

# FAS Senate

AN ELECTED BODY OF THE FACULTY OF ARTS AND  
SCIENCES  
YALE UNIVERSITY

**FAS Senate Meeting**  
**Thursday, November 18, 2021**  
**3:30 PM – 5:30 PM via Zoom**  
**APPROVED**

Present: Valerie Horsley, Chair; Aimee Cox, Deputy Chair; Sybil Alexandrov, David Bercovici, R. Howard Bloch, Elisa Celis, Nicholas Christakis, Marta Figlerowicz, Miki Havlickova, Alessandro Gomez, Matthew Jacobson, Gerald Jaynes, H el ene Landemore, Paul North, Maria Pi ango, Ruzica Piskac, Larry Samuelson, Kathryn Slanski, Jason Stanley, Rebecca Toseland, Meg Urry, Paul Van Tassel

Staff: Rose Rita Riccitelli

Guests:

Bennett, Beth; Bojanowska, Edyta; Brantley, Jessica; Campbell, Jill; Chun, Marvin; Dollar, Aaron; Radev, Drago; Feimster, Crystal; Ferguson, Rod; Fischer, Michael; Geanakoplos, John; Gehlker, Marion; Gendler, Tamar; Gladney, Larry; Goren, Shiri; Hoffman, Paul; Joormann, Jutta; Klein, Jennifer; Levene, Nancy; Levy-Eichel, Mordechai; Light, Michelle; Maruyamam, Reina; Menon, Alka; Mirakhor, Leah; Nagai, Daisuke; Nishimura, Hiroyo; Quinn, Ian; Roffman, Karin; Roland, Zelda; Schiffer, Peter; Simons, Katerina; Solomon, Mark; Spillane, Margaret; Strolovitch, Dara; Tarhan, Lidya; Thomasson, Camille; Trumpener, Katie; Von Kunes, Karen; Wetters, Kirk; Wolenski, Joseph; Yeret, Orit; Zhang, Lingxin,

Minutes from the Open Session of the FAS Senate meeting on Thursday, November 18, 2021

OPEN SESSION 4:00 – 5:30 PM

FAS Senate Chair **Valerie Horsley** began the open session of the Faculty of Arts and Sciences Senate (FASS) meeting at 5:03 PM. She announced that there will be a sub-committee of the FASS Budget Committee that will include non-senators and senators, with its charge to explore the fiscal initiatives that most support the faculty of the FAS. It is the hope that this sub-committee will work with FAS Dean **Tamar Gendler** and Provost **Scott Strobel** to identify ways that FAS can use the extra endowment funds that will be coming (should be \$200 million) for the next few years to support our missions of research and teaching. **Gerald Jaynes**, co-chair of

the Budget Committee with **Paul Van Tassel** said that the committee is still forming the sub-committee and they will make an announcement as soon as it is formed. He noted that there will be meetings over the next 2 months with all of departments, programs, and centers (representatives, chairs, directors, etc.) to get ideas on how they think their needs can be satisfied, and we plan to issue a report which will go to the full faculty and to the Provost and the Dean. **Ms. Horsley** noted that this will be a once-in-a-lifetime opportunity to use unrestricted funds, and she thanked **Mr. Jaynes, Mr. Van Tassel**, and the Budget Committee for taking on the extra work of identifying opportunities with departments, programs, etc. **Ms. Horsley** said that the EC learned from **Dean Gendler** that the additional faculty that will be hired to increase faculty size will be determined through the normal processes of using the FRC and other requests from departments, so we would like that committee to identify those mechanisms. **Ms. Horsley** said that **Dean Gendler** said that she thinks the faculty size will get to about 750 in 5 years, which is a little bit more than the 700 that we have been hearing. We should think about that number and if we feel it is adequate to serve the growing undergraduate population that we serve. **Ms. Horsley** also announced that the University administration is seriously taking our resolution for establishing a committee for examining moving academic freedom into the 21<sup>st</sup> century, and we should be hearing back from them after the FASS meeting with Development and the General Counsel in early December, and we are hoping to have more to report on this initiative at our December (16<sup>th</sup>) FASS meeting to make sure academic freedom is supported at Yale.

