

**FAS-SEAS Senate Meeting**  
**Thursday, November 20, 2025**  
**3:30 PM – 4:00 PM – Closed -Senators only**  
**4:00 PM – 5:30 PM – Open Session**  
**100 Dow Hall, 370 Temple Street and on Zoom**  
**Minutes**  
**Approved**

**Present:**

Chair Marijeta Bozovic and Deputy Chair Maria Piñango, Dinny Aletheiani, Cynthia DeRoma, Casey Dunn, Michael Farina, Michael Fischer, Beverly Gage. Alessandro Giammei, Amir Haji-Akbari, Sonam Kachru, Michael Loewenberg, Rourke O'Brien, David Post, Stephen Slade, Kathryn Slanski, Brett Smith, Mark Solomon, Robert Wooster, Jing Yan

**Absent:**

Claire Roosien, Alison Sweeney, Meg Urry

**Guests:**

Tarren Andrews, Hal Brooks, Elizabeth Conklin, David Knight, Christina Krauss, Helene Landemore, Elisa Morrison, Siggy Nachtergaele, Julian Posada, Stephen Slade, Dara Strolovitch, Douglas Stone, Yoshitaka Yamamoto, Julie Zimmeman

**Closed session:**

FAS-SEAS Senate chair **Marijeta Bozovic** opened the closed portion of the FAS-SEAS Senate meeting at 3:30 PM. **Ms. Bozovic** noted that the Senate's Executive Council (EC) has discussed budget cuts and their impact on faculty and students, emphasizing the need for transparency and communication on these cuts from the administration. She also reported that the EC reviewed Senate committee charges, and they suggest changes to various committee charges.

Next steps:

- **David Post** to send email reminder about FAS-SEAS faculty lunch for December 2<sup>nd</sup>.
- **Ms. Bozovic** to make announcement and demo on microphone usage for in-person meeting participants.
- Budget Committee: to take lead on budget cuts investigation and collaborate with Governance Committee when needed.
- Science and Engineering Committee: to work on specialized budget cuts and coordinate with Budget Committee.
- Student Affairs Committee: to investigate how budget cuts affect students, particularly graduate vs. undergraduate education impacts.
- Instructional Faculty Committee: asked to organize Town Hall for instructional faculty regarding budget cuts and changes sometime in January 2026.
- Diversity Committee: to plan public event discussing past/future of DEI at Yale, sometime in March or April 2026.

- Diversity Committee: to conduct private reach-out to Larry Gladney before planning public event.
- Faculty Advancement Committee: to conduct peer-on-peer conversations with recently tenured faculty as part of FAS-FASTAP 16 review.
- Peer Advisory and Ombuds Committee: transition committee to Junior Faculty Committee role next year while completing current charge.
- Outreach and Elections Committee: work on Senate website redesign and content updates; help recruit faculty to run for a Senate seat in the next election.
- Executive Council: schedule Strategic Affairs Committee presentation for Senate's December 16th meeting; invite administration representative to discuss budget cuts and "peanut butter" distribution for December meeting; clarify whether budget cuts are distributed unevenly between units or within units.
- **David Post** and **Elizabeth Conklin**, Co-chairs of the Ombudsperson Search Advisory Committee: coordinate on-campus interviews for ombudsperson candidates in January/February and involve Senate in interview process.

