

FAS-SEAS Senate Meeting

Thursday, November 30, 2023

Dow Hall 100, 370 Temple Street and on Zoom

3:30 PM – 4:00 PM – Senators only closed session

4:00 PM – 5:30 PM – Open session

Minutes

APPROVED

Present: Meg Urry, Rebecca Toseland, Andrea Aldrich, Marijeta Bozovic, Michael Fischer, Alessandro Gomez, Oswaldo Chinchilla, John Hall, Valerie Horsley, Gerald Jaynes, Maria Kaliambou, Mordechai Levy-Eichel, Maria Piñango, Constance Sherak, Kathryn Slanski, Mark Solomon, Dara Strolovitch, Julia Titus, Paul Van Tassel, Jing Yan, Mimi Yiengpruksawan

Absent: Greta LaFleur, Jason Stanley

Guests: Dinny Aletheiani, Yorim Alhassid, Lindsay Barnett, Tim Barron, Alexia Belperron, Beth Bennett, Jeffrey Brock, Lynn Cooley, Tamar Gendler, Shiri Goren, Paul Grimstad, Miki Havlickova, Harry Jain, Al Klevatorick, Roy Lederman, Pericles Lewis, Hiroyo Nishimura, Nikhil Padmandabhan, Thomas Pogge, Patrick Reilly, Barbara Rockenbach, Maytal Saltiel, Candace Skorupa, Camille Thomasson, Miki Yamaguchi, Y. Richard Yang

Open Session:

- [*Open Science and Open Scholarship at Yale:*](#) **Barbara Rockenbach**, the Stephen F. Gates '68 University Librarian at Yale University and her colleagues, will discuss library investments in the infrastructure to help disseminate scholarship more broadly, incentives for faculty to do so, and how faculty can retain rights to their scholarship.
- [*How Can Faculty Best Support Students in Stressful Times?*](#) **Pericles Lewis**, Dean of Yale College and Douglas Tracy Smith Professor of Comparative Literature and English; **Lynn Cooley**, Dean of the Graduate School, Vice Provost for Postdoctoral Affairs and C.N.H. Long Professor of Genetics and Professor of Cell Biology and Molecular, Cellular, and Developmental Biology; and **Maytal Saltiel**, Interim University Chaplain, will discuss what they have been hearing from students over the past 7 weeks, and how, in times of conflict and profound disagreement, faculty can set the tone.

FAS-SEAS Senate Chair **Meg Urry** called the open session of the FAS-SEAS Senate meeting to order at 4 PM. **Ms. Urry** introduced University Librarian **Barbara Rockenbach**, the Stephen F. Gates '68 University Librarian at Yale University, and her team **Lindsay Barnett**, Scholarly Communication Librarian, **Lauren Di Monte**, Associate University Librarian for Research & Learning, **Daniel Dollar**, Associate University Librarian for Scholarly Resources, **Sandra Aya Enimil**, Program Director Scholarly Communication and Information Policy, to talk about open science and open scholarship at Yale. **Ms. Rockenbach** said that everyone at the library has been thinking about open scholarship and open science for some time, and we feel strongly

