

REPORT
ON THE
RESIDENTIAL COLLEGE DEANSHIPS

Submitted
to
Horace D. Taft, Dean of Yale College

Ad Hoc Committee on the
Residential College Deanships:

James S. Davie
Martin Griffin
Basil D. Henning
Gerard S. Swords
Frank M. Turner
Charles A. Walker (Chairman)
Rachel Wizner

December 1974

I. INTRODUCTION

The present system of Residential College Deanships in Yale College came into being in 1963. The development of this system is best understood by noting the arrangement which preceded it. In the early sixties, for example, counseling and administrative functions of deans for undergraduates were provided on the Old Campus (one Dean, one Associate Dean, one Assistant Dean), in the office of the Dean of Yale College (one Dean, one Associate Dean, three Assistant Deans), and in the office of the Dean of the School of Engineering (one Dean, one Associate Dean).

Two events occurring in 1961-62 resulted in changes in this arrangement. First, the School of Engineering was converted to the Department of Engineering and Applied Science, with the result that undergraduates in engineering became members of Yale College, and the office of the Dean of the School of Engineering was no longer necessary. The second and more far-reaching change resulted from a study of the Freshman Year by a committee appointed by President A. Whitney Griswold and chaired by Professor Leonard W. Doob. This committee was charged with reviewing the Freshman Year in order to determine what changes might be desirable. The concern of President Griswold and others was whether the best interests of Yale Freshmen were being served by a system in which Freshmen existed somewhat apart from the rest of Yale College and had no affiliations with Residential Colleges until the late spring of Freshman year.

The common Freshman Year with its own administration and faculty was originally established in 1920, a time when Yale undergraduates were divided between Yale College and the Sheffield Scientific School and lived in dormitories and fraternity houses on separate parts of the campus, or in boarding houses. It was intended in part to provide an opportunity for members of a class to become acquainted before going their somewhat separate ways for the upperclass years. As it developed, however, the common Freshman Year became a significant experiment in higher education as an enthusiastic Dean of Freshmen and a few faculty members became impressed with the educational opportunities offered by this arrangement. In the years following its inception, the common Freshman Year was carefully tended by some of Yale's great teachers, who offered much of themselves and demanded much from their students. It was so successful educationally as to prompt a warning to the Dean of Freshmen that, "If you don't look out you will make this dear old college a real educational institution.", and it is regarded as one of several factors leading to various academic changes which occurred in Yale College in the next few years.

The perceived social reason for a common Freshman Year passed away as less distinction was made between undergraduates majoring in the natural sciences and engineering and those majoring in other subjects and as the Residential Colleges came into being. The educational structure which had been established was gradually eroded, perhaps because it had served its purpose of increasing the academic expectations of both undergraduates and faculty members, perhaps because of increasing emphasis on the organization of the University into departments. Thus by 1960 the common Freshman Year appeared to be common only in term of geography, i.e. Freshmen still lived on the Old Campus and ate their meals in a single dining hall, but their other common activities had been reduced to their modest social program, some athletics, and occasional ventures into such activities as drama, music, art, and debating.

The Committee on the Freshman Year concluded that there remained no significant reason other than geography for the then-existing separation of Yale Freshmen from the rest of Yale College. They recommended the affiliation of each entering Freshman with a Residential College and an increase in the number of Residential Colleges sufficient to provide living accommodations in the Residential Colleges for all undergraduates. Recognizing that new Colleges could not be built immediately, the Committee recommended that each Freshman be affiliated with a Residential College from the beginning of his career at Yale and that Freshmen be encouraged to participate in Residential College activities even though they continued to live on the Old Campus and to have most of their meals in a common dining hall. The Faculty quickly adopted these recommendations, and Freshmen arriving at Yale in the fall of 1962 were members of Colleges on the day of their arrival.

The report of the Committee on Freshman Year contained also a recommendation that the interests of both Freshmen and upperclassmen might be better served by appointing to each Residential College a suitable person to counsel students and to administer their academic programs. This recommendation was studied in 1962-63 by a group consisting of the Dean of Yale College, the Associate Dean, and six members of the Council of Masters, and a plan for implementation was presented to President Griswold early in 1963. With his enthusiastic support the plan was examined and approved by the Faculty and the Corporation and on July 1, 1963, a dean was appointed to serve in each of the Residential Colleges. For a variety of reasons the Residential Colleges owe more than can easily be described to the generosity of Mr. Paul Mellon and of the Old Dominion Foundation. It should be noted here that the College Deanship system has been completely supported from its beginning by an endowment for that purpose from the Old Dominion Foundation.

