

Yale Inc.

The Corporate Model in Higher Education

For decades,

American universities have been restructuring the academic workforce and applying corporate strategies—centralization of power, efficiency measures, and aggressive cost-cutting—in ways that have radically reshaped the character of teaching and research in higher education. The recent economic crisis has allowed university administrators to accelerate these changes and exacerbate the problems of the academic job market by increasing the percentage of non tenure-track faculty, cutting academic budgets, and implementing a shorter time-to-degree for doctoral candidates.²

Yale, like other universities, has blamed the economic downturn and its endowment losses for forcing budget cuts across the university.³ Although the value of Yale's endowment dropped by an estimated 25% in approximately the last six months of 2008, it has begun to recover and reached 16.3 billion by the end of June 2009.⁴ Yale's President, Richard Levin, describes this historic moment not just as an economic crisis but also as an opportunity to enact an ambitious restructuring of the university.⁵ In the midst of severe budget cuts, President Levin argued that this is “not the first time we've had to trim expenses, and in the long run, it makes universities even more fertile ground for innovation. Cutting the least-essential positions and programs allows us to add even more important ones when the economy recovers.”⁶

Despite the economic crisis, Yale continues to expand locally and globally by constructing and purchasing new buildings across Connecticut, and partnering with research institutions in Singapore, India and China.⁷ In the last decade, the university has also invested in the construction and purchase of new facilities to expand its biomedical research and healthcare capabilities.⁸ And Yale expects that two new residential Colleges will cost approximately \$500 million, and will be completed by 2015, thereby growing the undergraduate population by approximately 15%, the largest enrollment increase since the admission of women in 1969.⁹ Despite the university's claims of financial hardship, development continues.¹⁰

“We are relatively efficient compared to other name-brand universities. But when you compare us to business organizations of comparable size we really don't look too good.”

Richard C. Levin

**Yale President
December 1, 2009**

Yale's wealth and expansion should provide the opportunities and resources to study, teach and research in world-class facilities with access to the best technology and research archives available. At Yale, graduate teachers and researchers produce path-breaking, award-winning research and provide excellent teaching to undergraduates, often becoming professors at other institutions. These same graduate teachers and researchers, however, are facing the toughest job market in decades, the worst national economic crisis since the 1930s, and the lowest percentage of full-time tenure track professors since the 1970s.¹¹ The Yale Graduate School administration, in the meantime, is proposing and in some cases implementing new policies that will decrease teaching opportunities for the most experienced teachers and potentially deny them the necessary years of teaching to support themselves while they produce quality research.¹² These policies, which reflect the increasing predominance of the corporate model in higher education, affect three major areas: decision-making, research, and teaching.

// *When I first visited Yale, I was told that I was expected to finish my prospectus and qualifying exams by early in my fourth year. I came in with a masters and thought I was ahead of the game: my plan to finish my prospectus and exams by the end of my third year was considered ahead of schedule by my adviser. At the beginning of this semester, my DGS told me that I was "on schedule" and yet I was pushed to finish these candidacy requirements halfway through spring semester of my third year! I work hard and need the time to do the best job I possibly can to prepare for my dissertation. Rushing the process doesn't help me do that.* //



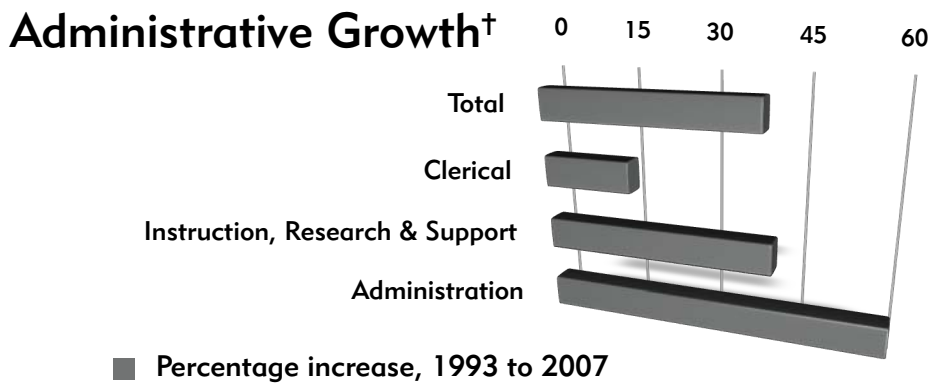
Robin
Scheffler,
3rd year,
History of
Science &
History of
Medicine

