort that members of the community had applied to addressing this issue. The Committee's observations about diversity at Yale were shaped by the diverse and valuable input from a variety of participants in their meetings as well as by the extensive comments submitted to the committee beforehand. Of particular note during the committee's interactions were the insights of a dedicated core group of faculty and staff actively promoting policy changes and actions to improve the success of the University's diversity programs. Committee members appreciated the candor and level of engagement encountered in discussions with all participants. Below are some of the observations the various participants made in meetings with the Committee.

- *Yale is diversity conscious, diversity sensitive, but not diversity driven. A global community with global campuses, the University campus insufficiently feels the import of this global identity because of the limited diversity of the faculty and administration as well as in some disciplines of the natural sciences, engineering and medicine.*
- *The President should set an unambiguous tone as to the importance of diversity across the campus. "Tone at the top is critical."*
- *Yale is often effective at early stages of faculty recruitment but has difficulty retaining and nurturing the careers of women and minorities over a period of time. The atmosphere of turn-over, in the face of recruitment challenges, is not conducive to long term success in establishing an atmosphere of inclusion.*
- *Faculty search committees should cast a wider net to identify excellent candidates from diverse backgrounds. Many universities, including Yale's peers, have identified faculty candidates from a diversity of professional environments: government and public service, research enterprises, colleges and non-peer universities, business, international NGO's, the arts, journalism and other endeavors.*
- *Diversity and Excellence are synergistic to Yale's pursuit of excellence and they should not be seen to be in opposition. Diversity is necessary for the excellence in leadership that the University seeks.*
- *Faculty mentoring programs are not uniformly effective for junior faculty development. The national program entitled Executive Leadership in Academic Medicine (ELAM) was described as an effective paradigm for mentoring women faculty that should be supported by Yale. ELAM is focused on developing the professional and personal skills required to lead and manage in today's complex healthcare environment, with special attention to the unique challenges facing*





- women in leadership positions. Various faculty members during the interview advocated the establishment of a similar program for faculty and administrators at Yale, but not restrictive to any one group.
- *Yale should nurture a pipeline of talented undergraduate and graduate under-represented minority students and women who could pursue academic and research careers. Encouraging Yale’s talented and diverse student body in this direction through a formal program designed for that purpose would provide a longer term solution to improving the national pipeline.*
  - *There is too little accountability among Department Chairs and Deans for mentoring junior faculty to advance in the promotion and tenure cycle. One of the most important responsibilities of a department chair is ensuring the success of junior faculty. The University should develop strategies for holding department leaders accountable for the department’s treatment of junior colleagues.*
  - *Data on diversity and compensation across Yale University is not sufficiently available to faculty and staff. While this is not unusual in a private university, lack of information about levels and standards for compensation can lead to confusion and distrust among women and minorities who may, often erroneously, perceive discrimination in compensation decisions. To the extent possible, data on ranges of compensation by rank and broad disciplinary categories might address concerns in this area.*
  - *Recent economic constraints have been felt throughout higher education and its impact on faculty hiring at Yale has been felt strongly. If diversity is a priority for Yale, it should be pursued aggressively even in times of economic constraints.*
  - *Yale’s diversity efforts need an office of a deputy provost whose only portfolio is diversity and not a range of other issues. This office should have an experienced professional in the area of diversity and resources to facilitate recruitment and inclusion across the university.*
  - *Women faculty in the Yale School of Medicine do not have a “voice at the table” and experience significant barriers to retention and advancement to tenured professorships and administrative leadership positions.*
  - *Recruitment and retention of a diverse faculty and leadership will not be fully successful unless Yale can develop an inclusive culture that is attractive to and comfortable for women and under-represented minority faculty. While tone at the top is important, diversifying the faculty depends on local effort and accountability in schools and divisions and among departments-deans, chairs and directors.*



#### IV. The Visiting Committee's Recommendations

The Visiting Committee recommendations that follow are based on the robust input of participants in the Summit, the “comments from Yale constituents” in the Briefing Book, and the experience of Committee members on other campuses. It should be said at the outset that the observations made by members of the Yale community bear a striking similarity to those one might hear on most campuses of Yale’s stature, though to varying degrees. Few campuses are satisfied with the level of diversity achieved in their faculties but many are satisfied that they have made or are making significant progress in this arena. What stands out in the material the Committee read and in the sessions held on campus is the level of frustration expressed among some that the University is simply not sufficiently aware of the need for greater diversity, is ineffective in creating an environment for greater success, or is simply not committed to making a stronger effort to address this issue. The frequency with which we heard these views should be a cause for concern as such skepticism about the University’s intentions can impair recruitment and retention efforts.