that we need faculty help with future dissemination of scholarship, how we help disseminate scholarship, and how we actually pay for it. She noted that the library spends \$26M per year making sure you have the books, journals, and scholarly resources you need so that you can read books and journal articles. She said a new feature in the landscape now is paying to publish – pay a publisher or someone who is disseminating your scholarship for the ability to publish openly, with the average cost per article of \$1,626. She explained when before we were paying to read articles, we are now paying to read and publish, and if we average the number of articles we want to publish and make open, we would pay \$22M annually to make our scholarship open. **Ms. Rockenbach** said that the library needs faculty to help us determine our decisions to ensure we have the content needed for research, teaching, and learning; and how we ensure equitable and open access to scholarship for the world. She said the library is encountering Federal mandates, publisher pressure, faculty requests, and peer models. When we talk about open scholarship, we talk about rapid and widespread sharing of a range of scholarly activities and outputs, across disciplines (to the world), and it promotes inclusivity, transparency and trustworthy research, innovation, and collaboration. It includes adopting open practices in teaching, research, publishing, and all stages of the scholarly communication lifecycle. **Ms. Rockenbach** referred to the Nelson Memo written by **Dr. Alondra Nelson**, head of the Office of Science and Technology (OSTP) at the White House. The goal of the memo is to provide free, immediate (without embargo), and equitable access to research that is federally funded. It applies to all federal agencies and peer reviewed publications and underlying scientific data (by 2025). She noted that we at the library and at ITS are working on how we can ensure compliance with this in the next two years so that all of our faculty have open repositories for faculty. She talked about Yale being a part of a membership organization - *Higher Education Leadership Initiative for Open Scholarship* (HELIOS) [currently has almost 100 members in the US] that has been active for two years and works on developing Policy Language, sharing Open Infrastructure, and developing Best Practices. The library is where faculty can find out about HELIOS and be educated on understanding options for making your scholarship open, and options about authors' rights. **Ms. Rockenbach** and her team described open access as a part of open scholarship, and refers to the free, immediate, on-line availability of scholarship, coupled with the rights to fully use that content. She explained when you sign agreements with publishers, you in fact sign away your rights to that work, and we want to work with faculty to retain those rights because it is a pre-condition for open access. She explained how the Library is supporting open access:

- Cost offsetting agreements for open-access journals.
- Investing in open monograph models in the humanities and social sciences (University of Michigan Press Fund to Mission).
- Participate in community open scholarship initiatives.
- Supporting emerging publishing/scholarly sharing models.
- Establishing a data repository of Yale (Dataverse).
- Continuing conversations with faculty on how to best support open scholarship needs.

The Library want to help faculty preserve your rights as authors:

- Authors hold copyright to scholarly work, however, many publishers require a copyright transfer.

- This may strip authors of all rights to use the work or may be unclear as to allowed future uses.
- Some publishers may require authors to pay for permission to reuse works in the future.
- An author's rights policy preserves the author's interest in a work, allowing reuse, sharing, and inclusion in future publications without these limitations.

Possible pathways forward:

- Author's rights policy
- Fund open publishing
- Break big deals (Elsevier/ScienceDirect) and pay per article
- Invest in open infrastructure (EliScholar/Dataverse)

Ms. Urry noted that this conversation has raised many important issues that we need to think about, however because time for today is up, she suggested that the speakers come back to continue the conversation. **Ms. Rockenbach** and her team agreed and said they are happy to come back to continue the discussion.

Ms. Urry introduced **Pericles Lewis**, Dean of Yale College and Douglas Tracy Smith Professor of Comparative Literature and English; **Lynn Cooley**, Dean of the Graduate School, Vice Provost for Postdoctoral Affairs and C.N.H. Long Professor of Genetics and Professor of Cell Biology and Molecular, Cellular, and Developmental Biology; and **Maytal Saltiel**, Interim University Chaplain, to talk on how Faculty can best support students in stressful times. **Ms. Urry** said that we all are worrying about how students are doing in the present stressful times. She noted that we only see our own students, so we are asking you to share what is going on all over campus, and to advise faculty on how we can best support our students and deal with difficult topics and stressful moments, and not about addressing specific issues. **Mr. Lewis** said that after the October 7th attack, many of our Jewish students on campus, some students with a direct connection to Israel, experienced a visceral feeling of being under attack. Shortly after, we saw the invasion of Gaza, and our Mid-Eastern, North African, and Muslim students felt deeply affected. He noted that these large populations have a good support system in place on campus from their four cultural centers, and added that he is working on offering the North African group a better support system to identify with. **Mr. Lewis** noted that he is able to offer a more secular and non-religious view. He said that even though there have been protests and commentary, they have been polite and within the bounds of reasonable discourse. He himself has sponsored a series of Dean's Dialogues with small groups (up to 50) talking about the issues across a variety of views. He said that in a regular class setting, he advises not to bring up the specific subject of the recent conflict, however if it is a class that is talking about conflicts, the subject might be raised and you need to use good judgement in directing a conversation. He thanked **Ms. Saltiel**, Interim University Chaplain, and her team, who have been spectacular in supporting our students during this very difficult time. **Ms. Cooley** spoke and said that her office has not heard much from the graduate student population. However she has received a few emails from Palestinian people who are upset because it seems that the University is more supportive of the Israeli view than of the Palestinian view. And, she said, there was very little heard from the graduate student side until the doxxing truck, which caused much concern for