I. Decision-Making: Centralization over Democracy

Although the number of undergraduates in the United States continues to rise, the percentage of full-time faculty is decreasing as universities increasingly rely on part-time, non-tenure track teachers. In 1989, 53.1% of teaching in universities nationwide was conducted by non-tenured and non-tenure-track teachers. By 2003, these “contingent” ranks had grown to 75%.¹⁴ Women and people of color have not enjoyed equality in full time jobs, full professorships, or salaries.¹⁵ Between 1993 and 2005, Yale’s total faculty increased by about 25% while tenured faculty ranks increased by only 13.5%.¹⁶ Yale’s administration, by contrast, has grown dramatically. Between 1993 and 2007 Yale’s total workforce grew by 39.3%, while the administrative ranks grew by 59.7%.¹⁷

“Across-the-board cuts can only take you so far... Now we’re really looking at each unit and department. If it had to do with less, what could we cut?”¹³

Peter Salovey
Yale Provost
October 23, 2009



Faculty across the academy generally decry the effects of the corporate model in higher education and the decline of faculty governance. Administrators extol both.¹⁸ This is hardly surprising. The corporate model allows universities to move decision-making power over academic work away from the people who teach and research to those who manage finances.¹⁹ As one professor has explained, “instead of enjoying their full traditional role in governance, faculty members are increasingly likely to be “consulted” about decision-making, and more and more on an ad hoc basis.”²⁰ In its statement on

academic freedom, the AFT – American Federation of Teachers – has signaled that the “greatest threat to academic freedom today is the subtle removal of many faculty positions from the tenure track and from shared governance structures.”²¹

Academic departments have seen their budgets slashed and Yale has been no exception to this trend. Since 2009, the Yale administration has announced a series of budget cuts to close gaps in its operating budget.²² Soon thereafter, Provost Salovey clarified that academic units will be included in the next round of cuts: “All units are going to go through a budget process generally led by a deputy provost or an officer but the outcome of that process will differ unit-to-unit.”²³ As a result of these cuts, some faculty searches have been suspended, leaving vacancies in critical fields of study.²⁴

As of January 2011, the third round of budget cuts had begun. President Levin announced that academic units would be “asked to reduce the need for general appropriations either by using income from restricted funds or by reducing expenses,” and that the university must “reconsider programs that serve very few students, faculty or staff.”²⁵ The consequences of this next round of cuts on Yale’s academic departments remain to be seen.

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By forcing the administration to listen to our voices, Local 35 has made Yale more democratic. And our lives are better for it. With a contract, GESO will do the same for teachers and researchers, and Yale will be more democratic and more accountable to the people who do the work here.

//



Ron Altieri,
35 years,
Local 35

Progress on research and teaching appointments is subject to scrutiny by administrators with final approval of Dissertation Progress Reports resting with the Associate Deans.²⁶ A January 2011 memo from Tom Pollard and Mary Miller – Deans of the Graduate School and Yale College, respectively – regarding teaching in the graduate school cites the authority of deans in waiving teaching appointments: “Graduate students in their ‘teaching years’ are expected to teach unless teaching is officially deferred or waived through their Associate Dean.”²⁷

// *In an era in which the University is attempting to “standardize” business practices, the individuality and autonomy of departments is being eroded. No one knows our students, faculty members, and practices as well as the staff actually working in the department. No one at a Shared Business Center will be able to achieve the cultural awareness of each department that day-to-day interaction provides.* //