The recommendations that follow will have a familiar ring. A community that has spent as much time debating this matter as Yale has is sure to have arrived at observations and conclusions that hold the key to improvement. We can only repeat here what we recognize as promising measures that could be undertaken to address the concerns expressed. But Yale should look to the extensive comments of various constituents for additional insights into how diversity and inclusion might be improved at Yale. Most of all, it must be recognized that promoting diversity and inclusion requires ongoing efforts over a significant amount of time; we know of no quick or one-time fix.

The recommendations below may ratify some often repeated opinions, enlarge on others, and draw independent conclusions based on the strongest motifs we heard across the various groups with which the Committee interacted. Committee members, having considerable experience with diversity issues in a range of universities, found resonance in much of what they heard at Yale. At the same time, Committee members are familiar with a wide range of diversity strategies employed across higher education and that knowledge informs the selective number of recommendations they choose to offer the University. In an effort to avoid a scatter shot approach, these suggestions focus on areas of greatest opportunity given Yale’s unique stature and current circumstances.



We recommend the following:

#### *Recommendation 1*

Set the tone as to the urgency of faculty diversity efforts and assure that Deans, Department Chairs and faculty implement the University's goal to increase diversity and inclusion. Emphasize that diversity and excellence are complementary pursuits. Furthermore, it is important to enhance a culture of equity and inclusion. No individual or groups of individuals should ever feel marginalized. Yale needs to work hard to treat all members of its community equitably.

#### *Recommendation 2*

Establish a pool of resources for target of opportunity faculty appointments and encourage departments to propose excellent candidates whenever they are available and motivated to consider a position at Yale. Develop guidelines for the program that make it clear that the program is not a substitute for incorporating diversity into ongoing departmental priorities. Most of Yale's peers have determined that women and minority candidates in certain sub-fields are rarely on the market; hence, a pool of resources must be available when the opportunity arises to recruit rather than only where there is an opening or a faculty line in a department or sub-field.

#### *Recommendation 3*

Work to emphasize that accountability is a vital element of advancing diversity just as it is in reviews for tenure, grading practices and every other dimension of excellence. Beyond merely articulating why diversity is critical to Yale's future, the administration should insist on annual evaluations of division chiefs, department chairs, and deans that encompass an assessment of the unit's progress toward the desired level of diversity. 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.

#### *Recommendation 4*

Establish a research immersion program for undergraduate students to foster interest in academic and research careers across the arts and humanities, social sciences, STEM fields and professional schools. Develop a program that can follow students through their undergraduate careers and assist in graduate or professional school admission and career advising. The Mellon Mays Undergraduate Fellowship Program is an excellent model on which to build a unique Yale program. In addition, consideration should be given to financial counseling as many students and their families see student debt as a deterrent to pursuing an academic career. Yale must continue to make it a priority to make a Yale education affordable to all students.



**Recommendation 5**

Provide greater transparency in diversity metrics in order to allay concerns about possible disparate or unfair treatment for women and minorities. The Office of Institutional Research, working with the Provost, might consider a dashboard related to this subject and annually compare Yale data with that of the University's closest peers. Yale is not alone in both these opportunities and challenges and would benefit from studying what others are doing.

**Recommendation 6**

Institute training for department chairs to encourage knowledge of best practices in the mentorship and advancement of junior faculty. A department chair is among one of the most important administrative positions in a University with responsibilities for recruitment and appointment of junior and senior faculty, budgeting and resource allocation, establishing strategic plans to enhance education, scholarly contributions and research, as well as service. A department chair's responsibility also involves facilitating the success of both junior and senior faculty. In particular, a department chair should assure that a plan is set to optimize promotion and tenure of their junior faculty. Success in this regard should also be a part of the chair and dean's annual evaluation as well as their comprehensive reviews.