In 1973-74, the eleventh year of experience with the Residential College Deanships, the Dean of Yale College, Horace D. Taft, appointed a Committee on the Residential College Deanships to undertake an evaluation of the system, to recommend to him any changes which the Committee viewed as appropriate, and to consider the explication, and perhaps the formalization, of some of the policies and procedures which had developed over the eleven-year period. Among the questions raised by Dean Taft in his charge to the Committee were the following:

1. How well is the present system functioning?
2. Are there alternatives to the present system that ought to be considered?
3. Assuming the continuation of the present system,
 - a. Should College Deans be considered in terms of some kind of equivalent faculty rank, perhaps in the range of assistant professor to associate professor?
 - b. What is an appropriate range of salaries for College Deans? How should perquisites (residency, meals, etc.) be viewed?
 - c. What is an appropriate leave policy for College Deans?
 - d. Should appointments be viewed as being for nine, ten, or eleven months?
 - e. Should College Deans be selected from the faculty or may they be graduate students? At what point in a person's career is the timing optimum for serving in these positions?
 - f. How should the age of a candidate for a College Deanship be considered in the selection process?
 - g. What are the impacts of service as College Deans on the subsequent careers of those who serve in these positions?

II. ASSESSMENTS OF THE RESIDENTIAL COLLEGE DEANSHIP SYSTEM

In the eleven years of its existence the Residential College Deanship system has been administered by the Dean of Yale College with the assistance of an Associate Dean. College Deans have been either faculty members or graduate students devoting typically two-thirds of their time to decanal and other duties in their Residential Colleges, with one-third of their time devoted to research, teaching, administration or other University activities. Policies and procedures have developed as a result of interactions among several groups, including the Deans in the Yale College Dean's Office, the Residential College Deans, the College Masters, and the faculty. The purpose of this section of the report is to present a review and an assessment of the present state of the system.

A. The Residential College Deans, 1963-74

Some basic information about the 43 persons who have served as Residential College Deans is presented in Table 1.

Thirty-one of the Residential College Deans had completed their terms of appointment by July 1, 1974, and twelve were still in office. The following summary shows the length of service of these College Deans:

<u>Length of Service,</u> <u>Years</u>	<u>Former</u> <u>Deans</u>	<u>Continuing</u> <u>Deans</u>
0.5	2	
1	5	2
1.5		1
2	3	5
2.5	1	
3	14	1
4	3	1
6	1	
7.5	1	
9	1	
10		1
10.5		1

It is interesting to note a summary of the status of College Deans and former College Deans as of the Fall of 1974:

	<u>Number</u>
Continuing in office	10
Continuing in office (LOA 1974-75)	2
In faculty positions at Yale	2
In faculty positions elsewhere	11
In administration at Yale	5
In administration elsewhere	9
Independent scholar	1
Retired	2
Deceased	1

It would be helpful to prepare one more summary of information about present and former Residential College Deans, a summary relating to some general qualities of those who serve or have served in these important positions. We are not familiar with any formal techniques which could be used to summarize the qualities of character, integrity, and personality which are so essential in these positions, nor do we see any feasible way of analyzing formally the successes and failures of the College Deans. We can provide only our subjective reactions by noting that we feel that Yale has been quite fortunate in the quality of the people who have accepted appointments as Residential College Deans. These positions do not constitute a clear-cut step in a well-defined career path as do faculty appointments, and most of the College Deans have been people who chose between deanships and faculty appointments at Yale or elsewhere. Those who have chosen to be Residential College Deans have been primarily people who were genuinely excited by the possibilities for rendering valuable assistance to the students and to Yale. We believe that most of the College Deans have met their responsibilities very well indeed.

Table 1

RESIDENTIAL COLLEGE DEANS

1963 - 1974

<u>Name</u>	<u>College</u>	<u>Term</u>	<u>Status, Fall, 1974</u>
Atherton, Herbert M.	Ezra Stiles	1973-	Continuing
Balogh, Eva S.	Morse	1973-	Continuing
Barnouw, Jeffrey	Calhoun	1966-69	Assistant Professor for English and Comparative Literature, University of California, San Diego
Behan, David P.	Morse	1966-70	Assistant Professor of Philosophy, Agnes Scott College
Bell, Richard H.	Berkeley	1966-69	Associate Professor of Philosophy, College of Wooster
Briggs, Peter M.	Berkeley	1969-73	Assistant Professor of English, Bryn Mawr College
Chambers, Robert H.	Davenport	1969 LOA 1972-73	Continuing (Appointed Dean of the College of Arts and Sciences, Bucknell University, January 1, 1975)
Clark, R. Inslee, Jr.	Trumbull	1963-65	Headmaster, Horace Mann School
Cowan, Michael H.	Branford	1964-66	Professor of Literature. Senior Academic Preceptor in Merrill College, University of California at Santa Cruz
Curtiss, Joseph T.	Jonathan Edwards	1963-65	Retired
Davie, James S.	Timothy Dwight	1964-	Continuing
Edwards, Thomas K.	Branford	1966-69	Principal, Seely Place Elementary School, Edgemont Public Schools, Scarsdale, New York
Fischelis, Robert L.	Morse	1963-66	Program Director, Rockefeller Foundation
Folsom, James K.	Saybrook	1964-68 LOA 1966-67	Professor of English, University of Colorado
Griffin, Martin	Saybrook	1966-67 1968-71	Associate Dean of Yale College

