

**FAS Senate**  
AN ELECTED BODY OF THE FACULTY OF ARTS AND  
SCIENCES  
YALE UNIVERSITY

**FAS Senate Meeting**  
**November 19, 2020**  
**3:30 PM – 5:30 PM Via Zoom**  
**APPROVED**

Present: Matthew Jacobson, Sybil Alexandrov, David Bercovici, Howard Bloch, Nicholas Christakis, Aimee Cox, Emily Erikson, , Joseph Fischel, John Geanakoplos, Alessandro Gomez, Miki Havlickova, Valerie Horsley, Jennifer Klein, H el ene Landemore, William Nordhaus, Ruzica Piskac, Meg Urry, Paul Van Tassel, Steven Wilkinson

Rose Rita Riccitelli, Staff

Absent: Timothy Newhouse, Kathryn Slanski

Guests: Alhassid, Yoram, Andrew, Dudley, Baker, Keith, Barrett, Sean, Bennett, Beth, Briggs, Derek, Brudvig, Gary, Chun, Marvin, Cox, Aimee, Duncan, James, Eisenstat, Stanley, Fedorov, Alexey, Feimster, Crystal, Fischer, Michael, Gendler, Tamar, Gerber, Alan, Gladney, Larry, Goren, Shiri, Harmes, Erik. Hartge, Verity, Heeger, Karsten, Ismail-Beigi, Sohrab, Jackson, Kenneth David, Joormann, Jutta. Kaliambou, Maria, Karageorgo, Ioannis, KristoNagy, Elka, Lederman, Roy, Lim, Hyunsung, Lowe, Lisa, Lui, Mary, Marcus, Ivan, Marouard, Gregory, Maruyama, Reina, McIntosh, Roderick, Moeller, Nadine, Najera, Luna, Peters, John, Radev, Dragomir, Robert Zinn, Rosenbaum, Joel, Schiffer, Peter, Shao, Zhong, Sherak, Constance, Sipengane, Nandipa, Smith, Tony, Stokes, Shilarna, Szabo, Soltan. Titus, Julia, Tran, Quan, Vanderlick, Kyle, von Kunes, Karen, Wetters, Kirk, Wettlaufer, J. S., Yamaguchi, Mika

**Introduction from Faculty of Arts and Sciences Senate (FASS) Chair Matthew Jacobson:**

The Faculty of Arts and Sciences Senate (FASS) Chair **Matthew Jacobson** opened the meeting at 3:35 PM. He began the meeting by presenting a **Statement on Policing at Yale – A call for Education**. Here is the transcript of his comments:

As you know, many Yale students and New Haven residents have raised serious questions about policing at Yale since April 2019, when Hamden and Yale police officers shot Stephanie Washington and Paul Witherspoon, an unarmed Black couple, in their car. As you also know, these local discussions dovetail with a national reckoning in the era of *Black Lives Matter*, a movement that crystallized after the Ferguson, Missouri killing of Michael Brown, and that escalated this past year after the killings of Breonna Taylor in Louisville and George Floyd in Minneapolis, among others. The *Yale Daily News* (YDN) reports just this week that on Friday, November 13, 2020, Yale administration officials met for the first time with members of the student group, *Black Students for Disarmament*

at Yale, who have called for the university to defund and disarm its private police force. This is an issue that will be coming to a head soon, and perhaps would have done so already, if this were a normal year when all students were on campus and when face-to-face gatherings, teach-ins, protests, and rallies were easier to mount.

The FAS Senate does not hold a position on this question, nor am I staking one out here. But we do believe that faculty members have a critical role to play in the discussions ahead, and that it is incumbent upon all of us to educate ourselves on the issue. The questions are complex, as is the range of answers given: some argue for a straight-ahead abolition of the police; others propose a reapportionment of funding, so that violent crimes, drunken disturbances, psychotic episodes, and cats stuck in trees do not all fetch the one-size-fits-all response of an armed officer arriving on the scene. Reapportionment of the budget, they argue, would create the opportunity to address root causes and flexible response rather than “policing” per se. Still others argue that, like it or not, we live in a heavily armed society, and so an armed constabulary is necessary; others point with caution to instances where policing structures were reformed or dismantled only to be replaced by something worse – we risk taking away the Yale Police, they warn, only to have them replaced by some version of a Pinkerton Guard.

We call on faculty to educate themselves for the discussions that lie ahead – to educate themselves not only about the policing structures and practices that are currently in place, but about the differential way these are experienced by various segments of the community (including the wider New Haven community), and about what the alternatives might look like once our normalized practices have been denaturalized and held up for examination. The faculty stake in these questions is pronounced: as we are keepers and guardians of the university mission, there is a sense in which what takes place in Yale’s name takes place in our own name as well – we urge that faculty accept the ethical responsibilities of institutional stewardship, as we did when vexing questions that arose around Yale-NUS. Further, Yale’s faculty could and should be an immense resource for this public debate. President Salovey himself has said that as he sees it, short of total abolition, “everything is on the table” – “virtually everything about the way [Yale Police] do their work can be discussed,” he said last month. [YDN, October 27, 2020] There are experts in the area of race and policing at the Law School and across the disciplines of the FAS; there are also scholars in contiguous fields who have relevant expertise in areas such as social and cultural analysis, data collection, the sociology of criminal justice, social psychology, ethics, and social reconciliation. Every available resource should be mobilized for this university-wide discussion.

There will be a number of opportunities upcoming for the kind of education we are calling for.

*Center for Policing Equity* held an event earlier today, which we posted; and the *Justice Collaborative* | Thursday, December 10th, 11:45 am-1:15pm

**Tracey Meares**, Walton Hale Hamilton Professor of Law at Yale Law School & **Elizabeth Hinton**, Associate Professor in the Departments of African American Studies and History at Yale, in conversation with **Gwen Prowse**

Zoom link: <https://yale.zoom.us/j/96972807676>

The FAS Senate will post information and Zoom links for all such future events on our website. In the coming year we also look forward to hosting events with *Black Students for Disarmament at Yale*, members of the administration, and other stakeholders, as well as town hall discussions that can bring the community together to hear each other out and to think alongside one another.

Thanks to all who have been giving their energy and thought to this issue—in particular to our colleague **Phil Goff**, who gave an illuminating presentation earlier today.