### **Open Session:**

FAS-SEAS Senate chair **Marijeta Bozovic** called the open portion of the Senate meeting to order at 4:00 PM. She introduced the first topic – the FASTAP 2016 review. **Ms. Bozovic** explained that FASTAP was implemented in 2007, revised in 2016 for FAS faculty tenure and promotion, and that the current system is being evaluated by a FASTAP 2025-2026 Review Committee chaired by **Christina Krauss**. She noted that the committee is charged with examining its effectiveness, standards, and procedures. **Ms. Bozovic** introduced **Ms. Krauss** and **Douglas Stone** to begin a conversation on the committee's charge of reviewing FASTAP 2016. They said the committee is considering adopting a system to better serve the applied disciplines and entrepreneurship, as well as improving teaching evaluation methods and graduate mentoring. The School of Engineering and Applied Sciences (SEAS) is also reviewing its tenure system with a focus on adopting procedures to serve its growing number of departments and disciplines. **Ms. Krauss** said we want feedback from faculty on how the system is working. **Mr. Stone**, former chair of the FASTAP Committee and now chair the SEAS FASTAP Committee spoke. He noted that SEAS is an independent school that wants to adapt its practices to optimally serve the departments and disciplines that it represents. He noted the system is good, however we want to make some changes that will improve our procedures. Participants discussed concerns about the current system's "one-size-fits-all" approach and its applicability across different disciplines. They explored ways to make the process more flexible and tailored to specific fields, including providing clearer criteria for evaluating scholarship. The group also addressed issues of mentorship, particularly for junior faculty in small departments, and the challenges of navigating tenure processes for cross-appointed or joint appointments. Additionally, they **considered implementing an internal consistency check process for tenure and reappointment** packages to ensure accuracy and fairness. The group discussed evaluating teaching performance, suggesting peer evaluations by senior faculty and **Tarren Andrews** shared positive experiences from Singapore's system where faculty were observed by trained peers. The discussion included the role of the *Center for Teaching Excellence* in formalizing evaluations while maintaining flexibility, and the importance of incorporating written feedback and addressing teaching

challenges. Concerns were raised about overly complex procedures and the need for human judgment in evaluations, and **Ms. Bozovic** raised concerns about insufficient mentoring and over-mentorship, which might result in experimental, interdisciplinary boundary-pushing work being discouraged because it might take longer and might not be immediately evident to everybody what the contribution is. She said another concern is what happens after tenure, and what seems to be a lack of reinvestment scholarship, no offer of new opportunities, and lack of infrastructural support to grow your groups. **Amir Haji-Akbari** said he would like to have clear standards for what is expected from individual departments to solve the problem of uneven mentorship provided by different departments. He would like to see an internal consistency check process for faculty members going up for reappointment or tenure with a process for vetting documents for promotions and standardizing local settings. Ms. Krauss said the committee has not thought about this practice; however, she said there are people in her department that do look at every page of a package, and she believes that each department has their own practice which may include vetting of materials in various ways. She said that the committee is looking into mentoring which is one of the largest issues they plan to address. **Rourke O'Brian** noted that when he went through the tenure process, it was very confusing, and he received different sets of advice from various people. Ms. Krauss said the committee is aware of these types of situations and this is all part of making sure that chairs understand how to apply the system. She noted that this information is there and available to chairs who want to use it. **Michael Loewenberg** agreed with the idea of vetting the documents that get submitted for various promotions. **David Post** noted that there were peer evaluations in Singapore that worked well, and he gave examples of the ways in which this system was used and was valuable. **Rebecca Toseland** asked **Mr. Post** if peer evaluations included an assistant professor evaluating an assistant professor. **Mr. Post** replied that it was senior faculty, and they were trained - everyone who did formal evaluations had training. **Ms. Toseland** said she likes the idea of incorporating peer evaluation of teaching into the promotion process and would like to suggest, in addition to classroom observation, to include reviewing someone's syllabus and note if their course is designed to be at the frontier of their discipline, what do their assignments look like, and how are they mentoring their teaching fellows? **Ms. Andrews** noted that the policies and procedures surrounding tenure noted in the *Faculty Handbook* need to be addressed as they are unclear and problematic as they appear. **Ms. Krauss** said that this is not part of the committee's charge, however they can certainly make recommendations. **Michael Fischer** asked for more flexibility in the process considering all the pieces that go into the tenure process. **Ms. Krauss** noted that the information on the tenure process is readily available for chairs to use. **Ms. Bozovic** suggested that this information is made available to all incoming ladder faculty, so they are aware of the process as soon as they come to Yale. People shared their experiences while going through the tenure process and noted that their experience was difficult and caused undue stress. Someone asked about the over-reliance on student evaluations during the process, and the suggested having faculty and mentor evaluations added to the process and is the committee considering these two points. **Mr. Loewenberg** said the suggestion of Yale vetting documents submitted is an important piece that should be added to the process and agreed of having faculty and mentors be part of the teaching evaluations. **Mr. Post** noted that when he was in Singapore, they used faculty teaching evaluations in their tenure process and it worked well, especially for the people being evaluated who felt the system was providing valuable feedback. **Mr. Stone** said

