Promoting Diversity and Equal Opportunity at Yale University:
Policies, Resources, and Procedures
Statement by the President

Yale University is firmly dedicated to equal opportunity in admissions and employment—a commitment that goes to the very core of Yale’s mission, to its dedication to continued excellence, and to its essential role in American higher education. Yale’s diversity, which includes diversity of race, ethnicity, and gender, is among the University’s greatest assets. It infuses this campus with vitality and helps us to attract the most capable and promising individuals from around the world. The Yale community is made much richer by its diversity.

In an ideal world, genuine equality of opportunity and a diverse student body could be achieved without special efforts. We continue to work toward this goal. We believe firmly that the admissions and hiring policies that Yale and many of our peer institutions pursue today help the University, the nation, and the world. Yale must continue to attract the very ablest people, those who understand the world from different perspectives and who bring their own backgrounds, experiences, and accomplishments to intellectual exchange and our community life.

When a university sets policies for those it wishes to educate, it reveals its deepest values. Certain kinds of inclusion have been a part of Yale’s history from the start. The University was recognized early on—as at a moment when only the wealthy generally received an education—for striving to include students from all economic strata. In the 19th century, Yale made a concerted effort to keep tuition low so that students of modest means could matriculate, and alumni were among the first from any college in the early 20th century to seek, actively and aggressively, to fund student scholarships. Historically, Yale has made its scholarly resources and its intellectual, cultural, and social advantages available to all students, regardless of their capacity to pay.

In contrast, during Yale’s early history, its provincialism and parochialism kept efforts to achieve other dimensions of diversity in its student body at bay, and these began in earnest only in relatively recent years. In the early 1960s, Yale awoke to recognize that it could no longer remain a top tier university, nor could it fulfill its responsibility to the nation, without dramatically broadening its reach. “There is no telling where [the] ablest will appear,” wrote J. Irwin Miller, a Fellow of the Yale Corporation, in 1974. “They can come from families of wealth or poverty; but Yale is committed to finding them wherever they are, men and women, every race, every color, every nationality.”

Today, Yale casts its admissions net worldwide. We look contextually at our applicants’ records to assess their accomplishments with an awareness of the opportunities they have been given, and estimate the promise they have for the future—both as members of Yale’s campus community and of the wider communities in which they will eventually live. Not all students come from similar backgrounds, not all have similar strengths, and none of them, we trust, will have reached their full academic or personal potential when they apply to our undergraduate college or our graduate and professional schools. We interpret what they have achieved when they apply as indicative of what they might contribute in later years to the leadership of their communities, the nation, and the world, and we make judgments with all of the information we have at our disposal. Admissions done in this way is not a science, but an art, and it is an art whose development has been integral to the Yale admissions process work devotedly to cultivate.

More recently, Yale has made strides in increasing faculty diversity. Successive Deputy Provosts for Faculty Development have taken the mandate from the Provost and me to work on recruitment and mentorship of our faculty, especially with those from diverse backgrounds. In addition, Yale has long recognized the importance of diversity among its staff, but, like many other institutions, we have only just begun to make advances in the senior ranks. A heterogeneous workforce, comprising the ablest individuals from every walk of life, creates an environment capable of sustaining intellectual discovery and one that can face the challenges of managing and maintaining the University in an uncertain future.

To build sustained diversity, an institution must have uncompromised commitment to the goal, a strong sense of shared community, and a willingness to assess critically and change current procedures, assumptions, and policies. Nearly four years ago, I convened a University Council Committee on Workplace Diversity to focus on developing recommendations and strategies to improve diversity at Yale in the management and professional ranks. I am proud that, based on the Committee’s recommendations, we now have a Chief Diversity Officer, and affinity/networking groups for several underrepresented populations. Our Chief Diversity Officer has developed training programs for staff, and we have made progress in departmental hiring.

As the University has increasingly emphasized the importance of equal opportunity to its mission, it has also grown more aware of its responsibility as a guardian of the rights of all its members. Within the pages of this supplement, you will find the policies that Yale sets out to define expectations for appropriate behavior in the classroom, the workplace, our residential halls and colleges, and in the many places where we gather to teach, to learn, and to come together as colleagues and friends. You also will find a wide variety of offices and individuals to whom you can turn for information or counsel, and committees and procedures designed to protect the rights and welfare of our students and employees. We hope this supplement will prove informative and helpful to you.

Along with my fellow officers of the University, I am dedicated to seeing that Yale, through its affirmative action policies, supports a vital and diverse community. We believe that Yale must be in the forefront in this area. “It should not be the function of Yale to reflect American life,” wrote Yale’s famous dean, William Clyde DeVane, “but to lead it.”

Richard C. Levin
President of the University

Yale University’s Equal Opportunity Statement
for Inclusion in the Catalogues and Bulletins of the University

www.yale.edu/equalopportunity/policies/index.html

The University is committed to basing judgments concerning the employment of individuals upon their qualifications and abilities, and affirmatively seeks to attract to its staff qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in employment against any individual on account of that individual’s sex, race, color, religion, age, disability, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, and veterans of the Vietnam era.

Inquiries concerning these policies may be referred to the Office for Equal Opportunity Programs, 221 Whitney Avenue, 3rd Floor, 203-432-0849 (voice/TTY).
Affirmative Action and Equal Opportunity Programs, Offices, and University Appointed Councils and Committees

Minority Advisory Council
The Minority Advisory Council (MAC) was re-established in the winter of 2004 to advise the President on issues relating to the welfare of minority groups at Yale. Since then, MAC has discussed issues that are campus-wide in character, and a report was submitted to the President just prior to this academic year. Drew S. Days III, the Alfred M. Rankin Professor of Law, is the chair of the Council, and the members include students, faculty and staff. MAC has typically, though not exclusively, focused on issues relating to minority students.