Marcy
Kaufman,
10 years,
Local 34

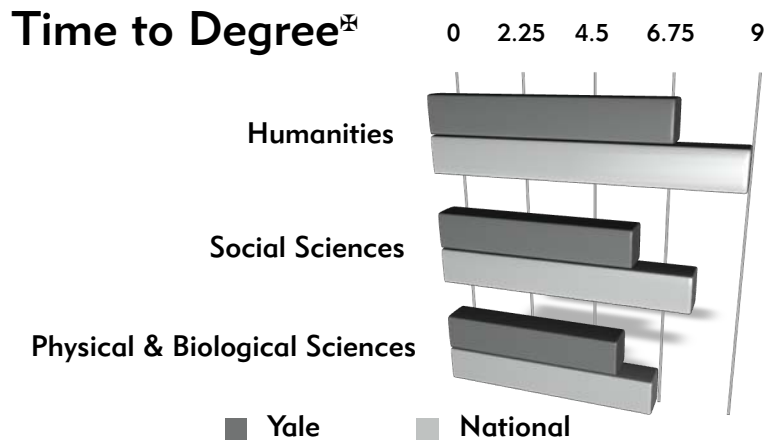


“The quality of doctoral education depends upon assessment with reasonable consequences... Progress toward it is measured by the degree of success in achieving concrete objectives... Attainment of specific objectives can be rewarded through commensurate increases in valued resources.”²⁸”

The Responsive PhD,
pp. 8-9

II. The Research Speed-up: Efficiency over Innovation

The time-to-degree for doctoral programs at Yale is already approximately one year lower than the national average, yet the administration is pushing candidates to finish their degrees faster, by moving up deadlines and benchmarks.²⁹ This research speed-up compromises the quality of research, the ability to do innovative work, and, consequently, competitiveness on the academic job market. Failure to meet the newly imposed deadlines, meanwhile, jeopardizes registration status and employment in the near term, threatening the loss of healthcare benefits, visa status, library privileges, and loan deferments.



These changes are part of a larger framework for restructuring doctoral education along corporate lines. In 2005, the Woodrow Wilson National Fellowship Foundation issued “The Responsive PHD,” a report written in consultation with 20 leading public and private universities, including Yale, which examines doctoral education and the academic job market.³⁰

The report cites data on time-to-degree and the academic job market to argue that graduate deans must transform doctoral training, orienting it to “worlds beyond academia.”³¹ Its central recommendation is the empowerment of graduate deans to create policies that will accelerate doctoral candidates’ academic progress while pushing them to pursue non-academic careers.³² The notion of making a doctoral degree more applicable outside the walls of a university would seem a reasonable goal in itself, but the restructuring of programs by graduate deans has entailed acceleration and imposed standardized benchmarks that damage prospects for those who do wish to pursue academic and even non-academic careers.

In 2006, Yale’s Graduate School administration launched the “2-4 Project,” citing the “Responsive PhD.” The “2-4 Project” sought to evaluate effectiveness of Yale’s PhD programs, voicing a concern “that every extension in the middle of a program risks lengthening the time to complete the PhD” and seeking to move graduate employees through the program as “fluidly and effectively as possible.”³³ Although the administration requested that every department produce a report, the level of participation from graduate teachers and faculty varied across the graduate school.³⁴

In response to the administration’s initiative, some departments agreed to restructure requirements in the first years of their programs, but the reports also reflected faculty and graduate employee concerns about limiting time-to-degree. Some departments have restructured course

// *Yale is using its current budgetary problems to change the way work happens across the Medical School, just as it is doing with teaching and research in the academic departments. The administration is ignoring the unique aspects of each clinic and each position as it tries to standardize our work and make us interchangeable.*

//
Yolanda
Giordano,
31 years,
Local 34



requirements, moved back the deadlines for taking oral exams and defending the prospectus, or imposed new deadlines for submitting dissertation chapters, while still expressing concern about a rigid time-to-degree.³⁵ The Comparative Literature department responded, for instance, that it is “in the interests of students to complete the degree in a timely manner, but the faculty recognizes the importance of having the time to develop one’s expertise and knowledge of the field and not to be rushed through the program.”³⁶

With the acceleration of time-to-degree, administrators throughout higher education are proposing that graduate teachers and researchers complete their exams, prospectus defense, and other requirements faster.³⁷ Consequently, graduate employees may feel the pressure to finish their dissertations at a pace based on standardized benchmarks rather than intellectual criteria. Yale and other universities’ attempts to make the PhD more “responsive” might result in a rigid process that discourages innovative scholarship.