### **Approval of October 15, 2020 FASS Meeting:**

**Mr. Jacobson** presented the minutes from the FAS Senate meeting of October 15, 2020 and asked if there were any edits or comments. There were none. A vote was taken and it was unanimous to approve the minutes for the October 15, 2020 FAS Senate meeting.

### **Updates from the Chair:**

#### Recent FAS Budget Letter:

**Mr. Jacobson** noted that many have read and responded to the Senate's letter last week on Yale's budget and spending amid the current crisis; we had 334 signatories and are thankful for this response. Undoubtedly, he said, many of you saw FAS Dean **Tamar Gendler's** response, and we are grateful to her for the transparency and clarity of her letter to faculty—it was an important update on the status of the FAS since the initial announcement of the freeze, and it was a heartening one. We're also happy he noted, to see from the announcement that there isn't as much daylight as one might have thought between the administration's position and our own.

**Mr. Jacobson** said that we were in a fog of uncertainty in the Spring, not only about the scope of the pandemic but about the first shutdown in Yale's history, and it is understandable that prudence would suggest slowing many decisions. But, he said, the fog has lifted this fall and has cleared even more in the last two weeks with the announcement of a vaccine with 95% effectiveness. So, he said, while other universities are acting in their usual stately and sluggish pace, we have the luxury of moving decisively on the front of both junior hires and superstar senior hires.

Reasonable people might continue to debate the meaning of the word “bold” in the formulation, “Yale has a unique opportunity to be bold...”; but, he said, we look forward to working closely with the administration in the coming days and months as we all strive to enhance the excellence of Yale's faculty, and we applaud their ongoing efforts.

#### Childcare issue, and staff:

**Mr. Jacobson** provided an update on the childcare issue. He noted that the Yale Childcare Consultative Committee (YCCC) is a coalition of leaders from the *Women Faculty Forum*, the

*FAS Senate*, the Committee on the Status of Women in Medicine, the *Working Women's Network*, *Women's Postdoctoral Association*, and *Unite Here Local 34*, and is an extraordinary working coalition unlike anything he's ever seen in his 26 years at Yale. He noted that there have been some modest gains made in childcare, and it has presented a unique experience of working side-by-side with staff members and hearing about the burdens that they are carrying in this time of Covid. He said we have learned that working remotely does not mean less work but more, and the same is true for the staff that is supporting us. He said that we are running an entire university from homes across the New Haven area, and many workers are doing this with small children who are home, with many engaged in remote learning. He said that many members of the FASS who are serving as members of this coalition are calling on faculty to be cognoscente of the of the burdens that our staff members are working under, and **Dean Gendler** is planning to address this issue at her upcoming chairs meeting in December and thanked her for doing this. He suggested that for now, we could check in with the people who are supporting us remotely and perhaps ease some of the burdens that they are facing by becoming aware of their situations and providing flexible schedules and lessening their workload when possible.

**Mr. Jacobson** called on FASS Senator **Hélène Landemore**, who is in Paris at the moment, to share information about a program "Transform You" that her colleagues in Europe are engaged in. She said it is a pilot program formed by a consortium of private companies. **Ms. Landemore** noted that they are very good people who do really great things – they help organizations and are offering to help universities in Europe to come up with new ways of teaching, new ways of doing research, and new ways of running themselves. She said that they are inviting universities to enter their pilot program free in January so they can help universities exchange experiences in teaching and research during this Covid period, and she thought it might be interesting for Yale to be involved and to be in on this conversation, chiming in, and learning from the best practices in Europe. **Mr. Jacobson** offered to post information on this initiative on the FASS web site, and he will act as the go-to person if anyone from Yale is interested in finding out more about it.

#### **Committee Updates:**

**Emily Erikson** presented an update from the Covid Crisis Ad hoc Committee. Ms. Erikson said the committee has been keeping an open line of communication with **Stephanie Spangler**, Vice Provost for Health Affairs and head of the Public Health Committee, and reporting back to faculty on updates as they come in. She said they met with **Ms. Spangler** yesterday and asked three questions: 1) are there specific triggers for changing threat levels? We were told that it is very hard to predict what is going to be a trigger, for instance up until now our concern has been the rise in cases among undergraduates, and now the concern is about the number of cases rising among people in the area external to Yale, so specific triggers have not been set in stone because much is being learned about the virus on a daily basis on transmission patterns. 2) Are students coming back in the spring and are there situations under which students would not be back? She noted the response is that there are conditions where students would not be brought back to campus, for instance if the Governor restricts travel into the State, along with other possibilities. **Ms. Spangler** stated that the Public Health Advisory Committee is reexamining situations on a daily basis and developing plans for multiple contingencies. 3) The potential problem arising out of the fact that contact tracing seems to be imperfect. The answer is that indeed the system is not perfect and it relies on human beings to provide perfect information – you have to ask the person

who tested positive, who they have been in contact with. She noted that people are bad at recalling who they have been in contact with. However, she noted, that we are being more cautious than current CDC guidelines and they are adding to the number of people who are doing contact tracing. They are continuing to do contact tracing although the city of New Haven has dropped doing it because the rate of cases has gone too high. She noted that they have done a remarkable job of containing rates within the Yale Community, but unfortunately this has not been replicated in the greater New Haven area, in the State, and not in the nation. **Ms. Erikson** talked about having another community meeting and there are two options – one is to have a meeting where we gather expertise from our community to talk and then answer questions, and the other option is to have **Stephanie Spangler** come to talk and answer questions. **Ms. Erikson** asked for comments on what would be most helpful.

**John Geanakoplos** was called for an update on the Budget Committee. He offered four points and began by thanking **FAS Dean Tamar Gendler** and **Provost Scott Strobel** and **President Peter Salovey** for getting us through this health and financial crisis with flying colors. He went on to say that we on the Senate work hard, but nothing compared to what **Dean Gendler** and **Provost Strobel** must be doing every day in service of our university. I am truly grateful. I am also grateful to **Ben Polak**, whose disciplined management of Yale spending has left us with no deficits outside of Covid. Harvard by contrast has been spending so far beyond its endowment spending formula that they have no choice but to boldly cut spending quite apart from Covid.

Yale is probably richer now than before the crisis began, even after subtracting all the Covid expenses, and the paying every junior faculty member an extra year of salary, and every graduate student an extra year of income and tuition.