<u>Name</u>	<u>College</u>	<u>Term</u>	<u>Status, Fall, 1974</u>
Griffith, David H.	Pierson	1969-72	Program Associate, Spring Hill Conference Center, Wayzata, Minnesota
Hortas, Carlos R.	Branford	1972-	Continuing
Jubin, Brenda L.	Morse	1970-73	Lecturer in Philosophy, Yale
Kuehn, Robert E.	Jonathan Edwards	1965-12/73 LOA 1971-72	Assistant Director, Yale Center for British Art and British Studies
Long, W. Scott	Trumbull	1971-	Continuing (LOA 1974-75, Acting Dean: Cosima M. Long)
Lydgate, Barry	Branford	1969-72	Assistant Professor of French, Wellesley College
McCarthy, Charles E., Jr.	Timothy Dwight	Fall 1963	Coordinator, American School in London
McMahon, Joseph	Pierson	1963-66	Professor of French, Wesleyan University
Magee, Paul T.	Trumbull	1968-71	Associate Professor of Human Genetics and Microbiology, Yale
Mintz, Jacqueline W.	Saybrook	1971-72	Associate Provost, Yale
Morris, James M.	Jonathan Edwards	1971-72 1974	Continuing
Natunewicz, Chester	Calhoun	Spring 1966	Professor of Classics and Chairman of Department of Classics, Goucher College
Noble, Thomas A.	Saybrook	1963-64	Executive, American Council of Learned Societies
Palmer, John J. E.	Silliman	1963- LOA 1973-74	Continuing
Porter, Robert R.	Davenport	1963-69	Independent Scholar
Redkey, Edwin S.	Trumbull	1965-68	Dean of Students and Associate Professor of History, College of Purchase, State University of New York
Reed, Stephen W.	Calhoun	1963-66	Deceased
Rice, C. Duncan	Saybrook	1972-	Continuing (LOA 1974-75. Acting Dean: Susan I. Rice)
Scott, Charles E.	Berkeley	1963-66	Associate Professor of Philosophy, Vanderbilt University
Shank, Richard R.	Branford	1963-64	Associate Registrar, Yale College

<u>Name</u>	<u>College</u>	<u>Term</u>	<u>Status</u> <u>Fall, 1974</u>
Singleton, F. Seth	Pierson	1966-69	Associate Professor and Chairman, Department of Politics and Government, Ripon College
Theodore, Eustace D.	Calhoun	1972-	Continuing
Thomas, Elisabeth McC.	Pierson	1972-	Continuing
Thompson, Ernest F.	Ezra Stiles	1964-73	Retired
Ward, Benjamin F.	Davenport Berkeley	1972-73 1973-	Continuing
Wilhelm, Robert C.	Calhoun	1969-72	Executive Assistant to the President, Yale University
Wilkinson, John A.	Ezra Stiles	1963-64	Headmaster, Hopkins Grammar-Day Prospect Hill School
Wizner, Rachel	Silliman	1973-74	Director, Office on the Education of Women, Yale University

B. The Residential College Deans, 1973-74

Data on the Residential College Deans who held office in 1973-74 are summarized in Table 2. The purpose of this table is primarily to indicate the scope of the university-related non-decanal activities of the College Deans. Some of the College Deans perform non-teaching functions at Yale besides serving as College Deans. Most of the others are involved in teaching and were collectively responsible for 20 term courses in Yale College in 1973-74. Not included in Table 2 are such activities as serving as advisors to graduate students, which some of the College Deans also do.

The data in Table 2 indicate clearly that the basic idea that Residential College Deans would devote approximately two-thirds time to the deanship and one-third time to other Yale activities is being met. In fact, the total accomplishments of some of them in decanal activities, and in scholarships, teaching, administration, committee work, and contributions to the quality of life in their Colleges are so impressive as to suggest that any attempt to describe the allocation of their time is artificial.

Table 2

YALE RESIDENTIAL COLLEGE DEANS

1973-74

Herbert M. Atherton, Ph.D.