**Ms. Horsley** introduced Yale College Dean **Marvin Chun** and Dr. **Paul Hoffman**, Director of *Student Mental Health Services*, to give a statement on the changes that are supporting mental health among our students. She said we will then open up the floor for questions from the community to help us better understand as faculty how we can support our students and help them use these services. **Dean Chun** noted that Thanksgiving is upon us and we have made it through this semester back in person and relatively well but certainly not without anxiety. He said that our students are thrilled and happy to be back on campus and back in the classroom with everyone which reinforces the importance of residential education and how it enriches this special time in our students' lives. He noted that aside from the fact that our students are truly remarkable, hardworking, ambitious, curious, and eager to learn, which are wonderful qualities, we know that they are quite stressed out and anxious, and sometimes this impedes their ability to learn in the classroom. He said the faculty has been on the frontline of caring for our students and their well-being and caring for them as individuals and wanting them to thrive at Yale and in their classes. **Dean Chun** noted that we are seeing a great surge in demand for mental health support and mental health challenges. He mentioned a program that Yale College is piloting - *Yale College Community Care* – thanks to a generous gift from a donor. The program is intended to address limitations and needs that students have identified. He said that *Yale Health and Mental Health Counseling Services* are clinically oriented, tend to have long wait times for students who do not have severe mental health illnesses, and there was a gap between what a residential college dean could provide in support and help, and what *Yale Health* is designed to provide, and so the *Yale College Community Care Program* (YC3) is intended to fill that gap. YC3 is comprised of four licensed psychologists and social workers who are community care clinicians, and four community wellness specialists who focus on more proactive forms of wellness training, stress

management, community building, healthy communications, etc. The program started last April (2021) with four people and is presently fully staffed at eight. He said it has been very successful and that students have reported that it has been very helpful to them. It is intended to be short-term care, to be a quick response, and the average wait time is less than two days and sometimes the student can get an appointment within that day. He noted that the program serves students with less acute and less pressing needs with someone to talk with, and for students who need long-term care, the program serves as a bridge to getting more long-term care with *Yale Mental Health and Counseling*, especially during the wait period of a few weeks. **Dean Chun** said we are committed to extending our services through *Yale Mental Health and Counseling*, and he turned to **Dr. Hoffman** to provide that information. **Dr. Hoffman** said that since about 2015, Yale has seen a significant increase in mental health utilization, going from 1% growth in a year to having 15% growth year-after-year in the number of students seeking mental health treatment. He noted in 2015 we saw about 2500 students, and this year we will see 5000 students. He said it is a pretty significant trend not only at Yale – it is a national trend that we’re seeing across most colleges and universities. He noted that we see it growing not only because of the decrease in stigma, but we also have seen a significant increase in diagnosable mental health conditions such as anxiety, which is the most significant, followed by depression. This, he noted, was evident before the pandemic which has exacerbated mental health conditions, and the age group that seems to be most affected and has the largest effect on their mental health are people between the ages of 12 and 25 years old. And, he noted, because Yale has grown in its student body, this growth has added to the numbers. He said that since he took over in February 2020 just before the pandemic hit, he has seen that Yale has been very supportive in thinking about plans for resources and the goal over the next couple of years is to right-size the staff to accommodate the student body who are seeking help to not having any significant delay in treatment. He noted that the increase in utilization tracks with the enrollment increase – it’s proportional, however one thing that is not proportional is that we’ve had a significant increase in students calling our emergency services, and this is the best measure of tracking the level of stress that our students are in – we’ve had 22% of students seeking services this year and an 80% increase in students seeking emergency services (mostly undergraduates). **Dr. Hoffman** said that we have a 24-hour emergency line for students to call, however faculty also call to report on students whom they are concerned about, and we always have a psychologist or psychiatrist on hand to trouble-shoot and talk about how to handle some of these situations. He said that while mental health is our business, the mental health of our students in some ways is everybody’s responsibility – to be aware of what is going on and aware of the resources for our students. **Ms. Horsley** thanked **Dean Chun** and **Dr. Hoffman** for prioritizing student mental health this year, and also FASS Senator **Rebecca Toseland** for arranging for them to address the FASS. **Larry Samuelson** noted that the comments sounded most germane to undergraduates and asked about how to respond to graduate students who are having difficulties. **Dr. Hoffman** said that graduate students have access to *Yale Mental Health Services*, and in spite of the long wait time in getting services, if someone has an acute situation, that person can get assigned quickly. He noted that when a graduate student is put on a wait list, they are also given the option of seeking treatment within the community and we cover 100% of that cost. He also noted that a care coordinator was recently hired to help people connect to one of the providers. **Ms. Toseland** asked what the strategy is on suicide prevention. **Dr. Hoffman** said the biggest strategy is promoting resources -

