

FAS-SEAS Senate Meeting

November 21, 2024

3:30 pm – 5:30 pm

Dow Hall, room 100 (370 Temple Street) and on Zoom

Minutes

APPROVED

Attendance:

Senators:

Mark Solomon, Chair; Marijeta Bozovic, Deputy Chair; Dinny Aletheiani, Neta Alexander, Michael Fischer, Beverly Gage, Alessandro Gomez, John Hall, Michael Loewenberg, Maria Piñango, Constance Sherak, Jason Stanley, Alison Sweeney, Julia Titus, Rebecca Toseland, Meg Urry, Paul Van Tassel, Robert Wooster, Jing Yan, Mimi Yiengpruksawan

Senators Absent: Andrea Aldrich, Valerie Horsley, Gerald Jaynes, Mordechai Levy Eichel

Guests:

Sybil Alexandrov, Keith Baker, Alexia Belperron, Jeffrey Brock, John Carlson, Kevin Ennis, Paul Forscher, Gordon Geballe, Marion Gehlker, Larry Gladney, Sarah Glenski, Angelica Gonzalez, Shiri Goren, Miki Havlickova, Karsten Heeger, Maria Kaliambou, John Kao, Theodore Kim, Al Klevatorick, Jennifer Kline, Roy Lederman, Pericles Lewis, Pauline Lin, Juan Lora, Maurie McInnis, Hanna Mendlowitz, Lisa Messeri, Owen Miller, Mark Mooseker, Luna Nájera, Timothy Newhouse, Elka Kristo Nagy, Nikhil Padmanabhan, Catherine Panter-Brick, Charalampos Papamanthou, David Post, Claire Roosien, Jerimiah Quinlan, Lourdes Sabé, Kate Schilling, Alicia Schmidt Camacho, Mike Shah, Zhong Shao, Witold Skiba, Candace Skorupa, Stephen Slade, Kathryn Slanski, Dara Strolovitch, Cynthia Zocca DeRoma

Mark Solomon, Chair of the FAS-SEAS Senate, called the meeting to order at 3:35 PM. **Mr. Solomon** noted that the Senate now has 24 members with the addition of **Neta Alexander** from Film and Media Studies who is filling the pre-tenure slot in the Humanities. **Ms. Alexander** was invited by the Senate's **Executive Council** (EC) to serve through spring 2025, and is eligible to run in the Senate's spring 2025 election to serve a full 2-year term.

Mr. Solomon said the administration asked the EC for recommendations of people who are either up for renewal or could be appointed to serve on the Faculty Standards Review Committee. He noted the Standards need review, which should have been done 2 years ago.

Beverly Gage is taking the lead on providing feedback to the Dean's Office and she asked Senators to interview at least 2 people who have interacted with the Dean's Office and provide input on both the good and not-so-good interactions that took place. It was noted that the report will not use names - just comments of what people said.

Mr. Solomon said that a group of organizations, including the Women Faculty Forum (WFF), Status of Women in Medicine (SWIM), and the Yale Family Care/Child Care Committee, wrote to **Provost Scott Strobel** asking for a committee to focus on child and family leave policies. **Mr.**

Strobel asked the group to form the committee and provide him with recommendations. The Senate has been asked to have 2 representatives on the committee. **Mr. Solomon** asked senators who are interested in serving to let him know. **Meg Urry** noted that this group sent a letter to the Provost with many recommendations. She requested that the letter be circulated so people can see what has already been recommended noting that much of the work that this committee will do has already been stated in that letter.

Mr. Solomon presented the minutes from the September 12, 2024 Senate meeting for comments and corrections. There were none. The minutes from the September 12, 2024 FAS-SEAS Senate meeting were approved by unanimous vote. (*note these minutes are from the September 12, 2024 closed meeting and will not be posted on the Senate's website.) **Mr. Solomon** presented the minutes from the October 10, 2024 FAS-SEAS Senate meeting for comments and corrections. There were none. The minutes from the October 10, 2024 FAS-SEAS Senate meeting were approved by unanimous vote.