This restructuring of graduate education threatens to devalue academic research. The Yale Graduate School encourages its doctoral candidates to “explore a field in depth, master an area of inquiry, and learn to disseminate knowledge through classroom teaching,” yet the shortening of time-to-degree and the standardization of requirements leave little possibility for graduate teachers and researchers to pursue such ambitious work.³⁸

// Graduate employees in Political Science are experiencing the speed up in a number of ways. In the early years, we are pressured to publish and attend conferences before having developed our research interests. Despite increased demands on our time in the first two years, administrators want us to finish the degree faster. We can't produce good research and compete for jobs in this sort of environment. //



Adom
Getachew,
2nd year,
Political Science

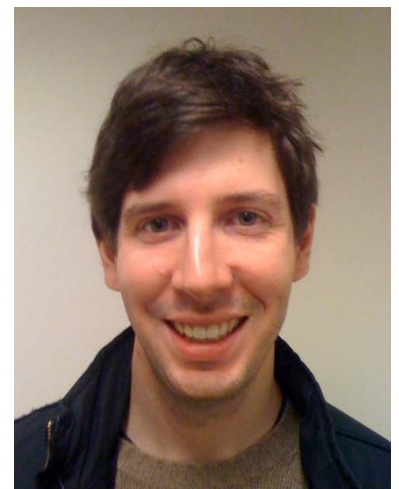
III. Reduced Teaching Opportunities: Cost-cutting over Education

In April 2010, Mary Miller, Dean of Yale College and Jon Butler, then Dean of Yale Graduate School, issued a memo to faculty that outlined potentially sweeping changes for teaching and learning. The memo lists both “reminders and revisions” to policies and a series of proposed changes.

Included among the “reminders and revisions” in the memo are: minimum section enrollments, the deferral of section meetings until the third week of classes and assigning teaching to third and fourth years first.³⁹ Although the memo states that the administration’s intent is to provide the best learning and teaching experiences, it also clearly explains that another goal is to “reduce overall teaching assistant numbers when alternative teaching formats can be used.”⁴⁰

// Graduate teachers in Economics are concerned about how their teaching load is going to be affected by the projected 800 additional undergraduates that are going to be admitted after the new residential colleges are finished in 2015. Economics is one of the most popular undergraduate majors at Yale and as a result there will definitely be an increased demand for Economics TAs in the future. In light of this, it is difficult to understand why it may be more difficult recently for students in their 6th and 7th year to get teaching assignments. Who is going to teach all these new students? //

David Berger,
5th year,
Economics



In addition to these “reminders and revisions,” the memo proposes “alternative teaching formats” including making sections optional, decreasing their frequency or appointing “graders with contact” rather than section leaders.⁴¹ The graduate school did not consult graduate teachers, who were not even sent the email outlining these changes and proposals regarding their own teaching programs. If implemented, these proposed changes will affect graduate employees in significant ways, potentially leading to fewer teaching opportunities, and hence a lack of funding for those upper-years who are unable to find teaching.

These proposed changes to graduate teaching, which demonstrate an adherence to efficiency models and undemocratic decision-making, have a detrimental effect on undergraduates, doctoral candidates and the University’s educational mission more broadly. Upper-year graduate teachers are well-versed in their fields of study and offer new and innovative approaches and perspectives to undergraduates. These same teachers need extensive teaching experience to compete on the job market, especially as many non-tenure-track positions (which are ever more dominant) place emphasis on teaching skills above research.

// *In Spring 2010, administrators informed our department that those in the third and fourth years should be given priority in assigning teaching appointments. As a sixth-year, I was shocked that just as I was entering the job market, my opportunity to teach – providing for myself and my family – was being compromised. We circulated a petition, which was signed by over 90% of graduate employees in the department, and succeeded in pushing back this proposed policy: we helped secure teaching opportunities for sixth-years for the following academic year. We were all invested in providing great teaching to undergraduates, as well as teaching opportunities to doctoral candidates.* //



Laura Miles,
6th year,
English

Conclusion: Restoring Democracy in Higher Education

Over the past 20 years, members of the Graduate Employee and Student Organization (GESO) have fought to ensure that graduate teachers and researchers at Yale have the wages, benefits, and job security they deserve. Through petitions, rallies, and public campaigns, GESO has pushed the Yale administration to double our wages, provide free family healthcare, and guarantee secure employment, but we have not won union recognition or a contract.⁴² Given the breadth and scope of our work as graduate employees we deserve a say in the restructuring of both our teaching and research work.⁴³ As employees, we should have the right to collectively bargain to ensure that our jobs and benefits are secure, providing adequate time to finish strong dissertations, gain teaching experience, and build a solid foundation for the next phase of our careers in academia.