we have one of the highest utilization rates of any other college counseling center in the country and having a 24/7 emergency line is key. Another way, he said, is “means restriction” which is trying to prevent access to ways that people can actually kill themselves. Another thing we are starting next semester is to increase the screening of students coming into student health for depression who may be at high risk for suicide. **Matthew Jacobson** thanked **Dr. Hoffman** for the work and said he is grateful for the expansion of services. He referred to **Dr. Hoffman’s** remark that mental health is all of our business, and asked if there are things that the University could do that are not directly but indirectly related to mental health, such as bring us together at the community level to make a difference before students reach your office? **Dr. Hoffman** said that he is aware that there are significant challenges that students are experiencing in their lives even before they come to Yale, and he struggles with knowing this and how to handle these situations as students bring them to Yale. He has some ideas on how to foster community and how to foster discussions and how to be able to engage in discussions that are challenging for people but can come together and feel better at the end. He noted that one of the things that we’re seeing over and over again is that when people come together to talk about issues, that in the end they feel worse – there has been polarization in our society over the last few years where people are having a hard time having conversations with each other. **Dr. Hoffman** also mentioned something that **Dean Chun** pointed to – this rise of perfectionism – and as a concept, it has been increasing over the last decade with people feeling that they cannot experiment with things, that they can’t fail, that they can’t try new things, and there is a rigidity that goes with it. If you think of it in an academic setting, it can be problematic if you have a high-pressure environment with highly driven people who can never fail and in some ways feel like they get punished for trying new things by getting a bad grade, or if they don’t succeed when they try out for extracurricular activities and don’t “make the team.” So, he said, in a highly competitive school like Yale, with highly competitive people, how can we give students chances to not be perfect all the time and give them chances to try new things and foster dialogue that doesn’t lead to everyone getting into their entrenched positions? **Mr. Jaynes** asked about the wait time from when a student seeks help, and also asked about what the triage plan is? **Dr. Hoffman** noted that the YC3 Program is designed to be an “on demand” access program for students who sign up for help and they are able to see someone right away. *Yale Mental Health and Counseling* provides ongoing clinical care and that begins with an intake appointment, which can be scheduled for the same day if it is an emergency, but most times there is a wait time. And, he said, after the in-take appointment, the student is assigned to a counselor, and this process usually takes longer (longer than two weeks right now). And, he noted, if there is a longer wait, a student can be triaged into the YC3 program and is seen sooner until he/she can be seen by a Yale Mental Health practitioner. There is also an option for group therapy in addition to individual therapy. So, he explained, the longer wait time is for specific long-term, individual therapy. He predicts that barring any other increase in enrollment, we should be in a better position next year with staffing and with the ability to grow the department. **Mr. Horsley** thanked **Dean Chun** and **Dr. Hoffman** for navigating our students through this very difficult time. She noted a question from **Katie Trumpener** which will be a future item for the FASS, on how faculty can learn and be trained to trouble-shoot with students who reach out to us as faculty. She said the FASS will work on how the faculty can be prepared to help our students, and **Ms. Toseland** and the FASS Committee on Undergraduate

Admissions and Education is taking this as an initiative this year. **Dr. Hoffman** said he is happy to return to the FASS to continue the conversation and provide more information as needed.