Alessandro Gomez reported on the American Association of University Professors (AAUP) Chapter that began organizing efforts at Yale in May 2024 and has continued to garner interest through the summer. He noted this initiative began 2-years ago with no success, and interest to organize an AAUP chapter this spring was reconsidered after the tension of campus unrest, the arrests of Yale students, and the resignation of some university Presidents. Yale's AAUP Chapter includes the professional schools - the Law School, the Medical School, and the School of Management, and provides a greater impact with representation spanning across campus. The focus of the chapter includes issues of academic freedom, faculty governance, and immigration, and currently has 100 members. **Mr. Gomez** urged Senators and the general faculty to consider joining and said he finds the interaction with people from the professional schools very useful, and that there is a potential synergy that may be established between AAUP and the Senate with the number of causes they both share in common. He noted that having the expertise of the Law School to guide us will be most useful. He commented that the Senate has been successful on many initiatives, but has come up short on others, such as Senate's efforts to form an ombuds office at Yale, which has been ongoing for 5 years. **Mr. Gomez** said he wants to make FAS and SEAS faculty aware of the AAUP Chapter and the potential gains for faculty that can be realized by joining. **Michael Fischer** asked if Yale's AAUP Chapter is recognized as being part of Yale so they can use Yale's mailing lists and have its website posted at yale.edu? **Mr. Gomez** said he will investigate.

Mr. Solomon welcomed Yale President **Maurie McInnis** to the meeting. He noted that **President McInnis** has been on an extensive campus-wide listening tour this semester and today we engage her in a conversation and opinions on various topics. **President McInnis** noted that she has been meeting faculty, students, alumni, and parents during her first 100 days that has helped her in thinking about Yale into the future. **Mr. Solomon** noted that Stony Brook University, where she last served as President, also has a faculty senate that, as he understands, works differently than ours. He asked what her experience is with shared governance, and what her hopes are for working with this Senate. **President McInnis** noted senates tend to be different from institution to institution with different sets of responsibilities, and her experience working with senates at

UVA, Texas, and Stony Brook has given her a perspective on the different ways that each function, and although their structures vary significantly, they each strongly believe in the concept of faculty governance. She said she is interested in learning about this Senate and how it works and what it would like to see the relationship with the President to be. She said that she believes very strongly in the importance of shared governance of our university leaders working collaboratively with faculty on important issues. She noted that this can happen by working with an elected body like the Senate, and sometimes through a series of committees or other structures. In working with Yale faculty, she wants to learn what structures we have, what is working, and figuring out how we make what we have work well going forward.

Mr. Solomon noted that over the last 10 years since the Senate began, one of its major accomplishments has been recognition of instructional faculty, including changing the term non-ladder faculty to instructional faculty, and in the beginning our suggestions were received very well. However, he noted, not all of our suggestions have been considered so there is still work to be done in this area.

Mr. Solomon said that one thing the Senate has been asking for is the formation of an Ombuds Office at Yale, noting that Yale is behind in this effort with its peers. He asked **President McInnis** for her thoughts on creating an ombuds office at Yale. **President McInnis** said that she has worked well with ombuds offices at two previous institutions and would like to hear more about what the Senate's reasons are for having an Ombuds Office at Yale. **Mr. Solomon** said that the Peer Advisory and Ombudsperson Committee, currently chaired by **Maria Piñango**, is working on this ongoing effort and will produce a report. He noted that Harvard has a very successful Ombuds Office that has 5 people who are trained in conflict resolution. He said the present goal is to educate people on the actual role of an ombuds office. **Ms. Bozovic** reported that she and **Mr. Solomon** attended a meeting with various university senate representatives around the country and there was a discussion on the importance of an ombuds office after the recent election and what it will mean for higher education in the United States. **Ms. Piñango** noted that the committee's report should be ready by April 2025, and **President McInnis** said that she looks forward to receiving it. **Michael Fischer** noted that he has been at Yale for over 40 years and sees a growing need for an ombuds office. He noted there has been an increased bureaucratization at the university, and that since the restructuring of departments over the last twenty years, staff that served as go-to people with helping students and faculty navigate the system have been significantly reduced, with centralization moving staff in departments to other locations, and the roles they played in departments is vacant. He feels an ombuds office would serve as a place where people can feel free to go and express their concerns and get advice.

Ms. Gage said that since **President McInnis** came back to Yale, she may have already noticed some quirks about the way Yale is structured compared to other places. And, she noted, one is that the faculty have no place to be together – a meeting space, a faculty club – and faculty have a difficult time finding places to just run into each other, have casual interactions, or have a meal together. She feels this is an area that she would like to have addressed. **President McInnis** said she is aware of the problem and is looking at various ways we can engage faculty from all areas of campus, and it's something she is, and will continue to be thinking about.