Minority Advisory Council
Drew S. Days III, Alfred M. Rankin Professor of Law, CHAIR
Noel Aloysius, FES ’13
Julondre Brown, ES ’10
Marvin Chun, Professor of Psychology, Master of Berkeley
Saveena Dhall, Assistant Dean of Yale College, Director of Asian American Cultural Center
Daniel Fiervo, SY ’09
Marichal Gentry, Associate Dean of Yale College, Dean of Student Affairs
Nina M. Glickson, Assistant to the President (ex-officio)
Barbara Guthrie, Associate Dean of Academic Affairs, Assoc. Professor School of Nursing
Erin Johnson, CC ’08, Woodbridge Fellow
Sharon Kugler, University Chaplain
Patrick Lee, SY ’11
Patricia McGregor, School of Drama ’09
Pilar Montalvo, Assistant Dean of School of Forestry & Environmental Studies
Nomcebisi Ndlouvu, African Studies ’09
Michelle Nazon, Associate Dean & Director, Office of Diversity and Equal Opportunity, Graduate School
Sara Nichols, Computational Biology & Bioinformatics ’09
Stephen Pitti, Professor of History and American Studies; Director of Ethnicity, Race and Migration, Master of Ezra Stiles
Richard Tao, SM ’10
Kevy Wijaya, Nursing ’11

Office for Equal Opportunity Programs
www.yale.edu/equalopportunity/

Provat Advisory Committee on Resources for Students and Employees with Disabilities
The Committee provides the University with advice and assistance in fulfilling its commitment to maintaining an environment that is accessible and supportive of the work and scholarship of all students, faculty, and staff. The Committee provides advice on essentials in services and access to accommodate individuals with disabilities in the Yale community, and it educates and provides expert advice to the Yale community about the needs of individuals with disabilities and best practices to meet those requirements. The Committee consists of students, staff, and faculty who are appointed by the Provost, and it is chaired by Angela Crowley, Associate Professor.

Office for Equal Opportunity Programs
www.yale.edu/equalopportunity/

The Office’s primary mission is to oversee the University’s affirmative action programs, as well as promote compliance with equal opportunity policies and laws. The Office reviews and monitors faculty searches and certain managerial and professional search to ensure that University policies on equal opportunity and affirmative action are carried out. The Office works with faculty, staff, administrators, and others to increase the diversity of the Yale community. The Office coordinates the Employment Accommodation Program for Persons with Disabilities. As the University’s Title IX Coordinator, the Associate Director works with the Office of the Vice President and General Counsel and Title IX coordinators across the University to address gender equity issues. The Associate Director is also the University’s Section 504 Coordinator and Age Discrimination Act Coordinator. Any student, employee, or applicant for programs or employment at Yale who is concerned about affirmative action, equal opportunity, sexual harassment, racial harassment, or fairness in admissions or employment at Yale, either in a general sense or with respect to his or her own situation, is encouraged to contact the Office.

OFFICE 203 432-0849 (Voice/TTY)
FAX 203 432-7884
EMAIL equalopportunity@yale.edu
ADDRESS 221 Whitney Avenue, 3rd Floor

The Women Faculty Forum
www.yale.edu/wff/

The Women Faculty Forum (WFF) is an organization supported by the offices of the President and Provost at Yale. It has a forty-woman Council and more than 600 members across the University. The WFF’s goals are to promote scholarship on gender and to promote collegiality and networking on these issues between faculty, students, administration, and alumnae.

OFFICE 203 432-8847
FAX 203 432-8828
EMAIL wff@yale.edu
ADDRESS 305 Crown Street, Room 206

Resource Office on Disabilities
www.yale.edu/rod/

The Resource Office’s primary mission is to foster a University community that is accessible to and inclusive of all students with disabilities. The Resource Office facilitates accommodations for students with disabilities and serves as a resource and catalyst for change by providing technical assistance, information, and disability awareness training to the University community. Registering with the Resource Office on Disabilities is a required first step for students who wish to request a disability-related accommodation or service. A student may submit documentation to the Office even though a specific accommodation is not anticipated at the time of registration. The Resource Office on Disabilities appropriately protects the confidentiality of information and documentation submitted by students. The Resource Office on Disabilities is a part of the Office for Equal Opportunity Programs. We encourage current, past, and prospective students with disabilities members of the Yale community, and the public to contact us for more information.

To visit in person, use the wheelchair accessible entrance to 35 Broadway (rear entrance), Room 222.

OFFICE 203 432-2325 (Voice)
203 432-8250 (TTY/TTY)
FAX 203 432-8250
EMAIL judith.york@yale.edu
ADDRESS 35 Broadway (rear entrance), Room 222

February 2009
Title IX Coordinators
2008–2009
University policy prohibits discrimination on the basis of sex. Any student, faculty or staff member, or applicant who has concerns about sex discrimination, including those pertaining to sexual harassment, is encouraged to seek the assistance of the Title IX Coordinator in his or her school or to consult with the University’s Title IX Coordinator, Valerie J. Stanley at 432-0853 (Voice/TDD).

School of Architecture
Margaret Deamer, Assistant Dean
margaret.deamer@yale.edu

School of Art
Sheila Levrant de Bretteville, DGS
sheila.debretteville@yale.edu

School of Drama
Victoria Nolan, Deputy Dean
victoria.nolan@yale.edu

School of Forestry and Environmental Studies
Joanne DeBernardo, Dean of Student Affairs/Registrar
joanne.debernardo@yale.edu

Graduate School of Arts and Sciences
Michelle Nearing, Assistant Dean
michelle.nearing@yale.edu

Law School
Reva Siegel, Professor
reva.siegel@yale.edu

Divinity School
Dale Peterson, Associate Dean for Student Affairs
dale.peterson@yale.edu

School of Medicine
Sherilyn Scully, Dean of Students and Academic Affairs
sherilyn.scully@yale.edu

School of Nursing
Lois Sadler, Assistant Professor
lois.sadler@yale.edu

School of Music
Merle Waxman, Associate Dean
merle.waxman@yale.edu

School of Music
Thomas Masse, Deputy Dean
thomas.masse@yale.edu

Yale College
Jill Cutler, Assistant Dean
jill.cutler@yale.edu

OFFICE 203 432-2031
EMAIL saveena.dhall@yale.edu
ADDRESS 295 Crown Street

La Casa Cultural
The Latino Cultural Center
www.yale.edu/laca

Established at its current location in 1977, La Casa Cultural, the Latino Cultural Center at Yale provides a home away from home for many Latino students. La Casa houses a number of Latino organizations that promote cultural, social and political awareness at Yale University. Through a variety of activities, undergraduate, graduate and professional students, staff, faculty, and the general New Haven community realize the Center’s mission as an important gathering place.

Native American Cultural Center
www.yale.edu/nacc/

The NACC strives to maintain a permanent and prominent Native American presence at Yale that incorporates and supports the success of future Native leaders through recruitment, encouragement, mentoring, service, and the fostering of a community that makes Yale the most sought after Ivy Institution for Native American achievement, research and solidarity.

NACC Core Values
• Nurturing individual and community wholeness through collaboration, family, kinship, and spirituality.
• Sustaining cultural preservation by acknowledging history and responsibility.
• Promoting respect with pride, inclusion and recognition of diversity.
• Fostering leadership through accountability, transparency, authenticity, and honesty.