Dean of Ezra Stiles College

Assistant Professor of History

Courses: History 95
Discussion section, History 21

Eva S. Balogh, M.Phil, Cand. Ph.D.

Dean of Morse College

Lecturer in History

Departmental Advisor in History in Morse College

Director of Undergraduate Studies, Russian and East European Studies

Courses: History 91-25a
History 91-26b

Committees: Advisory Committee to Council of Masters;
Russian and East European Council

Robert H. Chambers, Ph.D.

Dean of Davenport College

Assistant Professor of English and American Studies

Courses: American Studies 92-9

Committees: Advisory Committee to Council of Masters

James S. Davie, Ph.D.

Dean of Timothy Dwight College

Consulting Sociologist, University Health Services

Courses: CSTD 34 (with Robert Milstein and Homer Eabidge)
Orientation Seminar for YHS Residents in Psychiatry

Committees: Transfer Admissions
Yale Health Service, Records and Research

Carlos R. Hortas, Ph.D.

Dean of Branford College

Assistant Professor Spanish

Courses: CSSY 12a/CSTC 12a (with Manuel del Valle)
Spanish 52a
Spanish 59b

Committees: Yale Council on the Humanities; Latin American Studies,
Chairman, Committee on Puerto Rican Studies; Faculty Search
Committee of the Spanish Department; University Advisory
Committee to the Spanish Department.

Robert E. Kuehn, Ph.D.

Dean of Jonathan Edwards College (Fall term)

Lecturer in English

Courses: English 63a
English 34-3b/CSJE 14b

W. Scott Long, Ph.D.

Dean of Trumbull College

Assistant Professor of Physiology

James M. Morris, Ph.D.

Dean of Jonathan Edwards College (Spring term)

Assistant Professor of Classics

John J.E. Palmer, Ph.D.

Dean of Silliman College

Lecturer in English

Editor, The Yale Review

(On leave of absence 1973-74)

C. Duncan Rice, Ph.D.

Dean of Saybrook College

Assistant Professor of History and American Studies

Courses: History 91-33a/American Studies 199a
History 83b/American Studies 83b

Eustace D. Theodore, Ph.D.

Dean of Calhoun College

Assistant Professor of Sociology

Courses: Sociology 22b
CSCC 05a/CSBR 05a (with Rosalyn Regelson)

Elisabeth McC. Thomas, Ed.M.

Dean of Pierson College

Assistant Dean of Yale College

Committees: Honors and Special Projects; Teacher Preparation Program;
Freshman Admissions; Transfer Admissions; Junior Year
Abroad (Chairman); Athletic Governing Board.

Benjamin F. Ward, Ph.D.

Dean of Berkeley College

Assistant Professor of Philosophy

Courses: Philosophy I
Afro-American Studies 21b (with Daniel W. Crofts)

Committees: Afro-American Studies Major

Rachel Wizner, M.A.

Acting Dean of Silliman College

Director, Internship Program, Study of the City Program

Committees: Study of the City; Freshman Admissions

C. Opinions of Students

Since the counseling of students and the administration of their academic programs are among the most significant activities of the College Deans, the opinions of students about the present system constitute an important part of an assessment process. The members of the Committee on Residential College Deans have had close relationships with students in roles such as those of Dean, Master, teacher, and Director of Undergraduate Studies, and are thus in position to sense reactions of students to the present system and to the College Deans. We find these reactions to be overwhelmingly in favor of the present system. In our judgment, this was so much the case that we saw no need to attempt a quantitative analysis of student opinions. The high esteem of students for both the College Deans and the system was confirmed in a meeting with seven members of the class of 1974 who had entered Yale College as juniors in 1972 and could thus compare the deanship functions here with those in the institutions where they spent their first two years. All of them found the Yale system to provide more personal and more readily available counseling and administration of academic programs.

The fact that students like and respect the College Deans and appreciate the convenience provided by integrating decanal services into the life of the Residential Colleges is comforting, to be sure, but the quality of the counseling provided and the effectiveness and efficiency of academic program administration are also important considerations. Students in Yale College have available a variety of life-style options and a somewhat bewildering variety of choices of courses and majors. The great variety of academic offerings is generally regarded as one of the most desirable features of Yale College, but the flexibility thus available can be misunderstood and abused unless students are well aware of the options available and the consequences of the choices they make. Students therefore search for people with whom they can discuss these matters, and the College Deans are usually the first people they approach. A College Dean who can provide a broad point of view and who can direct students to appropriate faculty members for further discussion renders a valuable service. Variety is also available in post-graduation activities, and again the College Deans serve important functions in discussing these matters with students. In brief, the variety of life-styles, undergraduate programs, and career plans available to Yale College students can be effectively assessed and utilized only if excellent personal counseling is available.