President McInnis addressed the current lack of trust in higher education, noting that this has been declining over the last decade, and though we are not as bad as small business, the military, and Congress, we're in the bottom half and the drop has been greater for higher education and is deeply concerning. She said we know some of the reasons why – the cost of higher education, and that in elite institutions there is less of a chance for admission for most families, and the financial aid process is not fully understood because of the various ways it is used. She also noted that there is this ideological consistency on college campuses that doesn't make room for free expression. **President McInnis** noted that we are trusted for the medical care we provide, the advances that come from our researchers, science and technology innovation, and social science work that leads to real policy decisions. She said now we need to think about the solution to all of this in spite of the fact that we have good communication teams who get articles out and get our experts placed in major news outlets, however all of this is not working. She said that she is on the board of the Association of American Universities (AAU) which has been thinking about this for a long time.

We're much more organized than we used to be, and we're going to have to do work that is both super tactical, and some of that is working to block the legislation that could be existential threats to higher education. She noted that there's legislation that's already drafted and has already passed the House that will likely come back. And then there's many other things that we've all heard proposed that could be even worse than what's been drafted. The things that have been drafted would not only increase the schools that are subject to the endowment tax, but increase the amount. The amounts that have been talked about could be as high as 1% of the corpus of your endowment, and that for us would be over \$400 million a year and becomes an existential threat to our current bottom line and this would be horrific. She also noted that linked to that is legislation that already passed that would reduce the F & A that you recover from NIH grants for all schools that are subject to the endowment tax, so you could find yourself with a double whammy of paying endowment tax and losing significant amounts of F&A from NIH, which is the largest Federal Agency that sponsors us. Other things are that if you are subject to the endowment tax, you won't get any Pell Grants, and this would amount to several million dollars. So, she said, if all of these were to pass, including tax exempt status that has also been discussed as something to be removed, we're immediately going to have an enormous amount of legislation that we have to work to block. We would have to get to the lawmakers who are making these decisions to keep them from coming out of committee and never making it to the floor. Meanwhile, she said, we're also working together on the more strategic challenges of shifting the public's understanding of the good that universities do to drive economic innovation for American competitiveness. She said that Yale has opened an office in DC for the first time, noting that we are very late doing this. Every other university she has been at has an office with a full time person on the ground, because it's not just getting to the Senators and the Congressmen, it's knowing the staffers who work for those people and who work for the committees, and it is being on the ground to listen to the think tanks and work collaboratively with them. She said that we're in the final stages of hiring our permanent DC person. She noted that this will be the biggest topic that will occupy her time in 2025, and that of many people at Yale.

Jason Stanley asked about the kinds of challenges we face and noted that cost has been an issue for all of the 21st century. He sees free speech, gender studies, bans on attacks on sociology, attacks on whole disciplines, including the humanities, as issues, and universities are more popular when you describe them as medical research because the politicians are attacking the humanities. He feels what's needed is a full-throated defense of the humanities, and we're the greatest humanities university in the world. He also noted that friends in the Tennessee State Legislature say that a bill is coming in the next session to charge professors teaching critical race theory with criminal charges, and asked how we will respond to that and other threats, including endowment taxes. **President McInnis** noted she was given longitudinal survey data that the AAU has been collecting for years, and they're out polling about 4 times a year in a very large sample base. She said she is reporting what that survey data of the last decade has revealed, and the reality is that there is a decline on many fronts, and **Mr. Stanley** is right about the criticisms that they've been lobbying at us, and will continue to do, and we will fight on those fronts as well and as loudly and energetically as we can. She said we have to wait to see what that legislation looks like and what committees it's coming through, and then we will be as organized on fighting any of those things as we are on the endowment tax. She said we will take a full-throated defense that is rhetorical and tactical.

Mr. Gomez pointed out in the aftermath of the elections, the nervousness of the faculty has heightened significantly and in his view, given how much the future administration likes to play hardball, he can conceive a scenario in which they would invoke all kinds of anti-DEI policies and ultimately blackmail us into cutting Federal funding. He said at that point, we have no other option but to capitulate. **President McInnis** said not knowing what exactly will come, we are doing everything we can to be ready, and all of higher education is focused on this.

