

FAS-SEAS Senate Meeting
Thursday, November 17, 2022
3:30 PM – 5:30 PM
Zoom Meeting

Minutes
APPROVED

Senators Present: Paul Van Tassel, Chair; Meg Urry, Deputy Chair
Sybil Alexandrov, Michael Fischer, Alessandro Gomez, Valerie Horsley, Gerald Jaynes, Maria Kaliambou, Greta LaFleur, Paul A. North, Maria Piñango, Ruzica Piskac, Larry Samuelson, Mark Solomon, Jason Stanley, Dara Strolovitch, Julia Titus, Rebecca Toseland, Jing Yan

Staff: Rose Rita Riccitelli

Absent:
Elisa Celis, Oswaldo Chinchilla, Mimi Yiengpruksawan

Guests – Open Session: Alhassid, Yorim; Barratt, C; Barrett, Beth; Barrett, Sean; Belperron, Alexia; Brock, Jeffrey; Charles, Diane; Edwards, Erika; Fortner, John; Gendler, Tamar; Gladey, Larry; Hawkins, William; Heeger, Karsten; Khaill, Yehia; Kim, Jaehong; Nishimura, Hiroyo; Radev, Dragomir; Scalupa, Candace; ScassellatiScassellanti, Brian; Schieve, Ken; Schiffer, Peter; Thompson, Jessica; Valeggia, Claudia; Wettlaufer, John

At 4 PM, **Paul Van Tassel** called to order the open session of the FAS-SEAS Senate meeting and welcomed faculty to the open session. He introduced the **Diane Cornelius Charles**, the Director for the Office of Institutional Equity and Accessibility (OIEA), to speak about faculty accommodations during COVID and what to expect in the future. **Ms. Cornelius Charles** shared important links to the various areas that her office addresses and suggested that people keep a record of these links in the event that they need assistance. The links are: [Office of Institutional Equity and Accessibility](#), [Yale Procedures Against Discrimination or Harassment](#), [OIEA Reporting Form](#), [Accommodation Request Form](#), and the [Health Care Provider Form](#). She explained how her office handles requests for accommodations and their goal to best accommodate where reasonable, and once the form is submitted, it is assigned to a person in the office to help facilitate the request. She said that with every accommodation requested, we are required under the ADA to engage in an interactive process: having conversations with the person requesting the accommodation; a conversation with their doctor if necessary; and then with the Dean. She asked if anyone had questions. **Valerie Horsley** asked if there has been a decrease in requests for accommodations for COVID since the pandemic began and now. **Ms. Cornelius Charles** noted that she came to Yale in 2021 – mid-pandemic – and was asked to create a management system for accommodations for all of the requests that come through the office, not only COVID. So, she explained, we have been tracking the information since August of 2021, however we do not have information that goes back to the period that COVID began. What she can confirm is that COVID changed the amount of accommodation requests and there have been many requests since COVID began and many different reasons why. What she can say is that the numbers seem to be evening out, but she does not have information that goes back to pre-COVID, and the beginning of COVID. Ms. Cornelius Charles wants to spread the word about what her office

does. **FAS Dean Tamar Gendler** said that she will invite **Ms. Cornelius Charles** to the Chairs' meetings to share with them information on OIEA so that they can inform their faculty and staff on what that office offers. **Maria Piñango** asked about a broader view of what the OIEA office is involved with regular day-to-day planning at the University in departments and for faculty, such as faculty searches, building planning, furniture choices. **Ms. Cornelius Charles** responded that her office works on making sure that Yale adheres to policy and in areas that address discrimination. Regarding faculty searches, her office does approve advertisements for all searches and ensure that those advertisements are not discriminatory in any way. **Dara Strolovitch** raised the question of whether the OIEA office is, or can be involved with searches to the extent of providing accommodations before a candidate would have to initiate a request. **Ms. Cornelius Charles** said she is happy to explore a way that this can happen and wants to meet with **Ms. Strolovitch** and **Ms. Piñango** to discuss how to put this into place. **Ms. Urry** mentioned that **Larry Gladney** can help facilitate making this information available to candidates.