One lesson I hope we can all learn from this, and my second point, is that when the next crisis comes, and it surely will, we should pause to think about what we should cut if the danger turns out to be permanent, and only after the permanence becomes clear make large and disruptive cuts.

My third point is that the petition letter reflects the faculty's overarching concern with faculty excellence. The Senate has long been worried about this. The "Senate Faculty Excellence Report" documented the slippage in FAS salaries and size relative to our peers. That is why we were so gratified to hear **Provost Strobel** pledge to do something about these two deficits immediately after becoming Provost. That is why **Dean Gendler's** email suggesting that we are on the move is so gratifying. We have gotten richer while almost everyone else is much poorer. We have an extraordinary opportunity to be bold. I worry that we are not yet bold enough. It is heartbreaking that quite a few of our leading departments have been induced not to take any graduate students this year. This is not only the best year to recruit faculty, but also the best year to recruit graduate students.

I hope that **Dean Gendler** and her various committees solicit opinions from the whole faculty about bold steps that might be taken now, which in normal years would have a low probability of success. It shouldn't be a secret we are being bold. It should be the animating idea that energizes the university.

Fourth, big intellectual and budgetary decisions must be made in the near future. One is how to shift resources to the Sciences without compromising the Humanities and the Social Sciences. It is no secret that the Jewel of Yale's FAS faculties is the Humanities. It is what gives Yale a legitimate claim to being among the absolute best universities in the world. It would again be heartbreaking, but also foolish, to let that supremacy wither. How to accomplish this balancing act would benefit from the engagement of the whole faculty.

**Paul van Tassel** was called on for an update on the Science & Engineering Committee. **Mr. van Tassel** noted that the committee is excited to be hosting a Town Hall event that will focus on the Yale's science priorities. He noted that in 2018 Yale announced its science strategy which identified 5 areas of priority investment over the next 10 plus years. He noted that these include quantum science, data science, planetary solutions, neuroscience and information science. He said the Town Hall event will involve our faculty colleagues reporting on these five areas. He noted that one of our FASS senators, **David Bercovici** will be reporting on planetary science, and that there will also be time for discussion and questions. He said he is serving as moderator, and the main objective of the event is to enhance faculty input into the implementation of the science strategy, and also we hope to identify and begin to address some common challenges faced by the five priority areas and address the question of optimal balance between investment that is targeted vs. core academic areas. He noted the date of the event is Thursday, December 3<sup>rd</sup> from 3:30 PM – 5 PM.

#### **Diversity Committee:**

**Valerie Horsley** provided an update for the Diversity Committee. She noted that the committee has three priorities this year, plus some extra things they want to do. The first, she said, is promoting conversations that will facilitate diversity and inclusion in the FAS. She noted that they held their first event in the sciences at the end of October – a panel discussion moderated by **Dean Gladney** with **Priya Natarajan** from Astronomy and **Anjelica Gonzalez** from Biomedical Engineering, followed by a break-out session with staff, students and faculty talking together about what are the gaps for inclusion at Yale. This break-out session, she said, was followed by a second one addressing identifying potential solutions. The moderators of each session, which totaled 100 participants, she said, created a document that hopefully will create a report that we can send out to the science chairs to present solutions and potential ideas for improving inclusion. **Ms. Horsley** said the success of that event sparked the committee to want to extend this to other areas of campus, and we will have a humanities session, a social science session, and will repeat this for the sciences again next semester. **Ms. Horsley** said that in addition to these conversations that will hopefully promote community and inclusion, we also want to have an event in January (2021) for faculty who are underrepresented in their disciplines or at Yale. Also, she noted, we have a goal to help faculty and departments address curricular changes that can address systemic racism. Therefore, she said, in January or February, we will have part of a FASS meeting address some departments who have started to do these changes to spark ideas, and we may do future events to focus on that goal.

#### **Nominations Committee:**

**Mr. Jacobson** provided an update on the Nominations Committee. He noted how much we all miss our colleague **Charlie Schmuttenmaer** and will miss him more and more as the year goes

on. He noted that **Charlie** probably recruited half the people who are currently sitting on the FASS, and he asked the entire FASS to fill the gap that has been left by **Charlie**. He encouraged all FASS members to think of colleagues who would be good senators and who have the energy, temperament, and commitment to this kind of institutional work, and he asked each senator to submit a list of 5 or so names and said this would be an amazing starting point for us to have as we enter into the real recruiting season. **Mr. Jacobson** addressed the 40 or so non-senators who were on the call to consider running for a senate seat, assuring them that it is gratifying work and that the FASS is doing really important work. He said we are a robust institution that has learned much in the six years of its existence, and we are accomplishing more and more as we go on. He said it is a great experience and a chance to get to know colleagues across the divisions, which is nearly impossible otherwise, and all of us who have served have been grateful for the opportunity to serve.

**Mr. Jacobson** introduced **Nicholas Christakis** who asked about the procedure is for suggesting a topic to the FASS for them to consider addressing. **Mr. Jacobson** noted that in the past, there has always been an item “New Business” at the end of each FASS meeting that is set aside to discuss such things. However, he noted, we have run out of time in all of our recent meetings and therefore, **Mr. Jacobson** said, one could send a message regarding a particular item directly to him or to the entire Executive Council, or to the chair of a particular FASS committee if it relates to that particular committee’s charge.

**Mr. Jacobson** introduced **William Nordhaus** to talk on the *Retirement Incentive Report* that he has been working on with the Interschool Working Group. **Mr. Nordhaus** noted that the University announced in August 2020 a retirement package called the *Retirement Incentive Plan* for tenured faculty 70 years or older that applies to all schools and covers 177 faculty in the University, with 82 in the FAS. He also said that, even if one is not in the specific category of tenured faculty 70 years or older, this issue will probably concern all members of the faculty at some point in the future, and it would be beneficial for all to follow the discussion.