Meg Urry noted that there are lots of other things they are trying to accomplish and quickly and rapidly, we may get lost in the chaos and that Yale should be able to attract the very best people in the world to our campus and enable those who are here to do their very best work. She noted that this is not the case now, and she is not sure why. She said she has been here for 25 years and we have some advantages, but as a scientist, our costs are higher than anywhere else and our overhead rate is high. She noted that research groups in the sciences will shrink due to the increased salaries for graduate students and postdocs. She said that we want to be the best at both teaching and scholarship, and we do both very well. However, there are limitations attached to resources, even though Yale has more resources than almost any other university in the country. So, she asked, why are we not blowing everyone else out of the water? **President McInnis** said she shares this ambition, and **Ms. Urry's** concerns have been primary topics that she's heard throughout her listening tour. She said that the question centers around a larger topic around academic excellence and also the operational things to enable that. She also noted that the issue about the cost of graduate students is something that the Provost and Budget Committee are talking about, and it was a big shock budgetarily to absorb the new graduate student contract this year, and we need to think about our structures going forward to enable our scientists to support their work and also supporting our graduate students. Regarding the question about use of our resources, **President McInnis** noted that she came from institutions that did not have an

abundance of resources and that there are extraordinary advantages of being at a place like Yale that has a lot of resources. However, she said, we still have to be careful that in having a lot of resources, we don't get lazy in the choices that we make, and therefore not always driving our resources towards our top priorities - but work that I know the budget planners are really thinking about.

Mimi Yiengpruksawan noted all the challenges we have, and that under these circumstances she feels that a strong organized faculty and administrative body is one way to stave off pressure from the exterior. She said she agrees with **Ms. Urry** that Yale is a great place, and the question is how to do it. She said many of us feel the lack of communication from the administration, with many Dean's offices, and a middle management that shifts regularly, and we don't always have a clean line of communication. She feels this is a consideration in thinking about having an ombudsperson who can help with conflict resolution and in other areas where we can clarify faculty to administrators, and clarify situations we may find ourselves in. She feels it's important to think as a group and a community across a broad array of disciplines and said we have resources that can lead us into a much stronger position and we should be hiring strong people to join our communities and bring in top notch graduate students to fill our community with a variety of great thinkers and creative minds. She said we are in a terrible moment in time, socially and politically, and the more communication we have among ourselves the safer we are - safety in a real sense of not wanting to end up in court having to hire a lawyer to defend her teaching. She said in her opinion, a strong faculty and a strong supportive system organization will help.

Jing Yan said he is concerned about the infrastructure in place to help with the daily workings of the university. He gave an example of having to wait three weeks for an IT person to come to his office to resolve a problem connecting his computer to the Internet. He discovered, from talking to the IT person, that he is the only person at Yale left in his area to go into the field to resolve these kinds of issues, and that staff in his area have been reduced while the number of administrators have grown. **Mr. Yan** asked what we can do to have a good infrastructure to support our daily business, and how can we improve this at the university? **President McInnis** said that issues have come up several times in her conversations regarding the operational side of the university - varied situations that all come down to how we operate. She said we're going to have to figure out how we collect more of these and find out where there are places that we can make differences in support of academic excellence, of research, of scholarship, of teaching, and we need to stay focused on these priorities.

Paul Van Tassel asked for her vision of Yale in the future with the acute problems that we are dealing with now, and where she sees us in 10,15, or 20 years? **President McInnis** replied that her strategy begins with hearing from faculty and staff about their hopes and aspirations that will let her develop an understanding of where Yale's particular strengths are and where we have opportunities to truly be distinguished among our peers by what is unique about Yale in comparison to our peers, and that's going to take some time to build, and that she is doing that by having these group sessions and will continue to do so next semester to broaden and deepen that engagement and focus on specific questions to help her and other academic leadership grapple with some of the big questions.

Dinny Aletheiani spoke about instructional faculty, some whom teach 5 days a week and are very close with our students through mentoring and supporting them, such as the lectors and senior lectors. She asked **President McInnis** what her vision is for supporting instructional faculty at Yale. **President McInnis** mentioned that when she was provost at Texas, she worked hard thinking about instructional faculty, their rights and their community, and listening to what worked well for them and what did not. President McInnis also said that she didn't know much about the instructional faculty, the lectors position mentioned, and thus will be learning more about them further.