OISS/International Center for Yale Students and Scholars
www.oiss.yale.edu/

The Office of International Students and Scholars (OISS), housed in the International Center for Yale Students and Scholars, is responsible for the general welfare of Yale’s international students and scholars. Through its programs and publications the OISS offers a source of information and support and an initial point of connection for international students, scholars, and their families. It also serves as a resource on immigration matters for the Yale community and Yale’s liaison to those federal agencies concerned with matters related to international students and scholars studying and working here. The International Center for Yale Students and Scholars provides a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9:00 PM on weekdays, the center also provides meeting space for student groups, and a space for events organized by both student groups and University departments. In addition, the center has nine library carrels that can be reserved by academic departments for short-term international visitors.

OFFICE 203 432-2305
FAX 203 432-7166
EMAIL ann.kuhlman@yale.edu
ADDRESS 421 Temple Street

Yale College Cultural Centers
Afro American Cultural Center
www.yale.edu/aafam/

Pamela George
Assistant Dean and Director

SAVEENA DHALL
Assistant Dean and Director

The Center helps Yale University respond to the cultural, intellectual, developmental and social needs of a complex and diverse student body, by bringing together undergraduate, graduate and professional students, faculty, administrators, staff, alumni, and members of the New Haven community into a constituency of common interests. The Center seeks to create an atmosphere that fosters deep knowledge and high regard for African, Afro-Caribbean and Black North American history, politics and culture, serving as a place for specialized educational opportunities and leadership development.

OFFICE 203 432-4132
EMAIL pamelag@yale.edu
ADDRESS 211 Park Street

Asian American Cultural Center
http://research.yale.edu/aacc/

Shelly Lowe
Assistant Dean and Director

Savonna Dhall
Assistant Dean and Director

Established in 1981, the Asian American Cultural Center (AACC), in collaboration with our affiliated student organizations, promotes Asian and Asian American culture and explores the social and political experience of Asians in the United States. The Center hosts programs and activities that bring together undergraduate and graduate students, alumni, faculty and staff to share in these common goals. Seen as a second home for our students, the AACC is committed to providing a space for Asian and Asian Americans to feel a shared sense of belonging, celebrate their cultural heritage and traditions, build pan-Asian unity, and create an atmosphere that nurtures the personal, intellectual, and leadership skills of our students.

La Casa Cultural
The Latino Cultural Center
www.yale.edu/laca

Established at its current location in 1977, La Casa Cultural, the Latino Cultural Center at Yale provides a home away from home for many Latino students. La Casa houses a number of Latino organizations that promote cultural, social and political awareness at Yale University. Through a variety of activities, undergraduate, graduate and professional students, staff, faculty, and the general New Haven community realize the Center’s mission as an important gathering place.

Native American Cultural Center
www.yale.edu/nacc/

The NACC strives to maintain a permanent and prominent Native American presence at Yale that incorporates and supports the success of future Native leaders through recruitment, encouragement, mentoring, service, and the fostering of a community that makes Yale the most sought after Ivy Institution for Native American achievement, research and solidarity.

NACC Core Values
• Nurturing individual and community wholeness through collaboration, family, kinship, and spirituality.
• Sustaining cultural preservation by acknowledging history and responsibility.
• Promoting respect with pride, inclusion and recognition of diversity.
• Fostering leadership through accountability, transparency, authenticity, and honesty.

OFFICE 203 432-2900
EMAIL shelly.low@yale.edu
ADDRESS 295 Crown Street
The Graduate and Professional Schools

2008-09 Minority Student Coordinators
Each academic year, Minority Student Coordinators are appointed in the Graduate School and in each of the professional schools to focus on minority student education and recruitment of students who are members of minority groups.

School of Architecture
Joel Sanders, Associate Professor (Adjunct) joel.sanders@yale.edu

School of Art
Lisa Kereszi, Lecturer lisa.kereszi@yale.edu

Divinity School
Andre C. Willis, Assistant Professor andre.willis@yale.edu

School of Drama
Ron Van Lien, Professor (Adjunct) ron.vanlien@yale.edu

School of Epidemiology & Public Health
Nina Stachenfeld, Associate Professor nina.stachenfeld@yale.edu

School of Forestry & Environmental Studies
Pilar Montalvo, Special Assistant to Dean pilar.montalvo@yale.edu

Graduate School
Michelle Nearon, Assistant Dean michelle.nearon@yale.edu

Law School
Sharon C. Brooks, Associate Dean sharon.brooks@yale.edu

School of Management
Fionna Scott Morton, Professor fionna.scottmorton@yale.edu

School of Medicine
Dr. Forrester Lee, Professor woody.lee@yale.edu

School of Music
Willie Ruff, Professor (Adjunct) willie.ruff@yale.edu

School of Nursing
Barbara Guthrie, Associate Dean barbara.guthrie@yale.edu

School of Multicultural Affairs
Michelle Nearon, Assistant Dean michelle.nearon@yale.edu

Law School
Sharon C. Brooks, Associate Dean sharon.brooks@yale.edu

School of Management
Fionna Scott Morton, Professor fionna.scottmorton@yale.edu

School of Medicine
Dr. Forrester Lee, Professor woody.lee@yale.edu

School of Music
Willie Ruff, Professor (Adjunct) willie.ruff@yale.edu

School of Nursing
Barbara Guthrie, Associate Dean barbara.guthrie@yale.edu

School of Medicine Office for Women in Medicine
http://info.med.yale.edu/owm/

The Office for Women in Medicine has as its mission to promote the academic growth of women in medicine and medical sciences. The Office fosters and promotes activities, policies, and strategies beneficial to women in medicine and recognizes the enormous contribution women continue to make to the medical and scientific profession. The Office provides women students, trainees, fellows and faculty access to advisors and mentors. The Office brings distinguished women in the medical sciences to the School as role models and mentors; and sponsors workshops and seminars on professional development and career opportunities.

OFFICE 203 785-4680
FAX 203 737-1624
EMAIL merle.waxman@yale.edu
ADDRESS SHM L202, 333 Cedar Street

Religious Diversity at Yale
Yale University Chaplain’s Office
www.yale.edu/chaplain/

Yale welcomes persons of many global religious traditions and seeks to provide resources and communities for the integration of those traditions with Yale’s remarkable educational experience. The central mission of the University Chaplain’s Office is to cultivate a broad pastoral presence to the Yale community as well as to coordinate our many religious groups. We facilitate interfaith dialogue, engagement and service along with creating room on campus for our richly diverse religious and spiritual traditions. The chaplaincy partners with other university offices, departments and schools to provide educational and experiential programs bringing both appreciative and critical perspectives to the role of religion in culture, the arts, politics, and global affairs.

The Chaplain’s Office, located in the basement level of Bingham Hall on Old Campus, hopes to be the most welcoming, nurturing, and sustaining place at Yale. We celebrate the spiritual, religious, and seeking paths of every member of the Yale community. We support and offer a number of programs, including regular worship and prayer offerings through the Yale Religious Ministry (YRM), events planned by student groups, as well as numerous other activities including interfaith service trips, New Haven outreach, and so much more. The chaplaincy also provides guidance to other university offices on how to be welcoming and accommodating to religiously diverse students, faculty and staff.