A union contract for graduate employees will lead to a university in which governance is shared among all its constituents. More democratic structures of decision-making lead to a university that better reflects and responds to the needs of graduate employees and faculty alike, fulfilling its educational mission while providing the experience necessary for starting a career in academia.

Rather than implementing a corporate model that prioritizes arbitrary benchmarks and “results,” and sets constraining limits on the type of research that can be performed, Yale can foster a community of scholars that generates the groundbreaking research and teaching that has made it a leader in higher education. In order to fulfill this ideal, the university must provide graduate employees with adequate time to complete research, including field work abroad, archival study, reading widely and deeply in chosen fields, attending conferences, and sharing work with colleagues.

The university should provide job security to graduate employees by making teaching more accessible in years 6-7 and preserve the section model both in order to provide experience for us and to continue its high standard of undergraduate education.

By recognizing GESO, Yale can foster a more democratic dialogue with its graduate employees, as it has with members of the recognized unions on campus, Locals 34 and 35. As the future stewards of our fields of study, we deserve a meaningful role in decisions concerning departmental cuts, research progress, time-to-degree, and the terms and structure of our teaching. These decisions fundamentally affect our lives as scholars and members of the academic community at Yale. Through a union contract, graduate employees can ensure their security and rights as employees, so that as Yale grows and changes, we play a role in shaping our future and the future of higher education.

When it comes to keeping our University clean, Yale is all trash and dash. When Yale speeds us up, our work and our University suffer. It's no different when it comes to teaching and research. And that's why Local 35 stands with GESO.



Brian Wingate,
18 years,
Local 35

What a recognized GESO can do:

Secure a **contract** to negotiate the terms and conditions of our research and teaching work, including:

- Wages
- Benefits
- Grievance procedure

Establish a **Best Practices** mechanism for negotiating non-mandatory subjects of bargaining, including:

- time to degree
- casualization
- access to teaching
- guaranteeing access for women and people of color
- guaranteeing equal treatment of international students

// Graduate school in the United States is a fantastic opportunity for scholars from all over the world and from all walks of life. As an Australian doctor-turned-historian, I have particularly appreciated the warm community and generous resources at Yale. However, the needs and desires of graduate employees are not fixed in stone: they change, in a manner unpredictable to the University Administration. We require a permanent, collective dialogue with the University Administration: it doesn't make sense for each of us to approach an administrator with every suggestion and every complaint. That's why I support GESO's efforts to secure a recognized union at Yale. //

Kate
Irving,
2nd year,
History of
Science &
History of
Medicine



Notes

¹ See <http://opac.yale.edu/news/article.aspx?id=7121>. [video link accessed August 2, 2010; transcript obtainable from GESO: yaleincreport@yaleunions.org]

² Wilma Liebman, Chair of the National Labor Relations Board and author of the dissent in the 2004 Brown University decision – which stripped graduate employees of their right to form unions – recently stated that: “Increasingly, universities operate as businesses...with the current economic situation, they’re probably even more business focused than they were in the past, looking more to save costs.” *Academe* 96:1 (Jan-Feb 2010), “‘A Welcome Debate’ over Labor Reform.” An interview with Cat Warren. (<http://www.aaup.org/AAUP/pubsres/academe/2010/JF/feat/warr.htm>).