Jennifer Klein noted what **Jason Stanley** asked about - how do we publicly defend higher education? **Ms. Klein** is concerned about **President McInnis's** comments about threats to the university and arguments about higher education's continued relevance focused entirely on money - we contribute to the economy, we contribute to jobs. **Ms. Kline** noted that she is in the humanities in the History Department and they see these threats differently because they are producing the history that people want to hide. She would like to hear a much more explicit elaboration on the significance of the humanities and the fact that what we also do is educate people for democracy, and we're now seeing the consequences of not fully getting that kind of education out there. She also asked about surveillance, based on the Enterprise risk system that was at Stony Brook, and noted that as faculty, we need to know what that information is used for and know what is collected through the surveillance of email, or whatever the method is, and what our rights would be vis-a-vis, surveilled activities or surveilled information. She said she doesn't think we should be waiting to see what bad legislation comes down the pike, and that we should be taking action collectively and in collaboration with other institutions to make it clear publicly why what we do is of value, why scholarship is of value, why teaching is of value -- and that it isn't just because it turns into a medical cure for a disease. **President McInnis** said we are working on these larger arguments and that is a part of the proactive strategy while also being tactical at the same time. She repeated that she was reporting on survey data and what the public reports, and didn't say that those were the only arguments that she was going to be making. **Ms. Kline** noted that the internal data shows that for our alumni, the humanity courses are the ones they most remember and have had the biggest impact on their lives. **President McInnis** said that she was reporting on national data because it is important for all of us to understand the public relations reality world that we are in, and if we ignore what has traction, we're not serving the institution as a whole. She said that we are doing the proactive work and are marshaling our arguments, and we are working together in collaborative ways to do that. However, she said that what she was reporting on was specifically what national polling tells us, and feels it is useful for us to know that. Regarding surveillance, Yale does not surveil email. She said that we monitor social media mentions, for many reasons. When things get tagged that are about Yale, they show up in our social media scans, and that is work that every responsible organization does because we need to know what is being said about us and what is getting traction and attention. She said this is all that was done at Stony Brook, and it is being done at every university and every major corporation these days as we are part of the world today. **Ms. Kline** asked about rights for faculty vis-à-vis social media. **President McInnis** noted that all that is surveilled is publicly posted data that tags Yale, and no one is being surveilled other than what's said about Yale in the news and on twitter and other social media platforms.

Mr. Solomon referred to the campus protests that took place last spring and the corresponding use of police in response to protests, and how you balance all the issues. **President McInnis** said she was not here last spring and can't speak to the decisions that were made. She said when she arrived this summer, she began addressing this issue and one of the criticisms she heard was a desire to have police less present and said we responded by creating a new role of an individual who is the freedom of expression facilitator that has various people across campus who do that work – people in student affairs and student facing roles are paired with a security officer and not a police officer to be on the front line whenever there are protest demonstrations on campus. She said they will be the ones working with, and in contact with students, and this is meant to make police less present.

Mr. Solomon thanked **President McInnis** for her time addressing questions and **President McInnis** thanked the Senate for having her.

Mr. Solomon introduced **Jerimiah Quinlan** and **Hanna Mendlowitz** to discuss last year's admissions outcome and challenges going forward. **Ms. Mendlowitz** said she manages the first-year application, reviewing and reading applications, managing our committee process, and sending out decisions, and managing our alumni interviewing team and our athletic recruiting process. She talked about overall changes in the Yale applicant pool over the past several years, showing a chart by incoming class years from 2012 to 2028, including our current 1st year class. She noted that in 2020 (class of 2024) we began seeing dramatic changes in the size of our applicant pool after many years of steady growth. A big part of this, she said, was we were all forced to use a standardized test/optional admissions policy during the Covid-19 pandemic due to limited access to standardized testing, and we saw a huge increase in applications. She said this is starting to level out based on ours and our peers changes to standardized testing policy, and we expect to see applications decrease in the coming years and noted we are already seeing this play out in our early action pool and will have more information after our regular decision application deadline where we expect between a 10% to 25% decrease in applications.

Ms. Mendlowitz noted that this year MIT was the first of our peer institutions to return to requiring standardized testing, and in the first year of that policy their applications dropped about 20%. She talked about the importance of understanding the difference between domestic and international applicants noting the majority of the increase came from international applicants where the increase in quantity has not necessarily been matched by an increase in the quality of applications. She said this is an extremely competitive process for everyone who applies and last year the rate of admission for international applicants was less than 2% and noted that we expect decreases in applications this cycle to come from uncompetitive international students who lack the testing that fulfills our new standardized testing requirement, and we expect that testing requirement will help us return application numbers to more manageable numbers. She pointed out that last year's increase in domestic applicants was a good sign, and recent changes from the Supreme Court decision on affirmative action didn't seem to discourage students from across a variety of backgrounds within the US from applying to Yale.