Chaplain’s Office professionals are available to listen and respond when students, faculty and staff need a neutral and confidential place to turn for pastoral support and care.

OFFICE 203 432-1128
FAX 203 432-1142
EMAIL sharon.kugler@yale.edu
ADDRESS Bingham Hall, Entry D

The Graduate School of Arts & Sciences
Office for Diversity and Equal Opportunity
www.yale.edu/graduateschool/diversity/index.html

The Office is committed to promoting diversity and building a supportive graduate school community whereby students from underrepresented backgrounds (particularly students of color, women and other underrepresented students) are actively recruited and encouraged in their professional, social, and intellectual goals and pursuits. Assistant Dean Michelle Nearon works with students, faculty and administrators within the Graduate School and the University to carry out the mission of the Office.

OFFICE 203 432-0763
FAX 203 432-7765
EMAIL michelle.nearon@yale.edu
ADDRESS HGS 128, 320 York Street

Professional School
Affirmative Action Deputies
www.yale.edu/equalopportunity/programs/program1.html

Affirmative Action Deputies are appointed by each professional school dean to assist faculty search committees in their schools with the recruitment of women and members of minority groups. A list of appointed deputies is available online. To obtain a hard copy of the list, please call the Office for Equal Opportunity Programs at 203 432-0849 (Voice/TDD).
Yale University’s Standards, Statements and Policies

Standards for Business Conduct—Respect for Others
www.yale.edu/provost/html/standards.html

The Yale community is diverse—in race, background, age, religion, and in many other ways. The personal actions of each community member establish and maintain the culture of tolerance and respect for which we strive. While principles of free speech remain paramount at Yale, faculty and staff should respect the rights and dignity of others regardless of their differences, and must conscientiously abide by the principles of nondiscrimination adopted by the University. Harassment along sexual, racial, or political lines has no place in our community. (See also University Statement on Sexual Harassment, Information Technology Appropriate Use Policy, http://www.yale.edu/policy/tiap.html.)

Sexual Harassment Statement
www.yale.edu/equalopportunity/policies/index.html

Sexual harassment is an affront to human dignity and fundamentally at odds with the values of Yale University. Because the University is committed to maintaining a community for study and work that is free from sexual harassment, the University will not tolerate any member of that community sexually harassing another. Sexual harassment is a violation of University policy and may result in serious disciplinary action.

Sexual harassment consists of nonconsensual sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature on or off campus, when (1) submission to such conduct is made either explicitly or implicitly a condition of an individual’s employment or academic standing; or (2) submission to or rejection of such conduct is used as the basis for employment decisions or for academic evaluation, grades, or advancement; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating or hostile academic or work environment. Sexual harassment may be found in a single episode, as well as in persistent behavior. Conduct that occurs in the process of application for admission to a program or selection for employment is covered by this policy, as well as conduct directed toward University students, faculty or staff members.

Policy on Teacher-Student Consensual Relations

The integrity of the teacher-student relationship is the foundation of the University’s educational mission. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between teacher and student must be protected from influences or activities that can interfere with learning consistent with the goals and ideals of the University. Whenever a teacher is responsible for directly supervising a student, a sexual relationship between them is inappropriate. Any such relationship jeopardizes the integrity of the educational process by creating a conflict of interest and may lead to an inhospitable learning environment for other students.

Therefore, no teacher shall have a sexual relationship with a student over whom he or she has direct supervisory responsibilities regardless of whether the relationship is consensual. Teachers must avoid sexual relationships with their students, including those for whom they are likely to have future supervisory responsibility. Conversely, teachers must not directly supervise any student with whom they have a sexual relationship. Violations of or failure to correct violations of these conflict of interest principles by the teacher will be grounds for disciplinary action.

Teachers or students with questions about this conflict of interest policy are advised to consult with the department chair, the appropriate dean, the Provost, or one of their designates. If the issue cannot be resolved informally, a student may lodge a conflict of interest complaint with the dean of the school in which the student is enrolled or where the teacher exercises his or her supervisory responsibilities.

For purposes of this policy, “direct supervision” includes the following activities (on or off campus): course teaching, examining, grading, advising for a formal project such as a thesis or research, supervising required research or other academic activities, and recommending in an institutional capacity for employment fellowships or awards. “Teachers” includes, but is not limited to, ladder and non-ladder faculty as well as graduate and professional students and post-doctoral fellows and associates serving as teaching fellows or in similar institutional roles. “Students” refers to those enrolled in any and all educational and training programs of the University. Additionally, this policy applies to people in the Yale community who are not teachers as defined above, but have authority over students. Therefore, athletic coaches, supervisors of student employees, advisors and directors of student organizations, as well as others who advise, mentor or evaluate students, are covered by this policy.

Full and detailed information about the Sexual Harassment Statement, the Policy on Teacher-Student Consensual Relations, as well as related guidance for Faculty, Students, and Staff is available online in PDF format at www.yale.edu/hronline/forms/shbrochure.pdf or contact the Office for Equal Opportunity Programs at 203 432-0849 (Voice/TDD).
Women and Members of Minority Groups
In accordance with Executive Orders 11246 and 11375 and subsequent implementing federal regulations, the University maintains an affirmative action plan that addresses the utilization of women and members of minority groups in Yale's workforce. The plan helps the University monitor equal employment opportunity for women and members of minority groups.

Persons with Disabilities
In accordance with Section 503 of the Rehabilitation Act of 1973, as amended, the University maintains a written affirmative action plan for the employment and advancement in employment of persons with disabilities.

The University operates an Employment Accommodation Program for Persons with Disabilities that coordinates the reasonable accommodation process using a case management format. Information obtained about a person's disability is confidential, with certain statutory disclosure exceptions that are (1) for reasonable accommodation purposes, supervisors and managers may be informed regarding restrictions on the work or duties, (2) first aid and safety personnel may be informed when and if, to the extent appropriate, the conditions might require emergency treatment, and (3) government officials investigating compliance with federal law. For more information, contact the Office for Equal Opportunity Programs at 203 432-0849 (Voice/TDD).

Covered Veterans
In accordance with Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended by the Veterans Employment Opportunities Act of 1998, the University maintains an affirmative action plan for the employment and advancement in employment of persons who are special disabled veterans, veterans of the Vietnam era, and any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized. Newly separated veterans also are covered. Information obtained about a person's disability is confidential, with certain statutory disclosure exceptions as listed under the description of the Employment Accommodation Program.