**Recommendation 7**

Diversity is about more than numbers. It is critical that at all levels, from department chairs to the President, that administrators ensure that all members of the Yale community feel that their voices are heard in an inclusive manner and that their opinions are taken into account seriously in all decisions including hiring, promotions, teaching and committee assignments, and department and university strategic planning.

**Recommendation 8**

Yale should consider establishing a leadership institute for faculty interested in taking on administrative responsibilities. The ELAM program provides a useful model for nurturing and growing leadership. Such an institute could also enhance leadership across faculty and departmental chairs and can be an effective resource for women and under-represented minorities. It should also be available to potential administrative leaders.

**Recommendation 9**

Recruit and empower a senior diversity professional (perhaps more than one, centrally and in larger schools) to provide diversity expertise, establish and lead a university wide diversity strategic plan, recommend goals and metrics that can be measured over time and enhance accountability for diversity across the University. Ideally, this individual is a senior person within the Office of the Provost and carries a title appropriate to a senior rank. Their office should have an appropriate budget to execute a thoughtful strategic plan for enhancing diversity. This position is well

established in universities and we encourage Yale to follow the model of many of its peers in setting the parameters for this position. The Chief Diversity Officer should be involved in educating search committees about unconscious bias in the search process and bringing to the attention of departments best practices of which they may be unaware. It is also the opinion of the Summit Committee that the role and scope of duties of a senior diversity professional requires 100% time and effort.

#### ***Recommendation 10***

Search committees should be advised to have strong representation of women and under-represented faculty members whenever possible and to make every effort to cast a wider net for outstanding candidates. (See above for specific suggested areas.)

#### ***Recommendation 11***

Establish reasonable service expectations for junior women and minority faculty who tend to become overwhelmed with student advising and service responsibilities. Encourage departments to protect candidates from overly burdensome service as they advance.

#### ***Recommendation 12***

Organize a Partner-Placement Service to assist partners of prospective faculty in finding employment in or near New Haven.

#### ***Recommendation 13***

Take steps to diversify the Yale senior administration. This is no less important than the diversity of the faculty. Enhance communication channels between the university's senior administrative leadership and senior faculty leading Yale's current efforts to diversify the faculty. This is a critical component of the overall feedback network.

#### ***Recommendation 14***

Charge the Yale University Council to help create a Strategic and Implementation Plan for enhancing diversity at Yale as well as a culture of equality and inclusion. This plan should also include the School of Medicine and other professional schools. The plan should instill a climate conducive to the recruitment of the best faculty, from diverse backgrounds.

#### ***Recommendation 15***

Encourage, reward and publicize the efforts of members of the community whose diversity efforts provide examples of best practices.

#### ***Recommendation 16***

Disseminate the results of the Yale Diversity Summit.



## V. Conclusion

The Committee is grateful for the opportunity to learn about diversity at Yale. We were especially heartened by the University's decision to focus on how it might intensify attention to diversity and inclusion across the University. We believe that Yale can be successful in increasing the diversity of its faculty by virtue of its track record in the following areas: the diversity of the student body, a consistently sterling record of achievement in many areas, a leadership position in higher education and in American society, resources and outreach capacity that are in the top tier of universities, its aspirations to be a truly global university, and its decision to be an inclusive community. Provided that the University is willing to set this as an important institutional priority and marshal its human and financial resources in the service of this goal, the University can achieve best in class success in this domain.

The perception among some that Yale has not yet set this as an important institutional commitment should be a source of concern to the Administration and Corporation. While we know that diversity is always a moving target as society advances and changes, we believe that a visible ongoing effort has important salutary effects apart from the actual number of individuals recruited and the pace at which that recruitment occurs. The mere fact that the University demonstrates the importance and urgency of diversity and that it provides resources as evidence of an ongoing commitment to this goal may encourage redoubled efforts and greater confidence among those who are prepared to work toward this goal. What those individuals said to us in so many words is that they want to see evidence of the University's commitment if they are to continue the often exhausting and sometimes discouraging efforts to recruit from such a limited pool of candidates.

We acknowledge that the legendary excellence of Yale is rooted in long processes over time that weighed the choices available and chose not the easy but the most promising path toward excellence. We encourage the University to do the same as it plans a course for greater faculty diversity.

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