She said of our 57,517 applicants from last year, we enrolled 1,554 first year students for a 3.9% rate of admission and this is the first time that our admissions rate dipped under 4%, and we're looking at the financial aid-related numbers with 58% of students in the first-year class receiving

a need-based financial aid award with the average scholarship for those recipients just over \$74,000. She said one quarter of our incoming first year class are recipients of Federal Pell grants, a high watermark for that number. **Ms. Mendlowitz** said 21% are first generation students compared with 11% legacy affiliation students. She talked about the geographic distribution of the incoming class in the US and the countries represented, noting that the incoming class has 67% of students from public high schools in the US. She showed the percentages of minority students and that we were able to maintain steady numbers relating to background and diversity in our incoming class, which is not the case at many peer institutions. **Ms. Mendlowitz** talked about the diversity and socioeconomic diversity of the student body, which is a measure we look closely at, and many institutions have been turning to socioeconomic diversity as a measure of diversity of their incoming class. After the Supreme Court decision, she noted that 25% of our class are Pell Grant recipients and this is a high watermark for us, and a hallmark of **President Salovey's** presidency to increase this number over several years, which we've managed to do. She noted there was a change in the Federal eligibility for receiving Pell Grants this year, which helped drive the number up not only at Yale but at other institutions. She noted that our first-generation students have increased to over 20% of our incoming class with 1 in 3 Yale students either a first-generation college student, or coming from a lower income family, which is a way to point to the diversity of our student body and the fact that we are bringing students with different backgrounds.

Ms. Mendlowitz said our biggest change to our admissions practices this year is the change in our standardized testing policy, and that after 4 years of being test optional, we are now moving to a test flexible policy so that every applicant to Yale College must submit standardized testing, and we have expanded the types of tests that will fulfill that requirement and in addition to the ACT and the SAT, we are accepting completed AP scores or completed IB scores. She said so far we're seeing that students are using that full range of testing to fulfill the requirements and we're getting a lot of students who are applying with just their AP scores and not submitting with SAT or ACT scores.

Ms. Mendlowitz spoke about faculty involvement in the admissions process at various stages, and said a number of faculty, as well as Deans, are invited to participate on admissions committees, and can come for 1 to 4 days during the committee season and hear a full day's worth of applicants, vote on those applicants, and offer opinions and thoughts on how they might fit into Yale College. She noted that Yale is unique among our peer institutions in involving faculty in the admissions process. She said we also have faculty volunteers who review supplementary materials in the arts, music, and dance, and have faculty members engaged in our outreach programming, with much of the virtual outreach happening in the fall as well as virtual and in-person yield programming in the spring. She noted that if you've ever taught a masterclass during Bulldog Days, or have been involved in one of those panels, you already know how exciting those days are and how eager students and their parents are to meet Yale faculty. She said we have the College Admissions and Financial Aid Policy Committee (CAFA) which meets three times a semester to discuss a whole range of issues related to admissions and financial aid policy.

Mr. Quinlan said there was a lot to discuss on standardized testing and student body diversity this past year, and we didn't want to go back to the pre-2019 policy, and are excited about the

more flexible approach requiring the AP and IB scores and allowing students the options to apply with different opportunities. He noted that standardized testing may not be in the college plans of all students, however getting that testing back into the process will ultimately allow us to make better decisions as a committee.

John Hall noted that last year, when we talked about allowing more tests than just SAT and ACT, the impression we got was this was mainly for international students where it's much harder for them to get one of those tests and this gave them more options. He said it sounds as if a lot of domestic students are taking advantage of these options and one of the big issues we've seen since the test optional, is specifically the quantitative preparation of students who did not submit any test score, and we have a lot more students who have a very low quantity of skills coming in even though they want to be a doctor or a physicist. He asked that if we're still going to allow students to only submit non-quantitative testing, what are the implications of that and do you think this is an issue? **Ms. Mendlowitz** said that the most complaints they have received about our new testing policy are from the international community wanting even more options because these are not sufficient enough, and we'll have to consider this in the future. She noted that the nice thing about the flexible policy is that it allows us to add and remove tests that meet the requirement depending on how it goes. She thinks that what we will find this year is that more students are going to submit SAT and ACT scores, and some submitting their AP as well as SAT. **Mr. Quinlan** said that one challenge separating the effects of test requirements from the simultaneous impacts of the pandemic on math instruction. And, he noted, some impacts you might be seeing which we've heard loud and clear from you and your colleagues in the math department may have nothing to do with the testing requirement, and we'll find out soon enough. **Ms. Mendlowitz** noted that when we are admitting students who are not necessarily academic standouts in their community, they are admitted because they stand out and bring extraordinary talent in some other area - that could be athletics, music, or performing arts, and it could be any number of ways that they have demonstrated extraordinary talent, and she wouldn't say those 45 students are in just one category.