**Ms. Horsley** introduced **Roderick Ferguson**, Chair of the *Yale Prison Education Initiative* (YPEI) Faculty Advisory Board, and **Zelda Roland**, YPEI Founding Director to provide an update on the program. **Ms. Horsley** noted that last year the FASS passed a resolution in support of the program asking the University to support faculty to be able to teach in prisons and bring our educational mission into prisons as diversity work for Yale. **Mr. Ferguson** thanked the FASS and the FAS Dean's office for supporting the program over the past year, and he provided an outline of the things that have happened in the YPEI program since September 2020 when **Ms. Roland** addressed the FASS:

- A faculty committee has been formed to support YPEI (Chair, **Roderick Ferguson**; members **Mira Debs**, **Elizabeth Hinton**, **George Levesque**, **Caleb Smith**, **Paul Tipton**).
- YPEI received a \$1.5 million grant from Mellon Foundation (distributed over three years).
- In May (2021) the program was restored in the prisons after a 14-month lockdown.
- A fellowship program was instituted for formerly incarcerated students to work in Yale centers and programs.
- YPEI formed partnerships with the Poorvu Center and the Library.
- YPEI formed a partnership with the University of New Haven.
- President **Peter Salovey** has shown his support by writing a letter to the Department of Education to supporting our efforts with the University of New Haven to enable Pell Grants for incarcerated students.
- YPEI was recently presented as an example as a powerful way that Yale can address the subject of reparations.

**Ms. Roland** thanked FASS for the passion and support they have provided for the YPEI, and the resolution that FASS passed last year regarding YPEI was greatly impactful. She also thanked the FAS Dean's Office which has supported the program in incredible ways over the last year. She noted that in addition to Yale's support, the program has received national recognition for the work that YPEI is doing and bringing Yale as a leader in this area. She noted that the FASS resolution asked that Yale support this initiative. She said that an ad hoc faculty committee has been created to oversee YPEI and facilitate a partnership with another institution for the purposes of being able to offer degrees in prison, and YPEI has also been able to offer Yale courses through our *Summer Session*, and it is the hope that in the future, we can offer Yale courses during the school year. She said we have been given permission to continue to offer courses through Yale's Summer Session for at least for the duration of the Mellon Grant, and we hope to work on extending that beyond the summer and beyond the grant period. The FASS resolution also asked that Yale continue the ability for Yale faculty and graduate students to teach Yale courses in prison through YPEI and our partnerships, and to explore avenues to create a formal FAS process or initiative to which faculty could apply for course release to teach in prison. **Ms. Roland** is proud to report that YPEI has received a commitment from the FAS Dean's Office for providing teaching relief through the *Scholars as Leaders, Scholars as Learners Teaching Relief Learning Program* for a limited number of faculty to teach in prison through YPEI and the