³ In December 2008, President Levin announced that due to a 25% loss in Yale’s endowment in approximately the last six months of 2008, the annual budget shortfall would amount to 100 million in 2009-2010, and increase to 300 million by 2013-2014, for this letter see: <http://opac.yale.edu/president/message.aspx?id=84>

⁴ For 2008 losses, see: <http://opac.yale.edu/president/message.aspx?id=84>; for the recovery of endowment levels, see: <http://dailybulletin.yale.edu/article.aspx?id=7789>

⁵ In a recent televised debate, President Levin argued that the “current recession is forcing us all, even Yale with its large endowment – we’ve been forced to reduce our costs by about 15%, our entire budget. This is happening everywhere and it’s good and it’s healthy and we will be stronger as a system by taking the excess cost out” (Miller Center of Public Affairs and MacNeil Lehrer Productions, “The Cost of Higher Education” (April 27, 2010), mins. 49-50). See: http://millercenter.org/public/debates/ed_cost

⁶ Richard Levin, “Sticking with Success: How the crisis will make top schools even stronger,” *Newsweek* August 1, 2009.

⁷ Lisa Foderaro, “Yale Plans to Create a College in Singapore”, *New York Times* Sept. 13, 2010. President Levin discusses the importance of Yale’s ties to China in his article, “Top of the Class: The Rise of Asia’s Universities”, *Foreign Affairs* (May/June 2010), p. 14. For more on Yale’s ties to China and India see <http://world.yale.edu/>. For expansion in the medical school, see: <http://medicine.yale.edu/about/history.aspx>, for the new School of Management, see: <http://dailybulletin.yale.edu/article.aspx?id=8119> For West Campus, see: http://yalemedicine.yale.edu/ym_spo8/feature1_westcampus.html

⁸ These include the Anlyan Center, Smilow Cancer Center, Yale HEALTH, and the West Campus. Yale has also invested in the renovation or construction of the Yale Art Galleries, the School of Forestry, and the School of Management.

⁹ More information regarding the new colleges can be found in the “Report of the Study Group to Consider New Residential Colleges”: www.yale.edu/opa/arc-ybc/ResColl-0220.pdf. For the cost of their construction, see: Vivian Yee, “New residential colleges may have bells” *Yale Daily News*, Sept. 24, 2010. (<http://www.yaledailynews.com/news/2010/sep/24/new-college-may-have-bells/>). For the increased enrollment, see: <http://opac.yale.edu/news/article.aspx?id=5868>

¹⁰ For an introduction to Yale’s physical expansion into New Haven, see: “Yale University: A Framework for Campus Planning,” Cooper, Robertson & Partners Architecture, Urban Design, April 2000. President Levin’s foreword begins: “Thanks to the generosity of Yale’s alumni and friends, the University is in the midst of the largest building and renovation program since its transformation during the period between the World Wars” (p. ii).

¹¹ Studies dealing with the decline in secure, tenure-track academic jobs and the implementation of corporate strategies in higher education include: Cary Nelson (ed.), *Will Teach for Food* (Minneapolis: University of Minnesota Press, 1997); Marc Bousquet, *How the University Works: Higher Education and the Low-Wage Nation* (New York: New York University Press, 2008); Sheila Slaughter and Gary Rhoades, *Academic Capitalism and the New Economy*, (Baltimore: Johns Hopkins University Press, 2010).

¹² Two important policy documents, which will be discussed below, are the “2-4 Program” and the “Butler/Miller memo” from April 2010. Information on the former can be found at www.yale.edu/graduateschool/academics/2-4project.html; the latter is an email that can be obtained from GESO (geso@yaleunions.org)

¹³ Quoted in Vivian Yee, “University plans targeted cuts”, *Yale Daily News*, October 23 2009 (<http://www.yaledailynews.com/news/2009/oct/23/university-plans-targeted-cuts/>)

¹⁴ John W. Curtis; Monica F. Jacobs. “AAUP Contingent Faculty Index 2006.” American Association of University Professors, p. 5, fig. 1. See: (<http://www.aaup.org/NR/rdonlyres/F05FF88E-B2A8-4052-8373-AF0FDAE060AC/0/ConsequencesAnIncreasinglyContingentFaculty.pdf>) “Contingent” faculty include: “part-time faculty; full-time term faculty outside tenure lines; graduate student employees; and post-doctoral fellows” (p. 6).