Ms. Urry said she understands that there are pre-selected slots, and we don't have slots for music standouts or for art standouts and do have slots for athletes. Right? **Ms. Mendlowitz** said we have a certain number for athletics, and our Athletics Department is able to provide support for a certain number of student athletes and that means the coaches are recruiting a certain number of athletes, however those students go through the same admissions process that all of the other students go through and our number one responsibility is to make sure that we are not setting anyone up for failure or bringing students to Yale who are going to be great athletes and bring in championships for us, but students who also are going to engage in the classroom and in the residential college communities. She said she hesitates to use the word slots because it makes it sound like the athletics department is saying, we're admitting these 200 students, however it's really that they are supporting these 200 students that then go through our admissions process. **Mr. Quinlan** added that we also deny admission to a number of such students every year.

Mr. Solomon noted that it is almost 5:30 PM and asked if there was interest in extending the meeting. **Ms. Urry** made the motion to extend the meeting by 15 minutes and the motion passed.

Ms. Gage asked what percentage of the admitted class consists of varsity athletes, and how is Yale responding to the fact that we don't pay athletes, but they might use their name, image, likeness, etc. for income? **Ms. Mendlowitz** said that a little under 10% of the admitted class will be recruited athletes, and then a little more of the incoming class. She said the biggest issue that the name and image presents for us is competition. **Mr. Quinlan** said that it is his understanding that we have very few students gaining revenue from name, image and likeness, and if we do, we calculate it in the financial aid award of every student as income that they've earned like we would if they had a business of any kind. The biggest challenge for us is increased use of the transfer portal, mostly for coaches losing athletes and putting more pressure on us on the Admissions Committee to admit more athletes as transfer students, and we admit very few transfer students to begin with so it is not our preferred way to admit student athletes. He said we would rather have them spend eight semesters at Yale and go through some of the foundational courses. He said we still probably only admit four or five transfer student athletes a year, but there is increasing interest in the portal from the coaches.

Rebecca Toseland said that it is her understanding that faculty are involved in admissions committees in the regular decision process, and wonders if faculty are involved in the early action process, and if not, is there's any possibility of expanding the involvement to include early action? **Ms. Mendlowitz** said that yes, they do run admissions committees in early action for 7 days and it is a very quick sprint where we're running 3 committees a day for 7 days and making decisions on 7,000 students over the course of those 7 days. She noted they involve a small group of Deans and faculty members, and because of the timing during the year, it's difficult to run our usual training and onboarding in November to get people ready to serve on committees, and the early action round is such a sprint for us with about six weeks from application deadline to sending out decisions. She noted our committee process is more condensed in early action and we engage fewer outside committee members, and yes, there are a small number of faculty who are involved in early action.

Michael Loewenberg said he is very impressed with the process and how rigorous and structured it is and wonders if we can adopt something similar for our graduate student admissions, and if we can get help in thinking about it and perhaps use the same admission process for admitting graduate students. **Mr. Loewenberg** also asked about legacy admissions and how it fits in with the overall mission. **Ms. Mendlowitz** said she does not know much about the graduate student admission process and is learning more about it in talking with the people around campus who do it, and finding the differences and similarities and how it differs from our process. She said that her office is willing to share best practices to hopefully apply them to the graduate admissions process. Regarding the legacy admissions question, **Mr. Quinlan** said that right now, it is more of a political question than a legal question. He noted that on campuses who have eliminated legacy, they actually saw huge step backs in the number of underrepresented Black and Latino students, so he feels that the connection between legacy admissions and improving diversity in student bodies is a false connection, and the results at Yale over the past decade show that. Should Yale eliminate legacy admissions, he feels that the next group of students who got in would not be low-income students or students from underrepresented backgrounds, but actually students whose parents went to Brown and the University of Chicago, and other upper middle class, highly educated students. He also said that he doesn't feel that the State Government, should be in the business of telling private colleges what they should do for their

admissions practices, especially in this era where there are literally states where the legislatures are telling people what to teach and what programs they can have. **Mr. Quinlan** noted that this is more political than legal and we're talking about legacies whose parents went to Yale in the '90's and were a much more diverse group of students than elsewhere and in previous generations, and whenever he talks to alumni, particularly alumni of color, they're very adamant about continuing the legacy preference as Yale alumni diversify moving forward.