He noted that the Plan was discussed by the FASS, and it was decided that it was something that the FASS should look into. Therefore, he said, the Senate organized an Interschool Working Group composed of six faculty members from four schools – three members from the FAS, including himself, **Howard Bloch** and **Steven Wilkinson**. The interschool approach will be useful because the Senate has often been met with concerns that our reports only apply for FAS and not to other schools, and since the Working Group covers other schools, this is a good way to have a full faculty review of this report. He then noted the following major concerns with the plan:

- 1) It was developed behind closed doors and without any faculty consultation or advice.
- 2) The salary component of the plan is roughly comparable to the post-70 incentive plans of other universities, however the non-salary components are less favorable and in some cases far less favorable than at other universities.
- 3) The basic timetable of the incentive plan is extremely tight and inflexible – one must sign on by the end of February 2021 and retire by the end of June 2021. There are no extensions in the plan. He noted that many faculty have devoted their entire lives to

working and teaching at Yale, and the plan asks them to make a life-changing decision in a few months in return for a cash hand-out. In the Group's view, it is not a respectful way to deal with the faculty. One of the group's recommendations is that Yale develop a more flexible approach to the timing, the phasing and the incentives related to tenured, senior faculty.

- 4) The incentive plan ignores the issues of tax planning. He noted that payment is all in a lump sum in 2021 and doesn't take into account that this is likely to be a high tax year (or more technically, a year with a high marginal tax rate). The Group recommends that the University offer alternative payout structures which allow the deferral of payment to later years and spreading payments over multiple years.
- 5) He noted that the payment bases the payout on the 2020/21 academic year salary. Since salaries were frozen this academic year, it lowers the payment in this year relative to what salaries would have been under normal salary growth. Therefore, he said, the Group recommends that any plan adjust for the salary freeze.
- 6) He noted there are important issues relating to health benefits, pension contributions, special use accounts and other similar items. He said these issues are complicated, so he is simply noting them and will not discuss them in detail.
- 7) Another issue he noted was regarding accrued paid leaves of absence. The Plan makes no mention of the treatment of leaves that will be accrued as of June 2021, and the Working Group recommends that the University develop a plan to deal with accrued leaves.

**Mr. Nordhaus** said that these are some of the major concerns and flaws that the Working Group has found. He then summarized the philosophy and basic stance of the plan. He noted that the incentive plan was developed during the pressure and chaos of the pandemic in the spring and summer of this year, and it is understandable that many issues of importance to the faculty have been overlooked. He said that, in terms of the basic structure and long-term interests of the University, the plan does not solve the longer-run issue of an effective retirement plan. He said that broadly speaking we think that Yale needs to respond more robustly to the reality of the end of mandatory retirement. That change has completely transformed the relative bargaining power of faculty and universities. In an earlier era, he noted, universities could just tell faculty the terms of retirement – they could lead them to water and they could make them drink. Now, he said, they must induce faculty to retire by making retirement more attractive than remaining an active member of the faculty.

He noted that, aside from retirement, an innovative plan that induces early retirement will contribute to improving faculty diversity by making room for younger scholars and teachers. He said the emphasis in diversity plans has always been to increasing people coming in the pipeline, and a well-structured retirement plan would make room for the new and provide better balance of the faculty. So, he said, a critical part of any diversity strategy is a robust incentive plan for people to retire.

**Mr. Nordhaus** said that from the point of view of faculty, and from letters he has received since this report was made public, the Plan does not speak to the main concerns of faculty. Faculty have spent many years at Yale and are devoted to the institution, their research, and

their scholarship. They love the shared space in their departments and schools, they like to mingle with their current and former students, and they want to be around their colleagues. In an attractive retirement program, he said, retired faculty will be allowed to retain the attachments that brought them into the academy in the first place. Specific components of an attractive plan will allow them to have an office in their department or school, the ability to teach and supervise students, the means to be part of the intellectual life of the school, and the ability to continue research. He said retirement should not be like a forced exile to a foreign land, where you leave the familiar and cherished attachments of a lifetime behind you. Rather, it should be something that you look forward to. Therefore, he said, the Working Group believes that emphasizing the continual relationship of a faculty member to the University is a key part of an effective retirement strategy, and the group recommends that the University develop more inclusive options for community affiliation for retired faculty.

**Mr. Jacobson** thanked **Mr. Nordhaus** for his report and asked for questions from senators and then guests. **David Bercovici** asked if the committee looked at models from other universities. **Mr. Nordhaus** said that the committee canvassed plans from the eight universities including Harvard, Princeton, Columbia, Stanford, Berkley, and Chicago. He said we have to separate them into two plans – one is phased retirement plans which usually centered around 70 years old – they might start before 70 and end shortly after 70. These are similar to the plan that Yale has now. Then there are other plans for faculty over 70, which are relatively few.

He explained that in the earlier years, there was a norm among faculty to retire at 65, then 68 and then 70. He says he thinks there was a hope among universities that that was a strong social norm, but it turns out not to have been. We have about 15% of our ladder faculty who are 70 years and older and this number has risen over time. He said he does not have exact numbers from other universities but we're told that some of the numbers are even higher at other major universities. We were living in hope that the social norm would continue, however it has not and this is why in addition to the phased retirement, some universities offer plans similar to Yale's plan. He noted one major difference in Yale's plan is that it is much more inflexible – you received an e-mail in August 2020, you have to decide by February 2021, and you're out the door in June 2021. Most of the other universities have more flexible plans, not just the rare post-70 plans but also their general phased retirement plans.

**Mr. Jacobson** asked if the working group had much of a chance to consult with some of the immediate stakeholders of people with whom retirement is on the near horizon. **Mr. Nordhaus** said that they did not do any formal outreach, and he personally was more concerned with the legal and tax issues and therefore consulted with tax experts and legal experts to get a perspective on these aspects of the plan. He said that he also received some e-mails that he may share at another time. **Alessandro Gomez** asked about the salary component of the plan and that it is based on salaries that have been frozen this year, and that the salary of our faculty has been lagging behind for several years, so that some consideration and adjustments, at least for the FAS, have to be made for the lump sum that is offered. **Mr. Nordhaus** agreed with the point made by **Mr. Gomez**. He said that the major issues were in the monetary fringe benefits, in the

non-monetary fringe benefits, and in the area of leaves of absence. He said that in any given year, approximately one third of our faculty will have a triennial leave of absence, and if you take the package and had a leave coming, you would lose out on usual faculty benefits, pension contributions, and salary. Also, he noted, some people are not fully covered for health retirement benefits depending on how many years of service they have. And there are no provisions for what will happen to special use accounts and to research and teaching. He said the view of the University should be that retirement is not such a discontinuous event for faculty.