Federal
Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational programs and activities that receive federal financial assistance. The University's Title IX Coordinator is Valarie J. Stanley, Associate Director of the Office for Equal Opportunity Programs.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of a student or employee's disability in University programs and activities. The University's Section 504 Coordinator is Valarie J. Stanley, Associate Director of the Office for Equal Opportunity Programs.

The Americans with Disabilities Act of 1990, as amended, protects qualified applicants and employees with disabilities from discrimination in hiring, promotion, discharge, pay, job training, fringe benefits, classification, referral, and other aspects of employment on the basis of disability. This law also requires that covered entities provide qualified applicants and employees with disabilities with reasonable accommodation. See also the Employment Accommodation Program for Persons with Disabilities.

The Age Discrimination Act of 1975, as amended, and subsequent implementing regulations, prohibits discrimination on the basis of age in programs and activities that receive federal financial assistance. The Age Discrimination in Employment Act of 1967, as amended, prohibits age discrimination in employment. The University's Age Discrimination Act Coordinator is Valarie J. Stanley, Associate Director of the Office for Equal Opportunity Programs.

Other Federal and State Equal Opportunity and Non-Discrimination Laws

State
The Connecticut Discriminatory Employment Practices Act prohibits discrimination on the basis of age, ancestry, color, disability, national origin, race, religious creed, sexual orientation, sex, among other protected categories. The Connecticut Commission on Human Rights and Opportunities (CCHRO) is the state enforcement agency for the Act.

The University operates an Employment Accommodation Program. Questions and concerns about the University's compliance with Title IX and Section 504 of the Rehabilitation Act of 1973 may be directed to Valarie J. Stanley, Associate Director of the Office for Equal Opportunity Programs. Individuals also may contact the Regional Office of the U.S. Department of Education's Office for Civil Rights, Post Office Square, Boston, MA 02109. Questions concerning the state non-discrimination laws may be directed to the CCHRO, 21 Grand Street, Hartford, CT 06106.

Questions and concerns about the University's compliance with Title IX and Section 504 of the Rehabilitation Act of 1973 may be directed to Valarie J. Stanley, Associate Director of the Office for Equal Opportunity Programs. Questions and concerns about the University's compliance with these laws and regulations should be directed to the Associate Director of the Office for Equal Opportunity Programs.
Grievance Procedures of the University

The University’s Grievance Procedures are a manifestation of Yale’s firm commitment to the policies of equal opportunity and fair treatment in a complex and integrated community. It is of course hoped that in this community, good will and mutual respect will suffice to resolve most grievances. However, the procedures are designed to provide redress in cases that cannot be so resolved. They go beyond the requirements of the law. They emphasize that the University will not condone racial or sexual harassment or any other act of discrimination on the basis of race, religion, sex, age, national origin, disability, or sexual orientation.

At first glance the procedures listed or printed in this supplement may seem both numerous and complicated. However, they result from the fact that the University comprises Yale College, the Graduate School of Arts and Sciences, and ten professional schools, each of which is composed of a faculty and student body and many different departments and work situations. The procedures have been individually designed to provide appropriate processes to address different kinds of complaints in this complex environment.

Except where explicitly noted, each of the grievance procedures outlined below may be used to pursue a complaint of discrimination on the basis of race, religion, national origin, age, disability, or sexual orientation. In addition, other types of complaints may be addressed by certain of these, e.g., infringements upon any employee’s right of free expression or unfair treatment in a situation not characterized by the kind of discrimination specified above. Concerns that seem not to be covered by these procedures may always be pursued with an individual responsible for that area of concern, such as with a supervisor or dean or departmental chair.

The brief descriptions below are intended to clarify the procedures, and members of the community should consult the full text of each procedure for its governing provisions. Copies of all grievance procedures are available in the Office for Equal Opportunity Programs.

Three of these procedures, the Dean’s Procedure for Student Complaints and the Provost’s Procedure for Student Complaints and the Faculty Procedure for Student Complaints are printed in their entirety below.

The Office for Equal Opportunity Programs also maintains a web site about the availability of the University’s formal grievance procedures for students and employees.

For Students

General Grievance Procedures

There are in Yale College, the Graduate School, and the professional schools, general grievance procedures for complaints about various issues, including but not limited to complaints of discrimination.

For example, these procedures might be used to address an apparent infringement of an individual student’s right to free expression or a complaint about unfair or arbitrary treatment, whether or not it is characterized by a specific kind of discrimination. It must be understood, however, that since an instructor’s evaluation of the quality of a student’s work is final, these procedures do not apply in disputes about a grade assigned, unless it is alleged that the determination of the grade resulted from unlawful discrimination. Similarly, these procedures do not apply to any matter involving the academic freedom of an instructor, such as, for example, in regard to the syllabus or contents of a course of instruction.

There are two general student grievance procedures. The first is the Dean’s Procedure for Student Complaints. This is the available procedure if the person complained of is a member of the faculty or administration of the student’s school. The second, the Provost’s Procedure for Student Complaints, is the appropriate procedure if the person complained of is not a member of the faculty or administration of the student’s school and therefore is not subject to the authority of the student’s dean.

A procedure is available, a student may pursue his or her complaint by means of only one procedure; that is, procedures for redress of a complaint may not be used simultaneously or seriatim.

Complaints of Sexual Harassment

Complaints of sexual harassment by a student in Yale College, the Graduate School, the Divinity School, the School of Medicine or the School of Nursing against a faculty member or administrator in his or her respective school must be pursued in accordance with the procedure for complaints of sexual harassment adopted by that school and available at the respective school’s Dean’s Office. Each of these schools has created a grievance board, with established procedures, both informal and formal, for addressing student complaints of sexual harassment. Complaints of sexual harassment by students in other schools may be pursued by means of the general student grievance procedures described above.

Complaints of Racial or Ethnic Harassment

The President’s Procedure for Addressing Student Complaints of Racial or Ethnic Harassment is available to any student for the sole purpose of addressing a complaint of harassment on the basis of race or ethnic origin by any member of the Yale Community. It is thus available as an alternative to students who might otherwise use either the Dean’s or the Provost’s procedure for student complaints.

Copies of these procedures are available at the Office of the Dean of each of the graduate and professional schools and in the Office of the Dean of Yale College.

For Faculty

The review procedures for members of the faculty are published in the Yale Faculty Handbook. These review procedures may be used by individual faculty members who believe they have been treated in a manner inconsistent with University policies or procedures for complaints of discrimination.

The University’s policy on discrimination also applies to complaints of race, color, religion, sex, age, disability, sexual orientation, or national or ethnic origin. The Handbook also specifies the procedure for faculty who believe they have been treated in an unfair or discriminatory manner in connection with professional matters other than reappointment or promotion. Complaints of sexual harassment by a faculty member may be pursued in accordance with the procedures set out in the Faculty Handbook.