Mr. Van Tassel introduced the next topic for discussion – The Committee on the Economic Status of Faculty (CESOF) Report which is released every two (although sometimes more) years. He explained that the reports give important information on how Yale faculty salaries and benefits are keeping up with our peers. He noted in the last decade there have been a gap between Yale's salaries and those of our closest peers, which has been a cause of concern. **Mr. Van Tassel** said that this year's report that has just been released and shows a bit of a gap, and the Provost and FAS and SEAS deans met with faculty to address this topic. He noted that the Senate had been concerned with this gap, and at the December 15th Senate meeting the CESOF Committee will be present and faculty can address their questions directly to them. Today, he said, in the wake of the report, we will have two senators discussing our responses to this most recent report. **Valerie Horsley**, Senator and Chair of the FAS-SEAS Senate Budget Committee, gave a brief summary of what the CESOF Report says and recommendations that the Budget Committee discussed this week. First, the FAS-SEAS Senate has been advocating for a number of years for an increase in FAS faculty numbers, especially given the increase in the numbers of the undergraduate population in the FAS and SEAS. Also, the salaries, especially in the Sciences and Engineering, are lower than our peers, with the Humanities and Social Sciences mostly on par with our peers. Discussion followed about how the Senate should respond to the report. Some ideas mentioned were:

-Understanding steps and plan for addressing the salary gap: What is the exact monetary amounts used to fill the gap since 2018? What was the average raise since 2018? What is the comparison of peer institutions if we extrapolate? How will faculty be compensated for loss of "wealth" over time?

Suggestion: Gap be closed ASAP; Budget committee in FAS and SEAS that works with Dean (in current report).

-Lower salary for "trees planted from seeds vs. transplanted Points to make: Close gap and promote research: Costs Yale money – solicits climate; take on administrative jobs to make up salary gap. Delays retirement of most senior faculty: Stay around to make money. What is the mechanism to address legacy professor discrepancy?

Suggestion: Salaries should not vary more than 1-1.5 standard deviations from the mean; University periodically compare within departments and take appropriate action.

Ms. Horsley noted that the Budget Committee is also thinking about:

-Year-long leaves

- Tuition benefits for college
- Understand instructional faculty salary data with more granularity
- Faculty administrative support analysis

These issues will be discussed further at the December Senate meeting, when we hear from the Chair of the CESOF Committee.

FAS Dean Tamar Gendler noted that the administration agrees that the delay in access of comparative data in the CESOF report is a source of frustration, and explained that it is a consequence of anti-trust laws, and therefore we do not have access to data after the 2018 data that we have shared with the CESOF committee. She also noted that the peer institutions whose salaries are consistently higher than Yale's are Princeton, Harvard, and Stanford. If you bring in any other institution into the mix, Yale's salaries are above them.

Alessandro Gomez mentioned that even though the data cannot go beyond 2018 to compare salaries, he would like to know the amount that Yale has provided to address the salary gap and how this money was distributed, so that we can make sure there has been an equitable distribution to address the gap. **Mr. Gomez** also pointed out that looking at the comparisons, we are below a number of institutions in salaries, not just the three mentioned by **Dean Gendler**.

Dean Gendler responded that there is information that she has that at this time cannot be shared, but assured everyone that the gaps that have been present beginning in 2007, are being closed and especially since 2018, where data is not yet available, gaps are closing that will bring Yale salaries closer to its peers. She stressed that although it appears that the administration is an adversary of the concerns of the FAS-SEAS Senate, in reality she agrees with what the Senate has uncovered about faculty salaries, and Yale is working towards closing the salary gap with its peers. **Ms. Horsley** reiterated that we as faculty need to have more solid information that is now being shared on what the administration is doing to raise faculty salaries to match peer institutions. **Dean Gendler** said that she and **Dean Brock** work with the CESOF committee which was formed with consultation from the Senate, and she shares whatever this committee has reported on. **Mr. Gomez** talked about what information he feels is needed in order to understand what is being done to close the salary gap between Yale and other institutions. He shared information that raises given in the last two years has not compensated for inflationary losses. His major question is how is the administration going to address these inequities. **SEAS Dean Jeffrey Brock** assured **Mr. Gomez** and the faculty that the administration is working on a solution.