**Mr. Christakis** asked if there is any evidence of adverse selection with this plan – are the faculty who choose to opt for this plan, ones who are less productive, and is there some way that this system has the wrong incentives from the point of view of the institution? **Mr. Nordhaus** did not think so. He mentioned that Stanford has a plan as follows: One that is progressive and pays a higher fraction of salary to lower salary individuals, and, he noted, that the Yale plan has the same structure.

**Mr. Jacobson** called on **Joel Rosenbaum**. **Mr. Rosenbaum** thanked **Mr. Nordhaus** for once again coming through quickly with a report on the basis of the Provost's inducements to retire. He noted that he is one of the few faculty at Yale over the age of 85 who is still working actively, and up until very recently held research grants. He said he was in the middle of taking the offer and signing the paperwork when he received the report from the group. He wants to know if the Provost is going to respond to this report before the February 2021 deadline for signing off on it. He said it is important for those who are considering taking the plan, to hear from the Provost on the points made in the report. **Mr. Nordhaus** responded that he is not able to speak for the Provost and noted that both the President and Provost thanked the group for the report and said that it would be looked into. However, he said, there was no response or indication when or if there will be a response. **Mr. Nordhaus** said he does not know why the administration cannot consult people in advance of making decisions that are flawed. **Mr. Jacobson** asked if **Mr. Nordhaus** wanted to present a motion. **Mr. Nordhaus** asked if the FAS Senate would endorse the report. Also, he noted, we may want to propose that the administration appoint a faculty committee who would propose a better plan, but an endorsement of this report would be an appropriate step. **Meg Urry** moved that the FAS Senate endorse the report from the Interschool Working Group on the Retirement Plan presented by **Mr. Nordhaus**. The motion was seconded by **Valerie Horsley**. A vote was taken and the endorsement of the plan was unanimously accepted.

**Mr. Jacobson** introduced **David Bercovici** to present a report on the Postdoc Initiative by the Science and Engineering Committee. **Mr. Bercovici** used a power-point presentation to share information on the *FAS Dean for Science & Engineering Diversity Postdoctoral Fellowship Program*. He explained that this program originated out of the Science & Engineering Chairs' regular meetings with the Dean of Science and Engineering, Jeff Brock, where all departments were developing through their diversity committees plans to try to increase diversity and inclusion and address anti-racism. He said that this is a proposal that stems from committees in departments and is something that we brought to the Science & Engineering chairs and that he and Karsten Heeger, the chair of Physics have been developing and have been receiving feedback from the dean and other chairs. He said they brought it to the FASS Committee on

Science & Engineering, where it has also been discussed and have been trying to have increased collaboration between the Senate's committee and the Science & Engineering Chairs Council. This plan, he noted, will not solve all problems, but it is one that the Science & Engineering Chairs are excited about with the idea of increasing postdoctoral fellowships as something that we have discussed for over a year. We have, he said, been trying to propose a University-level postdoctoral fellowship program that would be something comparable to the UC Berkeley Miller Program, the Harvard Program, and programs at Cambridge and Stanford, where they have had university-level postdoc and fellowship programs that have brought in large numbers of postdocs annually. This program we are developing, he said, is different, and we have already discussed at great length the importance of trying to insert a whole cohort of postdocs into this culture that was not in the original science priorities report that mostly emphasized graduate fellowships. He said that we agreed, and were pushed into the idea, that the level of postdocs is really important in representing a whole different career stage that is slotted in between graduate students and faculty, and provides tier mentoring and ways of also giving jobs to graduate students by the universities as we hope for them to do. It is also a prestigious fellowship that many other universities do that we don't do, other than in a spotty manner. He said postdoctoral scholars are an integral part of the whole enterprise and a critical step in career and professional development for junior or early career faculty, which makes this program essential to expanding the pipeline and retaining and encouraging candidates to remain in the field. He noted that this does not necessarily address all of the issues, or increase diversity in our field, and it is something that we face, especially in the sciences. He said in his field, we are probably the worst in representing unrepresented minorities, and that many of our scientist colleagues have written many articles and are outspoken about this. And, he said, recognizing that the pipeline goes deep into the secondary school and addressing it at the postdoc level, is obviously not solving the whole thing, and it is typically an area in the pipeline that gets a lot of attrition of loss in terms of diversity and also trying to recruit women in the sciences. He said we felt that this is an area that might be worth addressing, and it is not going to be something that will solve all of the problems, however it presents an opportunity to stem and reverse attrition of diverse, early-career scientists and help candidates navigate the transition into a long-term career in the field. He noted that the cost is relatively small, especially when you get into the meat of the proposal – this is not hiring faculty for 40 years, it is hiring postdocs for two years. He said the impact of this, the way that they are able to bring in research productivity and their training, has huge potential. **Mr. Bercovici** detailed what is being proposed:

-This is a partnership between faculty mentors, the departments, and the University itself. The deans' fellowship would augment the department's postdoctoral fellowship searches and recognize opportunities to diversify our field through that career stage.

-Departments would run their searches in their own manner with different levels of funding. Some departments have fellowships, some don't, and sometimes there are junior faculty and recruit faculty who have money for postdocs in their start-up packages. Many people will support them on independent Federal grants. This allows for different cultures within the departments. The program will foster a discussion about trying to diversify and how to conduct a search at the junior level. So, departments with independent funds might run a fellowship, or you can have individual faculty (PI's), who can nominate from their own postdoc search to the department and who would then review the nominations as they see fit through an ad hoc committee. Then they would select candidates and forward them to the dean for selection which the dean and the committee would do.

-Departments have to document their search procedures and how they wind up reviewing these proposals so that they can always learn from their successes and their failures.

-We see this as a pilot program and something that with a few-years-time and learning, we will get some traction.

-A department nominates a candidate to be considered for the Dean's Fellowship. Each successful postdoc fellow would be identified as a "Dean's Fellow" in that department.

-Nominations need to articulate how candidates would have transformative impact and further the mission of enhancing diversity and equity inclusion through their own professional life and experience.