Jing Yan asked if there was a change in Asian student admissions in the last year. **Ms. Mendlowitz** said we didn't see any dramatic changes and part of this is the way the admissions process works in looking at the whole person and community member and not any one attribute of a student or one piece of their application.

John Hall asked what the faculty actually do when involved in the admissions process. **Ms. Mendlowitz** explained that they run 5-person committees and in the regular decision round, 3 of those committee members are full-time admissions staff members - the person representing their admissions territory, a chair who is a senior member of the team, and an additional admissions staff member - with one faculty member and one member of the Yale College Dean's office, and all 5 get a vote, and faculty are there to ask questions and understand each student who is being presented and vote on each one. She said they have a very active role in the process. **Ms. Bozovic** asked how faculty get invited to participate. **Ms. Mendlowitz** said for many years DUS's were invited, but they are very busy, so Admissions has gone to people who have served before and are very good at it and recently invited people who teach 1st year seminars who are well aware of 1st year experiences and very involved with students, so they bring a valuable perspective to the process. And they are constantly thinking about who to invite and how we invite them, and invite faculty members who are involved with the Financial Aid Policy Committee and can bring that perspective to the process.

Mr. Solomon noted the recent election and change that will be coming in Washington as a result, and asked how this will affect the process and if Yale will be able to maintain its diversity? **Ms. Mendlowitz** said so far we're carrying on as we have been, and the office and the general counsel feel very confident that what we did last year to enroll our class of 2028 was within the law and followed the direction of the Supreme Court ruling. So, she said, while there has been a challenge, they're feeling pretty confident that won't result in any changes in this coming year. She noted that as far as any changes coming down the line, we are as apprehensive as everyone and trying the best they can to anticipate those kinds of things. **Ms. Mendlowitz** noted that we were very successful last year after the Supreme Court decision by working on our potential response a year prior to the decision. **Mr. Quinlan** noted that his presentation to the Senate last December outlined the strategic planning that the Admissions Office did prior to the Supreme Court ruling in 2023, and mentioned his surprise that some of Yale's peers did not do the prep work that may have led to different results.

Dinny Aletheiani asked if there is a training program for faculty and alumni who are invited to participate on one of the admissions committees, and are there specific shared perspectives shared by the Admissions Office to the trainees? **Ms. Mendlowitz** said that everyone who sits on an admissions committee and is not a member of the office takes mandatory training to orient them to the process. they talk about the level of selectivity, and how applications get to the stage

of being heard by the Admissions Committee to make sure those conversations are productive, and someone from General Counsel's Office at that training to talk about what we're able to consider in terms of an applicant, self-identified race, and what we're not able to consider, and the changes based on the Supreme Court ruling. The trainings happen in late January/early February and we start admissions committees in February so anyone who serves on an admissions committee has to go through this training process.

Ms. Aletheiani asked for more specifics about what diversity looks like in terms of the language of the training and the goals of the admissions they're trying to specifically choose when thinking about diversity. **Ms. Mendlowitz** said this is a big part of the training sessions and our mission is enrolling students from a variety of backgrounds from around the world who are going to come to Yale and thrive on our campus, and there are various institutional priorities in terms of socioeconomic representation, racial diversity, and diversity of academic interests and intellectual pursuits and extracurricular pursuits. She said that we talk about all these things, and weigh all of those various competing priorities in the process.

Mr. Quinlan noted he put a [link](#) in the chat to a letter written in 1967 by then Yale President **Kingman Brewster** to Director of Admissions **John Muyskens Jr.** that eloquently outlined his vision of the most important factors that the Admissions Committee should consider in evaluating applicants to Yale. **Mr. Quinlan** noted that others tried rewriting the letter, however no one has been able to do a better job than **Kingman Brewster** did in capturing what we're looking for. **Mr. Quinlan** noted that the letter is the North Star that guides the office and the bedrock of what they're doing, capturing a lot of the things that **Ms. Mendlowitz** just mentioned.

Ms. Yiengpruksawan said she has participated in the admissions process many times and that one of the critical points that comes through is that we are thinking about a Yale community of students, and diversity is part of it as is considering a group of interesting, creative, hardworking, and ambitious students. The process, as it is, works.

After this last comment, **Mr. Solomon** adjourned the meeting at 5:45 PM.