that a lot of peers are doing this already, and we currently have formal mentoring committees so the structure is already here and could take on this task. **Michael Farina** asked if there is a role for the Poorvu Center in the peer review teaching process to allow for the flexibility that **Mr. Fischer** suggested, and the trained evaluation that **Mr. Post** mentioned. He noted that we have a great Center for Teaching Excellence, and it would be odd not to include them in this process. **Ms. Krauss** said we are including them. **Mr. Haji-Akbari** said he has discussed with colleagues that when it comes to teaching, there should be some weight given to the quality of mentoring that faculty provide their students and postdocs. He noted that in some cases, there have been stories about mentees being abused or not receiving enough direction and support, and he believes that this should be introduced into the process and be part of the standard of teaching and scholarly production, as we mentor students to become good scholars for the future, and if you're not doing it well it should be taken into account. **Mr. Stone** noted that this is considered, and the question is whether we have to formalize it for all to use. **Ms. Bozovic** talked about the percentages in evaluations (70% focus on research, 25% on teaching, and 25% on service) and how each of these components vary from department to department so she would like to see **Mr. Haji-Akbari's** suggestions implemented if possible and make them the standard for each department. **Ms. Krauss** said we will see if we can clarify these points for everyone. **Ms. Bozovic** thanked **Ms. Krauss** and **Mr. Stone** for their presentation.

**Ms. Bozovic** introduced **Elizabeth Conklin** and **David Post**, co-chairs of the Yale Ombudsperson Committee. **Ms. Bozovic** noted that we the Senate, along with other groups at Yale, have lobbied for years for an ombuds office and we were delighted to hear President **Mauri McGinnis'** announcement that we will have an ombuds office at Yale. **Ms. Bozovic** asked FAS-SEAS Senate Deputy Chair **Maria Piñango** to talk about the Senate's multi-year initiative in petitioning for an ombuds office. **Ms. Piñango** presented a narrative of the involvement of the Senate in support of an ombuds office at Yale and explained the purpose and presented the chronology to highlight the deliberate effort that has sustained it, and to recognize the contribution of colleagues who, over the years, simply refused to give up. She noted that in 2011, then Yale President **Richard Levin** was advised by a committee chaired by **Margaret Marshall** (former member of the Yale Corporation and former Chief Justice of the Massachusetts Supreme Judicial Court) and in response to campus incidents of sexual harassment and misconduct, that recommended to expand of the shared center, create a University Wide Committee on Sexual Misconduct, and create a university-wide ombuds office. She noted that in his response, **President Levin** accepted all the recommendations except the creation of an ombuds office and wrote that the provost and he considered this possibility seriously and concluded that we should not create yet another office at this time when we are trying to simplify and streamline our process. He added that if, over time, we find that these avenues do not provide sufficient means of confidential consultation, we may revisit the recommendation to establish a separate office of ombudsmen. She said that in 2015, when the FAS Senate began, the Senate's Peer Advisory Committee was initiated and chaired by **Jill Campbell**. She then noted that during the Senates 2018/19 session, a Senate Report from the Senate's Peer Advisory Committee - Report of the Peer Advisory Committee on the Creation of a University Ombuds Office at Yale – was presented to and approved by the Senate on May 7, 2019 that recommended to the administration to create an ombuds office at Yale. **Ms. Piñango** continued to the history of this Senate initiative that the Peer Advisory Committee has worked

on since 2018, named each committee member who tirelessly worked on this initiative up to the present time, and thanked each of them for never giving up on their mission to advocate for an ombuds office at Yale.

List and Members of Senate's Peer Advisory Committees:

2018/19

Co-Chairs: **Arielle Baskin-Sommers**, Assistant Professor of Psychology and of Psychiatry and **Jill Campbell**, English

Members:

**Sybil Alexandrov**, Spanish and Portuguese

**R. Howard Bloch**, French

**Theresa Schenker**, German

Mark Solomon, Molecular Biophysics and Biochemistry

2019/20

Co-Chairs:

**Jill Campbell**, English

**Ruth Koizim**, Language Program Director, French

Members:

**Arielle Baskin-Sommers**, Psychology

**Theresa Schenker**, Germanic Languages and Literatures

2020/21

Co-Chairs: **Aimee Cox**, Anthropology and African American Studies; **Matthew Jacobson**, FASS Chair; American Studies, African American Studies, and History

Members:

**Ruzica Piskac**, Computer Science

Non-FASS members:

**Jill Campbell**, English

**Arielle Baskin-Sommers**, Psychology and of Psychiatry

2021/22

Chair: **Matthew Jacobson**, American Studies, African American Studies, and History

Members:

**Amy Cox**, Anthropology and African American Studies

**Paul North**, Germanic Languages and Literature

**Paul Van Tassel**, Chemical, Environmental, and Biomedical Engineering

2022/23

Chair: **Paul Van Tassel**, Chemical and Environmental Engineering, and Biomedical Engineering

Members:

**Jill Campbell**, English

**Maria Kaliambou**, Hellenic Studies

**Michael Fischer**, School of Engineering and Applied Science

**Mark Solomon**, Molecular Biophysics and Biochemistry  
**Matthew Jacobson**, American Studies, History, and African American Studies

2023/24

Chair: **Mark Solomon**, Biophysics and Biochemistry

Members:

**Jill Campbell**, English (non-senator member of committee)

**Michael Fischer**, Computer Science, SEAS

**Maria Kaliambou**, Hellenic Studies

**Mimi Yiengpruksawan**, History of Art, Council on East Asian Studies

2024/25

Chair: **Maria Piñango**, Linguistics

Members:

**Beverly Gage**, History

**Alessandro Gomez**, Mechanical Engineering and Materials Science

**Mark Solomon**, Molecular Biophysics and Biochemistry

**Alison Sweeney**, Ecology and Evolutionary Biology, and Physics

**Mimi Yiengpruksawan**, History of Art

2025/26

Chair: Dinny Aletheiani, Indonesian Language Studies

Members:

**Beverly Gage**, FAS-SEAS Senate Executive Council Member; History

**Michael Loewenberg**, FAS-SEAS Senate Executive Council Member; Chemical and Environmental Engineering

**Maria Piñango**, Deputy Chair, FAS-SEAS Senate, Linguistics

**Mark Solomon**, Ph.D., FAS-SEAS Senate Executive Council Member; Molecular Biophysics and Biochemistry

**Alison Sweeney**, Ecology and Evolutionary Biology and of Physics

**Ms. Piñango** noted that on October 14th, 2025, **President McGinnis** announced the creation of an ombuds office at Yale that will support “all faculty, staff, and graduate and professional school students in a wide array of concerns related to their academic workplace environments,” with **Ms. Conklin** and **Mr. Post** (our newly elected senator) to co- chair the Ombuds Search Committee. She then noted that it took 14 years, 3 university presidents, 2 graduate and professional student initiatives, and 2 Senate initiatives to finally receive the go-ahead for an ombuds office that will support better work and study conditions for all. She concluded with offering deep gratitude to all the colleagues who participated in this effort. Well done, Senate!

**Mr. Post** and **Ms. Conkin** presented a slide presentation highlighting the ombuds principles - Neutrality Confidentiality, Independence, and Informality, explained each one as it pertains to the ombuds office, and noted that the Ombuds person will report directly to the President and has a designated space in WLH (Harkness Hall), 100 Wall Street, on the 3<sup>rd</sup> floor. WLH is a

central location, providing private space for faculty and students visiting that office. **Ms. Conklin** and **Mr. Post** highlighted the role that an ombuds person will provide and said that they have begun receiving applications, plan to vet candidates during the winter and spring with a goal to have an ombuds person hired by July 1, 2026. They answered questions about what the requirements are for this position, and what services this office will provide. They stressed that this office is to provide guidance to faculty and students, will not provide legal advice, and will guide people on how to handle whatever situation they are experiencing, and if necessary, refer them to other Yale resources should that be necessary. **Ms. Bozovic** thanked **Ms. Conklin** and **Mr. Post** for their report on the new Ombuds Office position at Yale.

**Ms. Bozovic** referred to the *Report from the FAS-SEAS Senate on Academic Freedom* that was approved on October 7, 2025 that suggested the addition of language to the *Faculty Handbook* to clarify what academic freedom is and how it is supported and guaranteed at Yale, and how different it is from freedom of expression. She reported that when the Senate's Executive Council discussed this report and its recommendations with Provost **Scott Strobel**, we received a most favorable response, and she is optimistic that we may see a change take place once it goes through the various channels it needs to go through.

There was a brief discussion on the topic of budget cuts that will be discussed at the December 16<sup>th</sup> meeting, and **Ms. Bozovic** adjourned the meeting at 5:30 PM.