D. Opinions and Concerns of Residential College Deans

Each of the twelve College Deans in office during the Spring term of 1973-74 was interviewed by non-decanal members of the Committee on Residential College Deanships, and the Chairman and some members of the Committee met with all the College Deans on two occasions. The College Deans were also asked to prepare written statements describing the activities which engaged their time and attention commenting on the importance of each of these activities and on any other matters which they judged important to their work.

It is clear that the Residential College Deans consider academic and personal counseling and the administration of academic programs to be their most important functions. These are also the functions which they describe as most rewarding and enjoyable to them. All of the College Deans placed great emphasis on these functions and their ways of performing them. They also indicated the importance of having other University affiliations and duties, including teaching and research, feeling that these are not only necessary for professional reasons but also because such affiliations and duties have a strong effect on student attitudes about the College Deans. Thus most of the College Deans see themselves as counselors and administrators who also teach and do research or, in some cases, as teachers who also function as deans.

They are concerned, however, that other members of the Yale community do not quite understand these proper roles of the College Deans and do not appreciate and utilize the considerable understanding of students and student attitudes which they have. They are concerned, too, that demands on their time include not only the demands made by the Yale College Dean's Office and their departments but also demands by the Masters, by various Residential College activities, by the Registrar's Office, by the offices dealing with dining halls and the physical plant, etc. They are concerned, in other words, that their proper roles and status in the Yale community be understood more clearly.

A second set of concerns of the College Deans involves their relationships with students, where they serve variously as academic counselor, friend, advocate, and disciplinarian. Most of them seem to have arrived at reasonable balances in these relationships, and the projected ability of prospective College Deans to achieve and maintain these balances must continue to be an important consideration in the appointment process. There are, however, two matters in which the College Deans request clarification. One of these has to do with their roles in student disturbances, where they might be called on for assistance of various kinds. The other has to do with letters of recommendation, a matter which consumes much of the College Deans' time,

particularly in the middle of the academic year. Under the present system faculty members and others are asked to write letters of recommendation and submit them to a College Dean's office, where the letters are filed and sent out as requested by a student. Difficult situations arise when a student has four letters on file and is asked by a graduate or professional school to submit no more than two letters. It is natural for the student to ask a College Dean which two letters should be sent, and in answering the question the College Dean can be understood to be commenting on the nature of the letters. This procedure can lead to misunderstandings. We have recommendations on both matters which appear in a later section of this report.

The College Deans are also concerned about the impact on their subsequent careers of spending several years in office. Some wondered whether the deanships could be made a part of a better-defined career path. We found no satisfactory way of doing this, but we hope that the data in Table 1 will at least serve to indicate the variety of career paths which have been followed by former College Deans.

Still another concern of the College Deans was about the severe overcrowding of students in the Residential Colleges. They must deal with the results of this overcrowding and find the present conditions to be highly unsatisfactory.

This listing of the concerns of the Residential College Deans does not quite convey the impressions we had from discussions with them and from their written comments. They are enthusiastic and positive about the system, particularly in terms of what they regard as their primary roles. Their concerns can be summarized as simply a desire to be in position to perform these primary roles even more effectively than they now do.

E. The Number of Deans

An assessment of the present system of Residential College Deans should include an analysis of the ratio of deans to students, and raise a question as to whether the present ratio represents an optimum balance in the allocation of University resources.

A quantitative statement of the situation in Yale College is simply that about 5,200 undergraduates must be provided with academic counseling, personal counseling, and academic program administration services by the combined efforts of deans and faculty members. These services must be provided in an atmosphere where students are encouraged to explore numerous alternatives in courses, majors, and life styles and therefore might wish to

consult deans and faculty members more frequently than they would if they were in the less flexible environment that obtained in Yale College fifteen years ago. Deans serve particularly important functions in this situation since they are regarded by students as persons who have primary responsibilities for counseling and for administration of academic programs.

The number of deans required to supply the needed services cannot be determined on any absolute basis. We regard it as unrealistic, however, to suppose that one full-time dean could provide adequate assistance to any more than 600-800 students and therefore assume that the number of full-time deans should be between six and nine. One way of providing counseling and administrative services to undergraduates is to have a centralized office of deans with several assistant deans, as was the case at Yale before 1963.

Once it is recognized that Yale College includes a natural division of students into twelve groups by Residential College affiliation, however, it is clear that there exists an unusual opportunity to provide the services of deans on a much more personal basis and in smaller, better-defined contexts than Yale College. It was the recognition of this fact which led to the establishment of the Residential College Deanship system in 1963. It was also recognized then that it would not be necessary to have a full-time dean in each Residential College and that persons appointed to these positions could therefore engage in other University activities, including teaching and research, for part of their time. The twelve Residential College Deans are equivalent to eight full-time deans, and we regard this as an appropriate number for Yale College as it exists today.