¹⁵ For an overview of women and people of color in the academy, see “The Few, the Proud: The State of Diversity at Yale”, GESO Committee on Accessibility and Diversity, December 2003, p. 1 (www.geso.org)

¹⁶ Yale University. Office of Human Resources. Office of Institutional Research. Ongoing Book of Numbers, W 058: http://www.yale.edu/oir/open/pdf_public/W058_Fac_FAS_Rank.pdf

¹⁷ Greene, Jay P. “Administrative Bloat at American Universities: The Real Reason for High Costs in Higher Education”. Goldwater Institute Policy Report, August 17, 2010. All of the statistics cited in this paragraph can be found in this report. The executive summary and full report can be found at (<http://www.goldwaterinstitute.org/article/4941>). The report defines “administration” as employees not engaged in “teaching, research or service”: “persons employed for the primary purpose of performing academic support, student service and institutional support. . . . Included in this category are all employees holding titles such as business operations specialists; buyers and purchasing agents; human resources; training and labor relations specialists; management analysts; meeting and convention planners; miscellaneous business operations specialists; financial specialists; accountants and auditors; budget analysts; financial analysts and advisors; financial examiners; loan counselors and officers [etc.]” (p. 4). For all statistical data on administrative growth, see “Appendix B”, p. 12, Table A5.

¹⁸ For a sample of how administrators speak of these changes, see: Stephanie Simon and Stephanie Banchemo, “Putting a price on professors: A battle in Texas over whether academic value can be measured in dollars and cents”, *Wall Street Journal*, Oct. 22, 2010, where Jason Bearce, associate commissioner for higher education in Indiana is quoted as saying: “Every conversation we have with these institutions revolves around productivity.”

¹⁹ In October 2010, the University of SUNY-Albany announced it was “deactivating” its French, Italian, Russian, Classics and Theatre Studies departments. This decision was made with no input from or consultation with the faculty affected. www.insidehighered.com/news/2010/10/04/albany.

²⁰ Ross, Andrew. “The Corporate Analogy Unravels,” *Chronicle of Higher Education*, October 17, 2010, p. 2 (<http://chronicle.com/article/Farewell-to-the-Corporate/124919/>).