For Postdoctoral Fellows at the School of Medicine

Postdoctoral fellows with appointments at the School of Medicine may use the “Grievance Policy and Procedures for Postdoctoral Fellows of the School of Medicine” when the individual believes he or she has been treated in a manner inconsistent with University policies or procedures. The individual’s right to anonymity is protected, but not limited to, the Ryan Arbitration Procedure, of the School of Medicine.

For Staff

Managerial and Professional and Other Staff Members Excluded from Bargaining Units

The Grievance Procedure, which is published in the Yale University Personnel Policies and Practices Manual, is available to all regular and temporary managerial and professional employees, as well as those clerical and technical and service and maintenance employees who are excluded from Local No. 34 or Local No. 35 bargaining units.

This procedure is available whenever covered employees believe that they have been treated in a manner inconsistent with University policies or believe they have been discriminated against on the bases enumerated in the preceding paragraph, or the basis of their status as a covered veteran.

Copies of the procedure may be obtained online at http://www.yale.edu/pdpe/PersPracWeb/TOC.html.

Complaints Against Members of the University Police Department

A complaint against a member of the University Police Department is to be pursued in accordance with the procedures specified in the Yale Police Benevolent Association (1994), may be used to address any claim by an employee whose position is covered by the Agreement that the Agreement has been violated, including, but not limited to, the Agreement’s provisions on non-discrimination.

Copies of this procedure may be obtained online at http://www.yale.edu/pdpe/PersPracWeb/TOC.html.

Complaints Against Members of the University Police Department

A complaint against a member of the University Police Department is to be pursued in accordance with the provisions of the Agreement between Yale University and Local No. 35, Federation of University Employees, may be used to address any claim by an employee whose position is covered by the Agreement that the Agreement has been violated, including, but not limited to, the Agreement’s provisions on non-discrimination.

Copies of this procedure may be obtained online at http://www.yale.edu/pdpe/PersPracWeb/TOC.html.
General Student Grievance Procedures

Following is the text of the Dean’s Procedure for Student Complaints, Provost’s Procedure for Student Complaints and The President’s Procedure for Handling Student’s Complaints of Racial or Ethnic Harassment. Students are asked to retain these copies for future reference.

A Dean’s Procedure for Student Complaints

This Procedure governs any case in which a student has a complaint, including but not limited to a complaint of sexual harassment or a complaint of discrimination on the basis of race, sex, color, religion, national or ethnic origin, disability or sexual orientation, against a member of the faculty or administration of the complainant’s School. Since an instructor’s evaluation of the quality of a student’s work is final, this Procedure does not apply to any dispute about a grade assigned to a student by a member of the faculty, unless it is alleged that the determination of the grade resulted from discrimination based on race, sex, color, religion, national or ethnic origin, disability or sexual orientation. Similarly, the provision of this Procedure shall not be deemed to apply to a complaint of sexual harassment or a complaint of discrimination on the basis of race, sex, color, religion, national or ethnic origin, disability or sexual orientation, unless it involves a matter inherent in the academic freedom of an instructor, such as, for example, in regard to the content of a course of instruction. It is also not a procedure that may be used when there is a complaint that the procedure is not being followed or when it is the course or the quality of instruction in a course; such concerns are addressed directly to the instructor. If a student believes that he or she has been retaliated against as a result of filing a grievance, the student may bring a complaint to the President regarding complaint charging retaliation can be pursued by means of this Procedure.

I. Informal Resolution

If at all possible, the complainant is encouraged to bring a problem directly to the attention of the person whose actions the complainant believes he or she has found to be objectionable. Whether or not this is done, the student may seek advice and assistance on how to secure an equitable solution of the problem from any administrator or faculty member of any School.

II. Filing a Written Complaint

If the problem cannot be resolved informally or if the student has chosen not to discuss the matter informally, the student may submit a letter to the Dean of the student’s school or the Dean’s designee describing the complaint. A complaint is not time-based (insofar as the facts are known to the complainant), specifying the issue or issues in question, and indicating what redress or resolution of the grievance is sought. The complaint should be brought to the attention of the student’s Dean’s designee as soon as possible after the action giving rise to it, but in no case may a complaint be submitted later than 45 days after the action giving rise to it. If a complaint is in some manner associated with the conduct of a course, the complaint will be addressed within 45 days after the action upon which it is based but the student may request that no action be taken until within 45 days after the conclusion of the term in which the course has been offered.

The student’s Dean’s designee will appoint an investigator who, within the first three weeks after the submission of a complaint, may try to resolve the complaint informally. At the complainant’s request, the investigator may agree to conduct a complaint with the person complained against without identifying the student making the complaint; however, such an investigation will not be undertaken until the student is ready to be identified. If the complaint has not been resolved within the time period, this investigation will refer it to the Dean’s Advisory Committee unless the complainant indicates to the investigator that he or she does not desire such a referral.

III. Review by the Dean’s Advisory Committee on Student Grievances

The Dean’s Advisory Committee on Student Grievances will consist of five members appointed by the Dean. The Dean’s Advisory Committee for Yale College and the School of Divinity will be a standing committee and the members will be appointed annually. The Dean’s Advisory Committee on Student Grievances for each of the professional schools may, at the Dean’s discretion, be either a standing or an ad hoc committee appointed by the Dean. There will be one student member and at least two faculty members appointed to the Committee.

The remaining two members may be administrators, faculty members, or other individuals employed by the University. The investigator will serve as an ex officio non-voting member of the Committee and will participate fully in the deliberations of the Committee. The investigator will be available to conduct such further investigation as the Committee deems appropriate.

Members of the Committee who may be directly involved in the subject matter of the complaint may attend meetings of the Committee to aid the investigator in conducting his or her review in order to provide the participants with a full explanation of the facts and the investigator’s findings. The investigator’s report will include such comments and clarifications as the investigator deems appropriate.

The student who has made the complaint will be given the right to challenge the appropriateness of the Dean as the final arbiter of the complaint but must do so before the Committee’s investigation has concluded. If it is shown by the complainant to the Committee’s satisfaction that the Dean cannot fairly decide the matter, then the Committee shall inform the parties that the Dean will make the decision. If there is no agreement as to the composition of the Committee the parties may, by mutual consent, select a substitute member of the Committee.