One bothersome feature of utilizing this natural division of students by Residential College affiliation is the fact that the Colleges vary considerably in student population and that the work loads of Residential College Deans, therefore, also vary. We see no way of resolving such inequities in work loads except, perhaps, by providing more assistance to the deans of the larger Residential Colleges, or by a judicious reallocation of annex housing.

F. Summary Assessment

We find the Residential College Deanship system to be living up to the expectations which were expressed for it at its founding in 1963. The counseling of students and the administration of their academic programs are being provided by deans who are positive about their positions. These functions are being carried out at the Residential College level in an atmosphere which is conducive to close personal relationships between

students and deans.

We note, however, that the Residential College Deans have demands placed on them by the Dean of Yale College, the Residential College Masters, the departments, and by various other groups at Yale. We feel that it is important that the essentially academic nature of the Residential College Deans should be protected from excessive demands for handling routine non-academic matters.

We stress again our opinion that the College Deans perform their functions energetically and well and that they contribute significantly to many facets of life in the Yale community. In particular, we believe that one of the greatest assets that Yale College has to offer students is the Residential College system and that the success of this system has been enhanced by, and now is to an important degree dependent on, the contributions of the College Deans.

III. RECOMMENDATIONS

Recommendation 1: Definition of Duties of Residential College Deans

We believe that the duties of the Residential College Deans should be stated formally for the benefit of the College Deans, the College Masters, the faculty, the students, and other members of the Yale community.

We recommend that the duties of a Residential College Dean be defined as including primarily the following:

1. Academic and personal counseling of undergraduates, including references and matters connected with letters of recommendation.
2. Administering the academic programs of all undergraduates affiliated with the Residential College, including registration in College Seminars.
3. Administering disciplinary matters requiring action by the Yale College Executive Committee, and working with the College Master in disciplinary matters within the Residential College.
4. Selecting freshman counselors and faculty program advisers in conjunction with the Master and with the Yale College Dean's Office (which has the power of final appointment), and administering the activities in which these two groups are engaged.
5. Devoting approximately one-third time to activities other than functioning as Residential College Dean. These activities will normally include teaching and research.

By the nature of their positions, the Residential College Deans are usually involved in non-decanal functions within their Colleges such as housing, social affairs, the athletic program, and dramatic or artistic activities. We believe that these should not be considered intrinsic duties of a Residential College Dean. Involvement by the College Deans in these matters varies from College to College. We recommend that such involvement not be a matter of historical accident, but rather the result of an explicit agreement between each College Master and each College Dean. We encourage the trend we note in the Colleges to delegate more responsibility in such activities to the undergraduates themselves.

With regard to the disciplinary functions of the Deans, it is understood that they act as agents of the University in the administration and enforcement of discipline, particularly in relation to those parts of the Undergraduate Regulations that involve the jurisdiction of the Yale College Executive Committee or of the University-Wide Tribunal. Since the relationship at Yale between students and College Deans is customarily one of con-

siderable trust, experience has shown that the presence of College Deans at a potential disturbance can go a long way towards calming the situation. Such is particularly the case if there is an opportunity for College Deans to move about among the students for individual conversations and warnings. Undergraduates should understand that their College Deans are obligated by the terms of their employment to assist the University in the enforcement of necessary discipline. The College Deans, on their part, will sometimes find it necessary to assume the role of disciplinarian as well as that of adviser and friend. Yet in order for the College Deans to be effective in this regard it is necessary, and we recommend, that they participate whenever possible in the planning stages for the course of action to be followed. Similarly, when College Deans attend an event in their disciplinary capacity, we recommend that their presence in that capacity should, if possible, be made explicitly clear to undergraduates. Moreover, we recommend that the disciplinary aspect of the deanships and the responsibility of the College Deans to aid in the maintenance of discipline in conjunction with other University authorities be made clear to all candidates for the position of Residential College Dean.

Recommendation 2: Appointments

In the first few years of the Residential College Deanship system several graduate students were appointed to these positions. While a number of them discharged their responsibilities with distinction, we believe that it would be preferable in the future to select College Deans primarily from the regular faculty. It should be clear from all of the foregoing that we regard these as academic appointments, which are therefore the responsibility of the Dean of Yale College after consultation with the College Master concerned.