University of New Haven during the academic year. She said they have received \$10,000 in funding through Yale College and Yale FAS towards staff salaries at YPEI, and a commitment for two funded graduate students per year from the Graduate School. She noted that she and **Mr. Ferguson** feel that there has been a huge degree of support for YPEI during the past year from the University. She said with the program stabilized, they are confident that they can accomplish more in the coming years and beyond. The most current need is to be able to publicize the teaching relief opportunities and folding it into the portfolio of faculty diversity and development initiatives. So far they have been unsuccessful in filling the slots, and she believes that this is due to the lack of advertising they are able to do, and she would like to see that it can be made available to all faculty across the University and across all disciplines. **Elisa Cellis** noted that this is such an incredible program and that she is happy to hear of the progress that has been made over the past year. She asked if the lack of ability to get faculty to teach is because of a lack of interest of faculty, or if there are too many hurdles in place before one can actually teach. **Ms. Roland** said that there are certain criteria that needs to be met, and it is still not evident what that criteria is for teaching in the YPEI program, so this is still being worked on by the faculty advisory committee. **Jason Stanley** asked what the FASS can do to help with the leave issues – for Yale to let faculty swap out a course to teach one course for YPEI and therefore not affect their leave status. **Mr. Ferguson** said this is a difficult situation, and ideally, it would be that teaching in YPEI would not have an adverse effect on leave time and not have an adverse effect on the faculty member’s department/program. He noted that right now, we do not have an answer for this situation and so we want to ask the people here today to help the Faculty Advisory Committee and the FAS with a creative solution around this problem where people can satisfy their interest in teaching in prisons and also satisfy their interest in teaching on campus, and also preserve their leave time so that they can do their research. **Jennifer Klein** said it is really encouraging to hear how much work has been done since **Ms. Roland** came to present this initiative at the FASS meeting last September. She asked if the faculty committee could hold a meeting for interested faculty to attend so they can all discuss the issues raised here. She noted that it would be ideal to have a course relief because it is difficult to take on additional courses on top of one’s course load. She noted that another option that might serve the departmental interest is that a person who teaches a course in the YPEI would earn credits for course relief in the future – in the next semester or in the next year, and in that way the department could perhaps plan for it. **Ms. Klein** also asked what kinds of courses have been of most interest and are most feasible or desired in this setting and by the students? **Ms. Roland** said there are required courses associated with the associate degree program that is offered by the University of New Haven, and math and English courses are required. Also, she said, there are many courses across all disciplines that are popular, and she tries to bring in guest lecturers representing the many disciplines to talk about each of their courses so that students get a picture of what can be offered. **Mr. Ferguson** thanked **Ms. Klein** for her “brainstorming” and said this is just the type of interaction he hopes that this body can provide and send to the faculty advisory committee. He also said that in offering the students a variety of options by bringing in people from many disciplines to explain their courses, he finds that the students are opened to everything we can offer to them. **Ms. Roland** said course relief is not offered for any other prison education programs around the country, and if Yale were to create a way to offer a form of course relief, Yale would become a leader and give an example for others to follow. **Ms. Horsley** thanked **Mr.**

**Ferguson** and **Ms. Roland** for the update on the YPEI and said that we are hoping that the FASS's Diversity Committee, as well as others on the FASS, can brainstorm on strategies for recruiting more faculty as well as incentivizing faculty to becoming involved, and we look forward to hearing the next round of successes for the program. She also mentioned that anyone who had further questions could use the chat or send their questions to **Mr. Ferguson** and/or **Ms. Roland** directly.