IV. Final Resolution of the Complaint by the Dean

The Committee will submit its Report to the Dean ordinarily within two months of receipt of the complaint. The Dean will permit the complainant and the person against whom the complaint has been lodged to inspect the Committee’s findings of fact, conclusions and summary of testimony in the Report and to request a copy of the Report to the Dean what clarifications each party might have made. However, in any case where the Dean does not believe it is appropriate to follow the recommendations of the Committee, the Dean will discuss the matter with the Committee and explain the reasons for not doing so. The Dean will then make a decision on the matter and convey his or her decision in writing to the complainant, the person against whom the grievance was lodged, and the Committee; the Dean’s decision will include his or her conclusions about the issues raised in the complaint and the remedies and sanctions, if any, to be imposed. The Dean’s decision will be final. The Dean’s decision may be to take any actions as may be within his or her authority (e.g., issuing a formal warning or reprimand to the individual against whom the complaint was lodged; permitting a student to participate in an educational program or activity approved by the Dean). The Dean’s decision should be rendered within one month after the Dean receives the Committee’s Report.

V. Time Guidelines

If the School is not in session during part of these proceedings or in instances which a mutual meeting may be required because of the complexity of the case or unavailability of the parties or witnesses, any or all of the procedures therein may be extended by the Dean. If a period is extended, the complainant and the person against whom the complaint has been filed will be so informed.

1. This represents a model procedure for adoption by the Dean of each School. The procedures may be tailored to accommodate the particular size or structure of individual Schools; however, any changes in the language or substance may be made by the University’s General Counsel’s Office to insure that all School procedures are consistent in accordance with applicable federal law.

2. A complaint of racial or ethnic harassment can, alternatively, be lodged in accordance with the President’s Procedure for Addressing Students’ Complaints of Racial or Ethnic Harassment. A complaint of sexual harassment by a student in Yale College, the Graduate School, the Divinity School, the School of Medicine or the School of Nursing against an administrator or faculty member at the complainant’s School must be pursued in accordance with the procedure for complaints of sexual harassment adopted by that School. In a case where more than one procedure is available, the complaint may be resolved by complaint means of only one procedure; that is, procedures for redress of a complaint may not be used simultaneously or in combination.

3. Complaints of sex discrimination or discrimination on the basis of a disability will be addressed in accordance with the requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, respectively. The federal regulations implementing these two laws are codified in 34 C.F.R. Parts 90 and 106.

4. For a complaint of sex discrimination, the investigator will be one of the Title IX Coordinators and for a complaint of discrimination on the basis of disability, the investigator will be the Disability Coordinator for the University.

5. It may be appropriate in the case of a School because of its size and structure to have an Advisory Committee that is either larger or smaller than is here indicated. In such a case, the Dean’s discretion, the Advisory Committee may be larger or smaller, but in such an event student membership on the Advisory Committee must be at least as great as that indicated above, i.e., it must constitute at least one-fifth of the membership.

6. This last clause is not applicable in the Law School’s Procedure where students may be accompanied by another student or faculty member of the Law School.

February 2009
Provost’s Procedure for Student Complaints

This Procedure governs any case in which a student has a complaint, including but not limited to a complaint of sexual harassment or a complaint of discrimination on the basis of race, sex, color, religion, national or ethnic origin, disease or disability. A faculty member who is not a member of the faculty of the complainant’s School or who is not a member of the Yale Community whose actions or omissions were at issue is not a faculty member of the University.2

Also this Procedure is to be used for all complaints of discrimination on the basis of disability where structural modifications of University facilities is the remedy sought. Since an instructor’s evaluation, as used in any student’s work is final, this Procedure does not apply to any dispute about a grade assigned to a student’s performance in a course; it is alleged that the determination of the grade resulted from discrimination based upon race, sex, color, religious, national or ethnic origin or sexual orientation. Similarly, this Procedure does not apply to any matter which is the concern of an instructor, such as, for example, in regard to the syllabus or contents of a course. It is recognized that a Procedure that may be used when there is a complaint about the quality of a course or the quality of instruction in a course; such concerns may be addressed directly within the Department or School question.

1. If a student believes that he or she has been retaliated against as a result of filing a complaint under this Procedure, a separate complaint charging retaliation can be pursued by means of this Procedure.

I. Informal Resolution

If the complainant is encouraged to bring a problem directly to the attention of the person whose actions he or she has found to be objectionable. Whether or not this is done, the student may seek assistance and advice on how to secure an equitable solution of the problem. The Dean or any member of the faculty or member of the University.

II. Filing of a Written Complaint

If the problem cannot be resolved by informal discussion or if the student has chosen not to discuss the matter informally, the complainant will submit to the Dean of his or her School a letter describing the complaint and the facts upon which it is based (insofar as the facts are known to the complainant), specifying the issues in question and indicating what remedy or resolution of the grievance is sought. The complaint should be made promptly, as attention is to be given as soon as possible after the action giving rise to it, and in no case more than 45 days after the action complained of. (If a complaint is in some manner associated with the conduct of a course, the complaint must also be submitted within 45 days of the action upon which it is based but the student may request that no action be taken on the complaint if the time limitation is not applicable to the term in which the course has been offered.) The Dean will supply the person or persons to whom the complaint has been filed with a copy of the complaint.

The Dean will undertook an informal investigation of the complaint and in doing so may consult with the student filing the complaint and may meet with such other parties as he or she deems appropriate in an attempt to resolve the complaint.

The Dean’s investigation will be carried out within a reasonable period of time, ordinarily within 10 days and will be concluded by a written response to the complainant’s letter. The Dean’s written response will also apprise the complainant of the availability of a review as described below.

III. Review by the Provost’s Advisory Committee on Student Grievances

If the Dean does not achieve a resolution that is satisfactory to the complainant, then the complainant may submit to the Provost a written statement of the grievance, the letter from the Dean that concluded the review described in Section II above, and the documents on which it is based (insofar as the facts are known to the complainant), specifying the issues in question, indicating what remedy or resolution is sought and requesting that the complaint be referred to the Committee.3

This written request must be received within 10 days after the complainant’s receipt of the letter from the Dean that concluded the review described in Section II above, and the documents on which it is based (insofar as the facts are known to the complainant), specifying the issues in question, indicating what remedy or resolution is sought and requesting that the complaint be referred to the Committee.4

1. Complaints of sex discrimination or discrimination on the basis of disability, the will be handled in accordance with the requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, respectively. The federal regulations implementing these two laws are published in Title 34 of the Code of Federal Regulations, Parts 104 and 106.

2. Except for the two types of complaints indicated below, a complaint by a student against employees who are not administrators or faculty in the complainant’s School (or not on the Faculty of Arts and Science) for a complainant who is in Yale College or the Graduate School must be processed in accordance with the Provost’s Procedure for Student Complaints. The two exceptions are (c) the President’s Procedure for Addressing Students’ Complaints of Racial or Ethnic Harassment that is available as an alternative to the Provost’s Procedure for any complaint of racial or ethnic harassment against any member of the Yale community and (ii) the Police Advisory Board’s hearing procedure which supersedes this Procedure for complaints brought by students about the conduct of University police officers.