-The commitment and the base of funding has to be guaranteed ahead of time. It is a partnership and we need to know that the department and faculty are already committed to the candidate, to support them and to mentor this person and give them professional development all the way through to them getting a job. It is not only to provide them with resources from on high that they may or may not be committed to without that resource – they should be committed up front without having to ask for any augmentation from the dean. The way this happens is that the dean of the department would partner and split funding 50/50 in some flexible manner depending on what the source of funding is, and this is worked out on a case-by-case basis.

**Mr. Bercovici** said that he and **Mr. Heeger** had a meeting with **Mr. Brock** and **Larry Gladney** to talk about how to move this forward, where to go next, talk about the budgeting. He said it is important to emphasize that this has to be a commitment from the department and the faculty mentor that then becomes rewarded and incentivized by the dean. **Mr. Bercovici** gave examples of other postdoc programs that enhance diversity. He explained that UC Berkeley has the Chancellors Postdoctoral Fellowship Program that offers postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields where research, teaching, and service will contribute to diversity and equal opportunity at the University of California and is entirely funded by the Chancellor. He noted that Brown has a similar one – the Brown University Presidential Diversity Postdoctoral Fellowship, that identifies promising Ph.D. graduates from underrepresented groups and/or those who have demonstrated support for underrepresented groups through their teaching and research, to spend up to 2 years at Brown. These are ones that are not searched at the department level but are searched at a higher level.

**Mr. Bercovici** addressed the question "Why our Model?" He responded that diversity-only programs are not stemmed from the actual need for looking into recruiting postdocs for a research project or for a particular department's fellowship, so there are always concerns about stigmatization – that someone recruited in this way will be viewed as "you were only hired because of your race (or gender, or whatever)" and it is something that we face multiple times with diversity initiatives. He noted that people recruited by these means often have faced detrimental comments from others. He said the partnership between faculty mentors, departments and the dean's program is vital – it is important that we have the department's investment in time and resources for these fellows, and it is just as important as getting investment from the University itself. They have to be committed to the career advancement of the mentored, and also because we are getting this commitment from the department, it stimulates a discussion at the department level every year that the search is run, and it incentivizes departments to recruit actively, looking for where the talent is coming from - the graduate level and even the undergraduate level - and keeping our eyes open for some great

potential and great talent. It identifies targets of opportunity that we might consider recruiting into the faculty ranks. And, by having an institutional program, it allows for a postdoctoral alumni network. He noted that in all of the programs mentioned here today, they all have an extensive postdoctoral alumni that they claim ownership to by saying these are our outstanding scholars that went on to do great things. **Mr. Bercovici** will provide the report to be posted on the FASS web site, and anyone who wants more information can contact him, Karsten Heeger or Paul VanTassel.

The Advisory Committee on Social Justice at the Koerner Center presentation was postponed to January 2021 FASS meeting.

**Mr. Jacobson** introduced the topic of “Taking the Temperature of the University: Observations from 3 Department Chairs” and noted that the FASS wanted to get a sense of what different departments were experiencing during these unusual times. They were given suggestions of what to report on. He introduced **Verity Harte**, chair of Philosophy to begin the discussion:

**Ms. Harte** noted that she also has an appointment in Classics and is a scholar in ancient philosophy, however she cannot claim to speak for the division of the humanities, and doubts we would get the same answers from each of her colleagues. She then spoke on the three topics that **Mr. Jacobson** invited the chairs to speak on - the general morale of faculty, staff, and students in our department; the impact of the freeze on our operations; and the status of graduate admissions for next year.

Morale: **Ms. Harte** noted that one of the things that is difficult about chairing remotely is the lack of readily available, natural means by which to gauge morale generally, especially, she finds that amongst the student body, whom she does not meet with regularly, they have been pretty and understandably reluctant to add more zoom meetings for check-ins. So, with this caveat, she said that beyond what can be expected, given the national and world situation, morale is better than she might have expected. Her principal concerns, she said, are graduate students and staff. They are two groups represented in her department who are relatively-speaking less integrated into community activities and less automatically subject to attention by university (given the lavish attention paid to students in the College and the attention ladder faculty, especially tenured ladder faculty, can claim by virtue of the security and authority of their positions, who get quite a bit of attention). She noted, as a relevant aside, that her department faculty only includes one faculty member who is from the instructional faculty ranks, and that person is also an Associate Head of College.

Impact of the Freeze: She was not sure whether the question is about the freeze on hiring (which it turns out there isn't), the salary freeze, or the budgetary freeze. **Ms. Harte** noted that the Department of Philosophy has no funds of its own and has been on an effective freeze of its General Appropriations operating budget for the last seven-eight years. This, she said, certainly has an impact on our activities, though in the past year or two we have been able to request and receive funds for basic departmental activities such as sponsoring community events, supporting graduates, supporting new (and modest) departmental prizes etc., and she believes this will now be incorporated into the department's GA. She has not heard commentary on the salary freeze from her faculty. In terms of hiring, she noted, Philosophy received word that a search request

that was put in last year (which received no response last year in light of Covid shutdown) can proceed this year - this is a junior search in applied ethical and/or political philosophy, broadly construed, and the position has just been advertised.

Grad admissions: **Ms. Harte** said that the department will be running graduate admissions this season and noted that last year, we voted as a department to offer all graduate students in our program a full year extension (we did this *before* it became clear they would all be eligible for this anyhow). She said they are doing this by underwriting these extensions, per the graduate school's requirements, by reducing our entering class. We are, she said, already under our TAPS of 30, and students who typically graduate from our program within six years (not infrequently in five, sometimes even in advance of this). This year we will target an entering class of four rather than five, and we anticipate doing the same next year.