**Ms. Horsley** introduced **Barbara Rockenbach**, University Librarian, and **Michelle Light**, the new Director of Special Collections, and the Beinecke Library. They have been invited to discuss what their vision is for having special collections and the Beinecke Library under one director, and how the Beinecke will continue to be the shining gem that it is, as well as how this will improve faculty resources to the special collections. **Ms. Rockenbach** spoke first to introduce **Michelle Light** to the FASS and their vision of how **Ms. Light** is serving not only as director of the Beinecke Library, but also is the Director of Special Collections. **Ms. Rockenbach** also said she will address some of the recent labor issues at the library relating to the backlog project that began in 2019 and where we are with that project and questions regarding the labor concerns at the Library. **Ms. Light** thanked the FASS for inviting her to speak. She said that building on the Beinecke Library's exceptional reputation is very important to her. She said she was lured here from the Library of Congress, not only because of the Beinecke's stellar reputation, but also because of the exciting vision for the unified special collections. **Ms. Rockenbach** shared the organizational chart to show how we can have someone do all of this work, both directing the Beinecke Library and thinking about our seven special collections. The answer, she says, is because of the incredible leadership team that we are building. She noted that many are using the special collections in the Beinecke Library, in Manuscripts and Archives, in the Medical Historical Library, the Divinity Library, the Music Library, and the Arts Library and in the past, we have had separate structures for each of these collections which has made it difficult to reach some goals and aspirations because of the separate structures. She said what we have done in the hiring of **Ms. Light** and the rethinking of Special Collections and the Yale Library, is to return to an original vision of the Beinecke Library - the vision that the Beinecke family envisioned for the Beinecke Library and special collections in the Yale Library. What happened was that some special collections were moved into the Beinecke, and others were not moved because of space considerations. So, what we are trying to do is to return to the original vision of the Beinecke Library being Yale's Special Collections. The chart shows the five directors and she spoke of each of their charges. First we have **Ms. Light's** role as really thinking holistically about special collections and what we can do to maintain the prestige of the Beinecke and also make it easier to teach with all of our collections. One area we are focusing on is community engagement, not only globally but also to connecting with the New Haven community, and we are also thinking about a K-12 program. Also, not just connecting with the community with Beinecke materials but also materials from our special collections. She spoke about technical services and bringing together descriptive practices of special collections in this new unit rather than have i Manuscripts and Archives have its own set of archivists and Beinecke have its own set. Director of Access and Operations in University Archives with the idea that users should be able to go to any of our reading rooms and have the same experience that you have at the Beinecke and Manuscripts and Archives - we are interested in having people have excellent experiences when they come into our

facilities. We have Collections, Research and Education where we are looking at collections and exhibits across the library, and we're looking at education and the way in which we can work with graduate students, the way we can think about exhibitions that bring together collections across special collections. Finally, she mentioned the Warpole Library that is a wonderful gem in Farmington that is relatively unchanged but a really important part of the leadership. **Ms. Light** referred to the org chart and noted that we are currently examining how we should organize under that chart. She said we will begin by focusing first on what are our core strategic directions that guide how we are going to redo some workflows and how people work together. She highlighted six directions:

- 1) Collections are at the heart of what we do and we are focusing presently on our curatorial practices. We are examining our existing holdings to activate and promote areas that are of interest to today's scholars and students. We are thinking strategically about what we collect to ensure that we build collections of enduring relevance for the next generation of scholars and students, including a commitment to increasing the diversity of perspectives represented in our holdings. We are also very focused on ethical collection development and carefully reviewing the provenance of our collections, carefully developing procedures for export licenses and make sure that our collections and development practices are beyond reproach.
- 2) We are focusing on improving the researchers' experience. We want to make it easier for researchers to find and use all of the relevant special collections at Yale, whether they are in a reading room or online, and we want to make sure that it's easy to do a search.
- 3) We are looking for more opportunities to incorporate use of our special collections in the curricula. We are cultivating partnerships on campus in primary source pedagogy and creating programs to give our humanities students the professional skills for careers in the cultural heritage sector. We want to make it easier for instructors to find and use all of the relevant special collection's materials at Yale in the classroom.
- 4) We are amplifying our efforts to create meaningful connections to our stakeholder groups, whether they are on campus, off campus, locally, or internationally. We are very invested in increasing our local partnerships to connect with the New Haven community to make the Beinecke and Yale spaces more welcoming to the community, and also bring our collections and missions outwards to create meaningful and relevant connections to our cultural heritage offerings. We are also looking beyond the New Haven community and just opened a call for an expanded fellowship program and have sixty opportunities and have a new fellowship program called *Futures in Curatorship* for doctoral students to be paired with Beinecke curators which will give them an incredible edge for careers, not as professors, but as leaders in cultural heritage organizations. Our exhibits creation is continuing and there are several new exhibits on deck and in the fall we're looking forward to resuming a robust event and concert program for all of our audiences.
- 5) We are constantly improving how we care for our collections, and this is where that backlog project comes into play. We take very seriously our responsibility to uphold our commitment to preserve our collections, make them available for research promptly, make sure they are discoverable and usable for many kinds of inquiry, and we do this in a reasonable timeframe. One of the things we're doing now is assessing our capacity to care for our collections. We want to be able to acquire collections in balance with our ability to