1. Complaints of sex discrimination or discrimination on the basis of disability will be handled in accordance with the requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, respectively. The federal regulations implementing these two laws are published in Title 34 of the Code of Federal Regulations, Parts 104 and 106.
President's Procedure for Addressing Students’ Complaints of Racial or Ethnic Harassment

This procedure is available to any student who believes that he or she has been harassed on account of race or ethnic origin by any member of the Yale Community. For purposes of this procedure, racial or ethnic harassment means conduct occurring when any individual is subjected to arbitrary, capricious or discriminatory treatment on the basis of race or ethnicity and the conduct is motivated by or on the basis of the student's or other person's race or ethnic origin. Such conduct may take any form, including verbal or physical acts, verbalExpression of hate, verbal or written slurs and insults, graffiti, or any other such conduct.

I. Informal Resolution

Any student who believes that he or she has been harassed on account of race or ethnic origin may first wish to attempt to resolve the matter directly with the person whose actions he or she had found to be objectionable. Regardless of whether such a resolution takes place, the student may initiate this procedure by informing one of the committee members of the complaint. The student need only be aware that the committee member investigate the complaint. Whether or not the complaint is presented orally or in writing, the committee member, the student should describe in detail the problem and all facts upon which the complaint is based, as well as what resolution or redress the student seeks. The complaint should be brought to the attention of the committee member as soon as possible after the action giving rise to it, but it is expected that the complaint will be brought to the attention of the committee member not later than 45 days after the action complained of. If a complaint is in some manner associated with the conduct of a course, the complaint must also be submitted to the committee member within 45 days after the action complained of. A complaint associated with the conduct of a course is it is based, as well as what resolution or redress the student seeks. The complaint should be brought to the attention of the committee member as soon as possible after the action giving rise to it, but it is expected that the complaint will be brought to the attention of the committee member not later than 45 days after the action complained of. If a complaint is in some manner associated with the conduct of a course, the complaint must also be submitted to the committee member within 45 days after the action complained of.

II. Review by the President's Committee on Racial and Ethnic Harassment

If a resolution of the complaint has not been achieved and the student wishes to pursue further remedies, he or she may request full the President’s Committee on Racial and Ethnic Harassment to consider the complaint. The student should write to the Convener of the President’s Committee within two weeks of the date the complaint was filed. The president will inform the committee member of the report and will invite both parties to send a supplemental statement clarifying, correcting, or amplifying any portions of the report of the committee member by the committee member if the student so desires. The student is based, as well as what resolution or redress the student seeks. The supplemental statements will also be shared with the parties before any meeting with the Committee.

In any meeting with the President’s Committee, the student and the person against whom the complaint was lodged to which the complaint was filed will be permitted to provide the parties to prepare for a meeting with the President’s Committee if either of the parties or the Committee wish it. The supplemental statements will also be shared with the parties before any meeting with the Committee.

The students and the person complained of will have the opportunity to present information and witnesses deemed by the committee to be relevant to and to have questions presented to the other party's witnesses. The complaint may be submitted to the committee member. The complaint may be submitted to the committee member. The complaint may be submitted to the committee member. The complaint may be submitted to the committee member. The complaint may be submitted to the committee member. The complaint may be submitted to the committee member. The complaint may be submitted to the committee member.

III. Final resolution by the President

The President will submit its Report to the President. The President will permit the student and the person against whom the complaint was lodged to inspect the Committee’s findings of fact and conclusions in the Report and to indicate in writing what clarifications each party believes appropriate; however, if the report is not a confidential document advisory to the President, the only the President and neither of the parties is entitled to a copy of it.

The President will accept the Committee’s findings of fact as to whether racial or ethnic harassment occurred. In any event, if the President disagrees with the recommendations of the Committee, the President will inform the Committee of the reasons for disagreement prior to the issuance of his or her decision. The President will then make a decision on the matter and convey the decision in writing to the student, the person against whom the grievance was lodged and the Committee. If any party believes the decision of the President is not a recommendation of the Committee, the President will forward the case to the appropriate disciplinary body for action. The President’s decision is final.

*The President’s Committee on Racial and Ethnic Harassment will be a standing committee composed of seven members appointed annually by the President. The Committee will consist of students (two from Yale College, one from the Graduate or Professional Schools), two faculty members, and two other members who may be academic administrators, staff members or members of the bargaining unit. In appointing the student members, the President will consider names suggested from the Black Student Alliance at Yale, Black Law Students Union, Asian-American Students Association, Movimiento, Estudiantil Chicano de Aztlán, Despierta Boricua, Black Graduate Network, and any other student organization that offers recommendations of suggested nominations.

† Members of the President’s committee who may be directly involved in any complaint are to excuse themselves during the review of that complaint. The student and the person against whom the complaint is lodged will have the right to challenge individual members of the President’s Committee where such challenge is for cause (i.e., close personal contact with one of the parties). Peremptory challenges will not be permitted.

‡ However, if the person complained against has a law degree, the person bringing the complaint may be counselled by a member of the community who has such a degree.

† However, copies of previous reports are available for review by the Committee to assist the Committee in making recommendations that are not inconsistent with previous findings.

February 2009
Complaints of Discrimination and Unfair Treatment: The Informal Process

The Office for Equal Opportunity Programs handles complaints of discrimination and unfair treatment in the application of the University’s employment or admissions policies, practices, and procedures. Any student, employee, or applicant for programs or employment at Yale who is concerned about affirmative action, equal opportunity, harassment and other forms of prohibited discrimination, or fairness in admissions or employment at Yale, either in a general sense or with respect to his or her own situation, is encouraged to contact the Office. Talking about a problem with a member of the Office is not a part of any formal grievance procedure. The staff, however, can investigate or mediate a problem as an informal resolution of a situation. Inquiries should be directed to the Office for Equal Opportunity Programs at 203 432-0849 (voice/TDD).

School of Medicine Ombuds Office

The Ombuds Office is a neutral, safe, and confidential place where any matter in the School of Medicine community may be discussed with the Ombudsperson. Discussions are not limited in subject and all are held in strict confidence. No formal written records are kept. The Office follows no prescribed sequence of steps and does not participate in any formal grievance process; the function is to listen, advise, suggest options, make recommendations, and investigate informally with the goal of conflict resolution; to consider all sides of an issue; to remain neutral and impartial; and to provide appropriate confidentiality. No action is taken without permission except when there appears to be an imminent threat of serious harm, and there appears to be no other option except to act without permission. Inquiries should be directed to Merle Waxman, Ombudsperson, SHM, L202, CONFIDENTIAL LINE 203 737-4100.

EMAIL merle.waxman@yale.edu