**Mr. Jacobson** introduced **Karsten Heeger**, Chair of Physics. **Mr. Heeger** said he will report on impressions he has as chair of Physics both within and outside of his department, noting that these are his own impressions and that he is not speaking for the entire community. He said one of the biggest challenges he sees and feels necessary to address, is to make sure that everyone in our community is supported and feels supported— students, postdocs, staff and faculty. He noted that 2020 has been challenging on many levels, and the pandemic has tripled the burden for those who are already doing a lot in the department, such as holding up service and mentoring, and it has amplified those who need extra support, which creates a very challenging situation, and we see this among students, postdocs, staff and also faculty. He said it is also important to recognize and articulate that everyone is more inefficient, with their workload higher, and said that the fatigue is real. He said we see the faculty struggling to focus on the research and proceed with all the things that we want to do and need to do besides teaching and so on. He said that the mental fatigue is real, and that other factors such as load at home are also burdensome, that we are seeing those who have and are holding up the department community at many levels feeling overwhelmed, and particularly for women faculty and faculty of color, we need to work on and recognize that this is real. In this context, it has also been discussed that the typical means we have for faculty recognition are not appropriate because it is something that is hard to measure and recognize, and he noted that we have to think creatively on how to deal with this. He said that coming up to the end of this semester, there is realization that this is something that has been with us for nine months, will continue, and simply pushing through as we did in the spring semester is not going to be sustainable and we have to find ways to make sure that we can sustain it for at least another six or perhaps nine months or a year – who knows? He pointed out that clearly our students and everyone around us get the best when the faculty are at their best, and so there is really an interconnection in the community. He said he worries about the grad students and the postdocs, and how do we support them and how do we mitigate long-term impacts, and how do the grad students who started on-line navigate grad school because they are missing many of the interactions that they usually build in their social network and in the department, and how do we mentor and support postdocs who want to take the next step in their career? He also worries about the long-term. He noted that on a daily basis, how do we focus on the next semester and keep operations going? He said this is clearly going to be a multi-year challenge on how we deal with professional development and satisfaction in the out years, and we have to acknowledge that this is going to be a long tale to this pandemic. He thanked our deans and the Provost's office for everything they have done and are doing to help us with

childcare support and the various programs that are being put in place, and he feels that it is important to realize that we all have to work together to make it work. As chair, he said, he has learned a lot working with our students and postdocs and staff to learn about their situations, and between faculty chairs and university leadership, find ways and creative ways to make it through the next months and years. **Mr. Heeger** remarked about morale and work on diversity equity inclusion that are going on in many departments and noted that this has been an extraordinary and most unusual year, and it is an opportunity and a mandate to act now on these issues in our field. He has seen a lot of good engagement and a lot of work in his department and in neighboring departments. He said there is a lot of culture work that needs to be done on the department level, but it is clear that we need the support, recognition and commitment from the highest level to make sure that those who are shouldering much of this work don't get burned out and are recognized. He said as far as the impact of the freeze, there has been some suspended searches, however overall it is probably less than what many of us expected in the spring. He said that specifically in his field, it is important to recognize the work that has gone into some of the past searches that are currently suspended. Sometimes these are multi-year searches, so if we can resurrect them, it will be beneficial to the department and impact on how people feel on their past work on these search committees. Clearly, he said, we want to be competitive with our peer institutions, and quite a few of them are actually searching this year in preparation for the post-pandemic world. Regarding grad students, he said he does not know if there will be an impact on the department, and that we are currently looking at our grad students needs for next year, both teaching and research needs. He thinks about how to support a TF need as an important question and coming back to the well-being of our grad students and how to ensure that the workload of the students does not exceed the nominal TF hours during the pandemic is important. He said the important issues are to focus on the well-being of our students and our community at large.

**Mr. Jacobson** introduced **Tony Smith**, Chair of the Economics Department. **Mr. Smith** thanked the FASS for the opportunity to speak on his perspective of what is going on in Economics. He noted that the morale in the department is surprisingly good with all things considered. We are doing our activities and things are happening - classes are taking place and students are writing their dissertations. Morale, therefore, is relatively good. However, he said he is worried about on-line teaching for people in large classes, with 8 classes with over 100 people and one class with 454, he thinks that on-line teaching, especially in large classes, is very difficult and much more work than normal, and this is true even in cases where he has tried to double up professors in these large classes and they are doing almost as much work as when they were teaching by themselves. He said this is a difficult time for staff – we have about 20 staff across the Cowles Foundation, the Tobin Center, the Economic Growth Center, and the Department of Economics, and he sees stresses for staff. He noted that coming into the office and being part of the community is just a part of life, and more so for staff, so he worries about this. However, he said that overall, the staff is doing well even though it is especially stressful for them. He said that he is also concerned with the graduate students, especially early year grad students. He said they have set up a new mentoring program this year – they used to just mentor students formally from the third year, however now there is one-on-one mentoring for all students starting in the first year. Overall, he said, it is not so bad and we are getting our job done. He reported that the impact of the freeze is being handled well in Economics. He noted the department has a lot of instructional faculty and in the spring and they were all renewed (negotiating with them one-by-one) and this also included those who teach just one course. He noted that there is also a new

pre-doc program that was set up in the Tobin Center that is in its second year and has 40 pre-docs. He said this is the department's counterpart to the post-doc science program proposal, and it is to increase diversity in economics and to increase the pipeline of students in the top graduate programs. And, he said, it is fully funded. Regarding ladder faculty, he noted that it is at about the same level as last year, perhaps a little less junior and a little more senior. But, he said, the senior hiring is what we were planning pre-Covid and centers around what **President Salovey** called in his message in October around data and evidence-based, policy-relevant social science research, partly with the new Jackson School, so we are engaged in hiring new faculty for the new Jackson School. Also, he said, we have in the department a new Tobin School for Economic Policy that focuses on domestic and economic policy research and engages with practitioners as well, and we are working to hire faculty in public economics that can further the mission of the Tobin Center. Overall, he said, there has been a reasonable amount of activity. **Mr. Smith** noted that he is sympathetic with the letter from his colleague **Mr. Geanakoplos** regarding long-term perspectives that emphasizes that there is a short-term budget focus and that we should be thinking longer-term. He said that maybe that is changing and that we do have a relatively solid position relative to some of our peers. He does not think that the hiring that we're doing right now is super bold the way that the letter might recommend, but at the same time we are doing a lot of active searching in important areas to meet University goals. **Mr. Smith** then mentioned admissions, and graduate students, and how our students are going to do in the job market this year. He said we typically have about 20 students who enter the market each year, and we are fortunate to have a very good placement record, and we basically place everyone, mostly after six years, occasionally after seven, and sometimes after five. He said that this year, he is concerned, and you can look at the centralized placement/recruiting adds in a centralized location, and for academic positions it is down by about half, and business opportunities look strong and many of our students go into consulting and business, and he is not sure about government. We were concerned this year, and we offered just for our current set of students in the market, an additional year of funding and a second shot at the job market if they were not able to find jobs. The idea was to encourage everyone to go in the market, look for a job, and if they could not find one, we will have them back for an extra year and have them have a second shot with the full support of the department. This year, he noted, they are funding six students with an extra year of funding and paying for that through an admissions reduction of one student, and we'll see what happens in the following years. We are encouraging the students to perhaps take a job that is not their "dream job", or perhaps a job in another field, or for foreign students, suggest going back to their home country. In terms of admission targets for next year, he said that we're down a little this year because we had more deferrals than normal, but the graduate school is working with us to make our admissions target a little larger than normal to make up for that deficit. Of course, he said, in the future if many of our students don't find jobs and we support them with a seventh year, we'll have to make an adjustment. But for now, the graduate school is supporting us to make sure we have a robust class for next year.