- ²¹ “Academic Freedom in the 21st Century College and University: Academic Freedom for all Faculty and Instructional Staff”. The AFT Statement on Academic Freedom. See <http://www.uwec.edu/AcadAff/about/staff/upload/AcademicFreedomStatement.pdf>
- ²² Numerous university statements and articles discuss these budget cuts. See, for instance: opa.yale.edu/president/message.aspx?id=85, and, Vivian Yee, “Why budget cuts”, *Yale Daily News*, April 22, 2010, <http://www.yaledailynews.com/news/2010/apr/22/up-close-why-budget-cuts/>
- ²³ Quoted in Allison Griswold, “Yale tries to fill budget gap,” *Yale Daily News*, Jan. 21, 2011, p. 1. <http://www.yaledailynews.com/news/2011/jan/21/yale-tries-fill-budget-gap/>
- ²⁴ <http://www.yaledailynews.com/news/2009/oct/28/recession-limits-faculty-searches/>, see also: <http://www.yaledailynews.com/news/2010/sep/16/faculty-hirings-still-on-hold/>
- ²⁵ These comments were included in the most recent budget update for fiscal year 2011-2012, see: <http://provost.yale.edu/news-announcements/fy12-budget-planning>.
- ²⁶ Dissertation progress is subject to approval by associate deans. As the DPR (Dissertation Progress Report) reads: “The associate deans will not consider any petition [for registration] without your [the DGS’s] written comments and those of the student’s advisor in the Progress Report”. For this form, see: http://www.yale.edu/anthro/anthropology/graduate_program_files/extendedRegistration.pdf
- ²⁷ For this memo, see: <http://www.yale.edu/graduateschool/academics/forms/teachingGuidelines.pdf>
- ²⁸ “The Responsive PhD: Innovations in U.S. Doctoral Education.” The Woodrow Wilson National Fellowship Foundation, September 2005, p. 8-9, see: http://www.woodrow.org/images/pdf/resPHD/ResponsivePHD_overview.pdf
- ²⁹ For time-to-degree at Yale, see: http://www.yale.edu/oir/open/pdf_public/W049_GS_YrstoPHD.pdf, as compared to national statistics, which can be found at: http://www.ecsnet.org/portals/o/pdf/DataSources_2010_03.pdf (data from these sources is contained in the chart entitled “Time-to-degree”). For changes to deadlines, see the Graduate School’s 2-4 reports from departments, see <http://www.yale.edu/graduateschool/academics/2-4project.html>.
- ³⁰ The Foundation’s Board of Trustees for 2010-2011 includes 23 members of corporations – mostly consulting, investment and management firms – and only 4 academic faculty: www.woodrow.org/about/directory/board.php.]
- ³¹ “The Responsive PhD,” p. 6.; see also, David Huyssen, “Response to the ‘Responsive PhD’” *Academe* (May-June 2007) (<http://www.aaup.org/AAUP/pubsres/academe/2007/MJ/Feat/huys.htm>).
- ³² “The Responsive PhD,” p. 5.
- ³³ In its introduction, the 2-4 project specifically cites the Woodrow Wilson Foundation’s “Responsive PhD” initiative and the PhD Completion Project, a similar initiative funded by the Pfizer Inc. and the Ford Foundation (see <http://www.PhDcompletion.org/>). For the relation between the “2-4 program” and these, see the description of “phase II” for the 2-4 project at: www.yale.edu/graduateschool/academics/forms/2-4%20Project.pdf??
- ³⁴ Most departments submitted reports in response the Graduate School’s “2-4” initiative, see: <http://www.yale.edu/graduateschool/academics/2-4project.html>
- ³⁵ Departmental responses to the “2-4 program” outline these changes in orals and prospectus deadlines, see: <http://www.yale.edu/graduateschool/academics/2-4project.html>
- ³⁶ See: www.yale.edu/graduateschool/academics/forms/Humanities%20Reports/2-4%20Project%20-%20Comparative%20Literature.pdf (p. 3).
- ³⁷ See: www.woodrow.org/images/pdf/resPHD/ResponsivePHD_overview.pdf (p. 25)
- ³⁸ Graduate School of Arts and Sciences: Programs and Policies. Yale University 2010-2011, p.1. see: <http://www.yale.edu/printer/bulletin/htmlfiles/grad/index.html>
- ³⁹ “Butler/Miller memo”, p. 1.
- ⁴⁰ A more recent memo, dated January 4, 2011, outlines basic guidelines for the teaching fellows program: see: www.yale.edu/graduateschool/academics/forms/teachingGuidelines.pdf
- ⁴¹ See “Butler/Miller memo”, p. 2.
- ⁴² For GESO’s history, see: http://yaleunions.org/geso/GESO_history.html. In 2001, Graduate teachers and researchers at Yale earned stipends beginning at \$13,700 while today they earn over \$25,000. (www.yale.edu/graduateschool/financial/stipend.html).
- ⁴³ Based on current job postings, graduate employees will teach 3,965 hours of discussion section and 5,096 hours of lab section in Spring 2011. In addition, they will perform 7,500 hours of language instruction in language and literature departments. For the language and literature departments, graduate teachers and adjuncts will deliver 75% of undergraduate instruction hours this semester. These totals do not include the hours spent outside of class, and with students, or the work of graders, associates in teaching, and other graduate employees. See www.yale.edu/courseinfo (under “Section Locations,” for a listing of all discussion and lab sections, which provides a projected number. The total sections actually filled for Spring 2011 may be different). Teaching in the Language and Literature departments (French, Italian, Spanish and Portuguese, Slavic, German, East Asian, Near Eastern) were compiled by adding hours taught in courses listed for Spring 2011, by graduate employees (PTAIs) and lectors for those departments.

Figures

† Greene, Jay P. “Administrative Bloat in Higher Education: The Real Reason for High Costs in Higher Education.” Goldwater Institute Policy Report, August 17 2010. Appendix B, Table A8, p. 12. (<http://www.goldwaterinstitute.org/article/4941>)

⊗ For national statistics, see: “Stopping the Female Brain Drain in Science.” Council of Graduate Schools Communicator, 43:2 March 2010, p. 5. For Yale Statistics, see: http://www.yale.edu/oir/open/pdf_public/W049_GS_YrstoPhd.pdf

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