It is to be noted also that in these first few years only a few College Deans served more than three years. This was in part because of the large number of faculty positions available at Yale or elsewhere, and in part it was a policy matter. We believe that there would be significant advantages in increasing somewhat the average period of service of College Deans, particularly in providing greater continuity in the life of a Residential College. We believe also that experience has shown that the Residential College Deans can continue to be productive as scholars and teachers and that increased periods of service need not have adverse effects on subsequent careers and might well enhance them.

We recommend therefore that the typical initial appointment continue to be normally for a term of three years. We believe that this first term should normally be followed by a one-year leave of absence, financed when possible by one of the existing programs for leaves of absence for younger faculty members or, when necessary, by leave funds for the deanship system, as approved some years ago by the Provost's Office. We recommend further that appointment to a second three-year term be made in those cases where the Dean of Yale College, the College Master, and the Residential College Dean agree that this would be in the best interests of all concerned.

The recommendation concerning leaves of absence is intended to provide the College Dean with reasonable opportunities for scholarly work. We have not proposed a leave policy for College Deans whose duties outside the deanship are other than teaching and research but recommend that leaves for these deans be considered when appropriate.

We regard the appointment procedure recommended above to be a typical one but recognize that there will be exceptions to it. There have been some cases of career College Deans, i.e. of deans who have continued in office beyond the term we recommend above and who regard the deanship as a career. We recognize that such appointments might be made in the future and that there are some advantages in having some College Deans with longer terms in office. We believe,

however, that these should continue to be exceptions to the general practice and should be regarded as an option of the University but not an expectation of the deans.

A question relating to appointments is that of whether these positions are to be regarded as being on a nine-month, ten-month, or eleven-month basis. The fact is that there are matters of correspondence and administration which must be covered on a twelve-month basis. It is essential, therefore, that the College Dean or a designated representative be available throughout the year. The duties of the College Deans during the summer months are not full-time or even two-thirds time. We estimate that the College Deans are required to attend to decanal functions for about the equivalent of ten months per year, and note that their duties require their presence on campus from about August 15 through June 15.

Recommendation 3: Budget Matters

Compensation

It seems reasonable to us that the salary of a Residential College Dean for the academic year should be equal to the salary received by faculty members with comparable qualifications and length of service.

The Residential College Deans are also provided with an apartment in the College and with meal privileges. We consider these perquisites to be essential to the proper performance of their duties. The College Deans and their families undergo a considerable loss of privacy (willingly, to be sure), and they spend many of their evenings in activities relating to their primary functions. Such being the case, and given that College Deans have such a long work year, we consider the existing perquisites to be no more than a reasonable recognition of their contributions.

Staff

In the office of each College Dean is a full-time Administrative Assistant with duties which include typing, keeping records, answering the telephone, and other routine duties, as well as with maintaining appropriate relationships with students, members of the faculty, and parents. These Administrative Assistants are charged with considerable responsibility for the office since they are normally present whenever the office is open, whereas the College Dean is normally absent for some part of the day. Office decorum and the functioning of the bursary staff must be maintained, and it is the Administrative Assistants who perform these functions.

They relate closely to their counterparts in the Master's office. We believe that it would be desirable in the interests of equity to have some group responsible for reviewing such matters as salaries of Administrative Assistants to the College Deans. At present the Executive Secretary to the Council of Masters and one College Master perform such a function for the Masters' Administrative Assistants. We recommend that these two persons and one Residential College Dean be asked to assume the responsibility for overseeing any problems which might arise concerning the deans' Administrative Assistants.

In the different Colleges, the deployment of bursary student assistance varies. In those Colleges in which it would be appropriate, and if the College Dean wishes, we recommend that one or two bursary students be designated as having primary assignment to the College Dean's office.

Office Expenses

The allocation of funds for office supplies, equipment, telephones, and postage needs to be re-assessed in the light of experience with the operation of the College Deans' offices. These twelve offices are similar in their functions, and it seems to us that someone knowledgeable about office procedures and equipment could confer with Deans, Masters, and Administrative Assistants in order to recommend appropriate operating and budgeting practices. We urge that this be done as soon as possible, since a number of problems, particularly with regard to the burgeoning cost of copying records and letters and the difficulty of replacing obsolete typewriters, deserve prompt attention.

Entertainment Expenses

Entertainment in a College is in the Master's bailiwick. The rather modest budget allowed to the College Deans for entertainment does not appear to be a major source of concern to them since it is usually adequate for the casual entertainment expenses which they encounter. We would suggest, however, that this budget can be strained when the College Deans hold meetings of functional groups (college council, various committees, drama groups, etc.) and we recommend that expenses for such meetings should be met from the funds of the College Masters. We recommend also that the College Deans' allowance for entertainment be proportional to the number of their students, since there is considerable variation in these numbers from College to College.