make them available in a reasonable timeframe for researchers. So, there is a lot of inward work in looking at productivity, efficiency and what is our capacity to care for our collections.

- 6) We want to make sure that the Yale Library and the Beinecke remain a great place to work. The staff are very dedicated and talented and at the top of their field. We want to make sure we can continue to attract and retain staff who are considered experts in their field and building that community of special collections staff is a major concern for us right now.

**Ms. Light** noted that the above are our guiding principles and we are in the midst of figuring out the structures that will allow us to achieve our vision in the future. **Mr. Jacobson** thanked **Ms. Rockenbach** and **Ms. Light** for taking the time to come to speak to the FASS. He asked that on the question of the cataloguing, he noted that there are many, many people who are concerned that outsourcing the cataloguing work is endangering materials, delaying accessibility, and we don't know that the people who are doing the work are up to the par with the people who would be doing the work at the Beinecke. There is also the question of Yale being the major employer in New Haven and what it means to be shipping materials to Pennsylvania to create jobs that have nothing to do with where we live, and wouldn't it be better to build capacity here (in New Haven)? **Ms. Rockenbach** answered by saying that in 2019 there was a realization that there were many, many collections that were uncatalogued in the Beinecke and we were faced with the issue of having things donated and purchased that were unavailable to our users. And, she said, uncovering the size and magnitude of the backlog was quite shocking, not only to the Library, but also to the University. So, she said, that in 2019 a project was initiated by the then Provost **Ben Polack** working with the Library to put some urgency in getting these materials in front of users. We also had a few donors who were wondering where the materials were that they had donated. She said the solution at that time was to find vendors to do the cataloguing work, and there is work being done by professional archivists with the qualifications of folks we would hire, and they have been on site cataloging our collections for about a year and we have another year of that. Then, she noted, we also have materials that are not rare and unique in the way that a lot of our collections are, and those are the ones that are being sent off-site for cataloguing, and at the time, this was determined to be the best and most expedient way to do this work. She noted that circumstances have changed since 2019, and both she and **Ms. Light** are looking at this project and will make changes where they can be made to the subcontracting practices.

**Ms. Horsley** interjected with a motion to extend the FASS meeting 15 minutes to 5:45 PM in order to have time for the last agenda item. A motion by **Mr. Jacobson** was made to extend the FASS meeting to 5:45 PM, and it was seconded by **Kathryn Slanski**. A vote was taken and it was unanimous to extend the FASS meeting 15 minutes to 5:45 PM.

**Ms. Light** continued and said that we are studying the way we approach some of our backlog materials and understanding what the nature is – the rarity, the fragility – all of the things that would guide our decision-making and what path to take, what kind of expertise and language expertise is necessary for those materials. She said that they are also looking if there are any efficiencies that they might achieve internally and if we can streamline any of our processes. And, she noted, we are also looking at how we can measure and assess this work – where there might