**Mr. Jacobson** opened the floor for questions or comments that have directly to do with what the three speakers presented. **Ms. Urry** asked **Mr. Smith** about the pre-doctoral program that supports 40 students that he mentioned and what are the criteria and how are they selected? **Mr. Smith** responded and noted that there are approximately 40 predoc students and the program is something new to economics, partly reflecting the fact that going along with the University priority on data intensive social science research, that much more social science research,

especially in economics where we use very large data sets, and a single faculty member sitting in his or her office cannot do it by themselves, and partly this is recognition that professors need more help in their research. Then, he said, we can use this as an opportunity to try to bring more people in economics. Students who have graduated and have their undergraduate degree, are contemplating a Ph.D. program and are not sure what is involved and are not sure they want to do research, so we bring them in for two years and they work with a faculty member (there are approximately 40 faculty in the department or they can work with faculty in other areas such as the Business School, Public Health and a variety of other locations around campus, giving them an opportunity to do real research and also get some training that might help them to be an economist in the future and to get into graduate school – they can even take courses to help beef up their applications. He explained that there is a criterion in this program and one of the criteria that we are using is to increase diversity as well. He said that Economics has only 30% women and other low numbers when it comes to other groups as well. This is a chance to take a chance on someone, give them funding for 2 years, give them training, show them what economics can be and try to bring them in to economics, and we're even providing a small amount of funding to faculty who bring in predocs who can contribute to diversity or inclusion. He noted that they have joined a predoc consortium with about 40 other institutions across the country who have these predoc programs and we want to use them to increase diversity in economics by merging forces, and we meet regularly with them.

**Mr. Jacobson** asked if there were any more questions or comments on the information presented to us by the three chairs. There were none. **Mr. Jacobson** opened the floor, noting that we have all been working in isolation and he asked if anyone had concerns or challenges that they would like to address with colleagues that they have not been able to address because of these unusual circumstances. **Jennifer Klein** said, in thinking about what **Mr. Heeger** noted that this is going to be a long-time burden that we will have to deal with. She mentioned the message that **Dean Gendler** sent this week about the fact that we have a number of students who took an academic leave this year, and that there are going to be more students enrolled next year and the year after, and that means that class sizes will be larger, and **Dean Gendler** asked if anyone has some creative solutions. **Ms. Klein** said it seems to her that the solution would be to hire more faculty in addition to finding creative solutions. She wondered if other departments have experienced now that the new way in becoming aggressive in recruiting is to recruit new people with a lesser teaching load than is the norm in the department, when in fact the inequity and the burden increases. She noted that this has happened in her department and is curious if this is the case in other departments with the new strategy for recruiting top people is that they will be given a differential teaching load so how are we going to manage that going forward, especially if the faculty numbers, as a whole, stays the same. She noted that the real frustration for graduate students and faculty in fields that don't have laboratories but require going somewhere and traveling, doing field work, going to archives or traveling in any way – they are frozen and cannot do the dissertation research and the undergraduates are frozen in senior essays, and we are also frozen. So, she said, she is thinking about all this with the graduate students. **Mr. Nordhaus** said that he would like to briefly mention, in response to **Mr. Bercovici's** discussion, a program that has been run by the *American Economic Association* for 20+ years. It is a diversity program that takes students between college and graduate school – a summer program – that is an immersion program. The program has been carefully studied and it was found that the program was responsible for a substantial number of the minority faculty in Economics at major

universities. **Ms. Horsley** noted that the sciences have a similar NIH funded program. **Mr. Jacobson** said that one of the things that has been on his mind is that amid this crisis, and quite understandably, faculties and administrations are dealing locally with the challenges that meanwhile, in a piecemeal way, the individualized decisions we are making are going to globally add up to major changes in the landscape of higher education and its future. He is worried that there is not an adequate forum to think together across the profession about these kinds of questions – not just what is happening here at Yale, but what is the future of higher education going to look like in this country, how do we prepare for it, how do we exert some force on it collectively? He said that he does not have an answer, however asked the group if anyone has any thoughts on it or has participated in discussions that seem fruitful. **Amy Cox** noted that she has not participated in such discussions, however she agreed with **Mr. Jacobson**, particularly around the individual department decisions about going ahead with graduate admissions or not. She said to her, this is something that should have been a broader conversation and knows that there are particular concerns that are specific to each department, but just to have a larger conversation to understand implications for the entire university, and to have that conversation outside of individual units, particularly when so many of our students are in combined programs. She said a larger conversation would have been really important and she wishes there would have been a larger conversation on this matter and other decisions that were made without these larger conversations. noted that everything seems so urgent, and it is, but if we can have, as much as possible, to call for a sense of pause and regroup again calm in this time, it would be helpful. **Mr. Jacobson** said that actually the coming months may be a time for this. **Ms. Horsley** reiterated what **Ms. Cox** said, and also came out of our conversations with the *Women's Working Group* that we need to figure out ways to reduce our workload, and we cannot continue to do business as usual next semester. She said that it is going to “kill us” and is just not sustainable, as **Mr. Heeger** mentioned in his comments, and she does not know how to do it, but it has to happen. **Mr. Jacobson** said that this gives us a charge for the next coming weeks and months – to think together, and the FASS can be one forum where that kind of thinking can take place. Mr. Jacobson thanked all who came to the meeting, to the speakers and to the FASS committee chairs who have been so hard working and have accomplished so much already this year, and thanked **Dean Gendler** and mentioned that all were happy to hear what she had to say earlier in the week, and adjourned the meeting at 5:30 PM.