Mr. Van Tassel introduced the topic of teaching fellow responsibilities and what expectations can faculty make of their teaching fellows and what processes govern disputes if they should occur. **Mr. Gomez** noted that on September 7th there was a message from the dean that explained the duties of instructors and teaching fellows. It spelled out quite clearly the do's and don'ts when it came to teaching fellows. He feels it may have been less clear when it came to the duties of instructors, and this seems as if there is an asymmetry of protection for graduate students vs. instructors. What we would like is for faculty to have a role in defining guidelines of the tasks of the instructors as well as the tasks of graduate students. **Mr. Gomez** explained that there are fundamental issues: 1) the faculty are overburdened, and 2) graduate students are supposed to be educated, and as teaching fellows – anything that is contributing to their education is important. **Ms. Horsley** shared the memo. She noted that in some instances the memo narrows

the scope of the work a faculty member can ask teaching fellows to perform, which takes away some of the value to the fellow of learning from the experience. **Mr. Gomez** remarked that it seems to him that the role of a teaching fellow in this memo is too passive from what he would expect of one of his teaching fellows. **Dean Gendler** noted that the person who has expertise on this matter is **Dean Cooley** of the Graduate School. **Dean Gendler** also noted that the document just shared was produced over many years by groups of faculty and groups of graduate students representing various roles. She noted that the current group of graduate students are considering unionization. **Mr. Gomez** noted that because of the sensitivity of the current situation, a review of the language in the most recent memo for faculty and graduate students roles, with clarification of what is expected, would help clarify some areas that are not clear. **Michael Fischer** said that what he has seen over the past many years is a movement to replace individual judgement with a set of rules on how faculty interact with teaching fellows. He spoke of rules and how there are people who will always be looking for ways to get around rules, and in some way rules take away the way people exercise their good judgement instead of relying on rules for the way one behaves. He feels that conversations need to be ongoing. **Ms. Urry** said that she sees value for rules and guidelines that set the terms for what is reasonable. She noted that she feels the current memo on teaching fellows goes way too far on what is reasonable and so she would like to reopen the conversation about finding what is reasonable and resetting the norms. **Ms. Horsley** reiterated that we do not feel that the standards in this memo are reasonable and we do not feel that being held to these standards is reasonable for our needs as faculty, and so we want to know what the process is for the faculty to communicate this to the powers that be (**Dean Cooley**?). **Dean Gendler** explained that the document was not produced by **Dean Cooley** alone. It was produced by **Dean Cooley** working in conjunction with graduate students representatives. She said that we will have an opportunity to learn, in the next month or so, how we will be able to talk to our graduate students about what we can expect of our teaching fellows. She feels that until that time, there is not much point in talking with **Dean Cooley** about what goes into the memo that was produced as a result of the conversations with graduate students who were at that point were represented by a graduate student association and in the future may be represented by a more formal and organized bargaining unit, and a group of faculty. **Ms. Horsley** and **Mr. Gomez** stressed that several faculty feel that this document needs to be revisited and revised as it seems to favor graduate students in a way that is not helpful to faculty or the graduate students themselves. **Dean Gendler** noted that the vote that is being taken by graduate students to unionize will be taken the first week of December and we should have the results in January 2023. **Ms. Urry** said that she does not agree that the document is tilted towards graduate students and feels that it is disadvantaging graduate students and they are relegated to a fairly limited role that is not intellectually interesting or educational for them. **Mr. Van Tassel** suggested that this is a topic that the FAS-SEAS Senate can think more about and come up with suggestions to present to **Dean Cooley** on a system that optimizes everyone's experience, and in the meantime we will learn about the level of organization of the graduate students. **Ruzica Piskac** noted that when students enter the job market, they are asked to comment on their teaching abilities, so this is something that we should consider when discussing the current document and making recommendations. **Mr. Van Tassel** thanked everyone for attending, and adjourned the meeting at 5:30 PM.