be some bottlenecks and where are the areas that we can improve, and we are interested in investing our capacity to care for these materials in the future. We don't want backlogs to develop in the future, so our focus is to prevent them in the future and strengthen our teams and strengthen all of our workflows to make sure that this does not happen again. **Ms. Rockenbach** said she wants to make clear our commitment to the local community and this is a value that we are going to use in the future to make decisions about these kinds of projects. She said that we have a great relationship with our (Union) stewards and that she is meeting with them monthly, and we are problem-solving together and looking at best practices. She noted that COVID altered this particular project, and had COVID not happened, this project would have been done and we would have been moving forward. However, she said, we are now in a place where we have a contract from 2019 and we are going to honor it where we can and be flexible where we can. **Howard Bloch** asked how the decision to eliminate a dedicated director of the Beinecke was made, and if there was faculty input and what was the faculty input? He also gave congratulations because this is the first example of someone in an executive level position being eliminated from the Yale administration from within a context of burgeoning geometric increase of our managerial executive cadre's. He also commented that it looks like, to the faculty, the elimination of a position which serves the educational and research mission of the University within this context of increasing administration. He asked again what the faculty input was, and also what does the restructuring mean budgetarily, and what is the Beinecke endowment and will part of this decision be a sharing of the tremendous resources of the Beinecke with the other special collections, which in essence is a shifting of resources and a budgetary and organizational question, which if there was no faculty input means that it was not necessarily made for educational reasons. **Ms. Rockenbach** said that there were two main points of intersection with faculty in this decision. She arrived in July of 2020 and the director of the Beinecke announced his retirement so there was a moment to rehire for his position and take a really hard look at what we need in special collections. To do that, she worked with a consultant called Brightspot who came in and looked at our seven special collections and talked with stakeholders. She said that we had a group of faculty that talked with this consultant, as well as students, and in January 2021 we had a report from this group that consolidated all of our stakeholder concerns and thoughts about special collections. This, she said, is where we learned that faculty find it frustrating to want to use materials from one repository and then another, and that they cannot bring them together for a class. She said we also have a library advisory committee called The Advisory Committee on Library Policy, and we used that committee last spring to talk through the recommendations and the way we should be thinking about this position. And, she said, our search committee had **David Blight** and **Crystal Feimster**, so a lot of touchpoints with faculty, and she commented that it would have been good for her to know then that we could have also worked with this group. In answering **Mr. Bloch's** comment about the elimination of the position of the Director of the Beinecke, she said that she does not consider the position eliminated but combined. She also noted that there was a strong leadership team in place already, so it was felt that the combined position already had a strong team to work with that was already at Yale. **Ms. Rockenbach**, in addressing the question on the Beinecke endowment, said that she does not have the exact figure for the endowment but that we can do all we've done since 1963 in the Beinecke and more because of the Beinecke endowment, and that the operating budget of the Beinecke is between \$30 million and \$40 million a year. And, we are thinking about what

the best and highest use of these funds is. **Ms. Horsley** thanked **Ms. Rockenbach** and **Ms. Light** for their presentations, and **Ms. Rockenbach** said she looks forward to coming back to the FASS and receiving input from this body as they continue to look at how best to proceed with library services at Yale.

**Ms. Horsley** presented the minutes from the October 28, 2021 FASS meeting for approval. There was a motion from the floor to approve the minutes, and a seconded motion. A vote was taken and the minutes from the October 28, 2021 FASS meeting were unanimously approved.

**Ms. Horsley** turned to a discussion on the FAS mission statement that has been a two-year process to identify the mission of the FAS. She said that every other school and the University has a mission statement, however FAS does not have one. She noted that the FASS has worked on a mission statement for the FAS and has shared it with **Dean Gendler's** office. She asked **Mr. Bloch** to comment. **Mr. Bloch** asked if he could delay his comments until the next FASS meeting in December. **Ms. Horsley** noted that the topic was discussed at one of the bi-weekly meetings with the EC and **Dean Gendler**, and that we were told that the next step would be to bring it before the Joint Board of Permanent Officers (JBPO), which is the governing body for the FAS, for their review and to ratify the version that the FASS has approved and that the FAS faculty have approved twice. She said that the plan is to go forward with presenting the FAS Mission Statement as prepared by the FASS and approved by FAS Faculty to the JBPO, and if anyone has further comments to please contact her.

**Ms. Horsley** adjourned the meeting at 5:45 PM.