Summary

We believe that in some respects the funds currently available to the College Deans for office expenses and entertainment are inadequate, and that the effectiveness of the College Deans could be improved by additional discretionary funds. We recommend that consideration be given to increasing their budget, when the financial position of the University permits.

Recommendation 4: Office Procedures

The present system of handling letters of recommendation has been described briefly in an earlier section of this report (II.D). The Residential College Deans regard this matter as one of their most important functions and report that it consumes much of their time and that of the Administrative Assistants for about two months of each year. They find the present system to be satisfactory in that it permits them to select from a student's file those letters of recommendation which are most appropriate in answering a particular request for letters. The element of choice can be criticized, however, for giving to the College Deans a kind of authority which faculty members believe should be theirs, i.e. the authority to decide what characteristics and traits of a student are most relevant to proper placement of that student in a graduate or professional school or in a position in industry or government. It can also be criticized for the fact that some letters of recommendation are filed but not used, a matter of some concern to faculty members and others who take seriously the responsibility of writing letters of recommendation and devote considerable amounts of time and thought to them.

One suggestion for changing the present system would be simply to adopt a practice of mailing all letters of recommendation on file for a particular student every time a request for letter is received. Since some schools and prospective employees request a definite number of letters (two, for example) we would suggest that a copy of a student's file of letters be accompanied routinely by an attached note stating simply that "It is the practice of Yale College to respond to requests for letters of recommendation by mailing copies of all letters in a student's placement file." and signed by a Residential College Dean. If this procedure were to be adopted, we would suggest that the present form for letters of evaluation be made smaller in size, perhaps reducing it to a half sheet (5 1/2 x 8 1/2").

A second possibility requiring considerably more effort is that followed by the Premedical Advisory Office. In that office the letters of recommendation are retyped neatly in full to present a consistent format, and a summary evaluation is written by the Director. The evaluations prepared by the Premedical Office could well serve as models for presenting Yale College students to schools and prospective employers in an effective way.

If the present system is to be changed, we believe that these two methods offer reasonable alternatives.

We recognize, of course, that future methods of handling letters of recommendation depend heavily on interpretations of recent state and federal

legislation. As these laws become clarified we would be quite willing to consider this whole matter again.

A second matter of office procedures which deserves attention arises from frequent requests from the Registrar's Office to the College Deans for assistance in tracing missing grades and other matters. We believe that further developments in the Registrar's Office, including the installation of a computer, should put that office in a position to handle such matters routinely. There will be continuing problems in the relationship between the Registrar's Office and the College Deans, however, and we would suggest only that these must be discussed as they arise in a way which permits the interested parties to come to an agreement.

Recommendation 5: Organization of the College Deans

Some of the Residential College Deans expressed an opinion that they should constitute a formal body, perhaps a Council of Residential College Deans by analogy with the Council of Masters. We see no need for such a formalization, noting that the College Deans do meet regularly with the Associate Dean of Yale College and that they function as a group in these meetings.

Interactions between the College Deans and the College Masters are now provided by the Advisory Committee to the Council of Masters, consisting of three Masters, two College Deans, and the Executive Secretary of the Council of Masters. Since this Committee serves both the Masters and the College Deans we recommend that it be designated as a Joint Committee of College Masters and Deans, consisting of three Masters, three College Deans, the Associate Dean of Yale College, and the Executive Secretary of the Council of Masters. We would also think it appropriate for the Masters and College Deans to exchange appropriate summaries or excerpts of the minutes of their meetings and for all the Masters and College Deans to meet together from time to time on occasions to be determined by the Joint Committee.

Recommendation 6: The College Deans as Resources

We believe that the Residential College Deans are in a position to sense the feelings, concerns and moods of undergraduates to a degree that is unique in the world of higher education. This fact should lead others to consult the College Deans early in any consideration of educational policies and procedures. We strongly recommend that all members of the Yale College community recognize the potential contributions of the College Deans to the further development of higher education. This can be done by discussions with the College Deans at their regular meetings and can be arranged through the Associate Dean of Yale College.

We believe that the College Deans represent a resource which is under-utilized. We recommend the following actions by various members of the Yale community:

1. Faculty members are urged to consult the College Deans more freely about individual students. The College Deans can frequently supply information about a student which is useful to faculty members, and information from faculty members can be helpful to the College Deans.
2. We urge that alumni groups and the Yale Alumni Magazine recognize that the College Deans are extraordinarily well informed about Yale undergraduates and could make valuable contributions to better understandings between Yale and its alumni.
3. We urge that the Office of Undergraduate Admissions develop formal procedures to provide feedback from the College Deans on individual students and on admissions practices in general.