the people whose names were displayed on the truck and their allies as well. Her office immediately sent a message to these individuals, and we are looking into ways to help them sort out what legal means they might have to protect their reputations and with situations in social media. She also noted that we have been participating in a project with the Hillel Campus Climate Initiative that has produced a report that will provide us feedback, and because this effort has already begun, she feels it will help with de-escalating the anxiety of the Jewish community on campus. She noted that people are definitely anxious, and her advice is that whatever you do in your domains to create a supportive community, it will help to give students a feeling of safety. She advised to ask them how they are doing, to listen, and to be thoughtful. **Dara Strolovitch** shared that at the risk of entering into substantive issues, her sense (as a Jewish faculty member) is that Slifka and Hillel do not feel like good resources for Jewish students who are critical of Israel and/or do not identify as Zionist. **Ms. Saltiel** said that people are not well, people are acutely more unwell - staff, faculty, students, all humans - and some people are thinking that people want to kill them and their families. She noted that she is stating the obvious - that people are living in fear and anxiety, and so whatever we can do to help remind people to be human and to offer love and support – she really encourages people to do this. Our students are afraid and self-conscious. She noted that some people who wear things that denote they are from a particular identity, are more conscious than they have been in the past – some is fear and some is awareness. She noted that what happened in Burlington, VT was terrifying for many of our students, and so we should do whatever we can to support our students. She realizes that there are religious groups on campus who support one view, and they are part of the campus ministry. However, the main (chaplain) office supports anyone and everyone, and we try to be as open and affirming of everyone no matter what their beliefs are, and we are here to serve the entire university community. **Ms. Saltiel** opened the floor for questions. **Ms. Urry**, asked if issuing statements from places of power - like the administration or the Faculty Senate - is good or bad, noting that once you begin to issue statements, if something comes up where you do not make a statement – that “not making a statement” becomes a statement in itself. **Mr. Lewis** said he feels that our habit of issuing statements has been problematic. He said that people felt that not issuing a statement after the October 7th made people ask why do we not merit a statement when other groups do. Others may decide not to issue any more statements and find that is also problematic. **Ms. Horsley** said – “I wonder if not issuing a statement makes it seem like we don’t care.” **Ms. Cooley** noted that **President Salovey** is now posting his statements on his website rather than send emails to the entire community. She suggests people look at his website for statements. **Ms. Saltiel** noted that it’s difficult now to make the decision not to make a statement, and not doing so is a statement in itself. However she noted that you don’t need to issue a statement in order to check in on students and say something – you can have individual conversations with people you know need to talk, and this is another way to show that you care. **Mr. Solomon** noted that in making statements, it is difficult to make a neutral statement – most times this approach does not work. **Mr. Lewis** talked about a situation where he was asked by the Yale College Council to censure a situation where someone made a statement against a particular person or group that was dangerous in nature. He said he responded by saying that 1) we oppose Islamophobia and Antisemitism, and anti-Israeli and anti-Palestine (no prejudice against these people); 2) he encourages people to be civil and respectful; 3) we are an academic institution

and our job is to be able to assess matters freely; 4) as the dean, he does not criticize people even if what they say is offensive, and even if he is offended, because if he criticizes, then he is creating an official policy for the University. He noted that there might be a situation where what someone says is so egregious, that he is forced to say something, however this is not usually the case and does not happen often. He noted that the students themselves recognize that these are complex situations. **Ms. Toseland** said she is trying to wrap her mind around Yale's policy on freedom of expression and the limits to it. On the *Belonging to Yale* website, her understanding is that the line is discrimination and harassment, and as deans, she asked **Mr. Lewis** how you figure out how to apply this because there is a lot of behavior that would be difficult to figure out. **Mr. Lewis** noted that harassment is that it tends to be prolonged and done repeatedly, and that there is a legally-trained team at the university that uses standards and procedures to look at a situation to determine if it is considered discrimination and/or harassment. **Mr. Lewis** noted that there were 23 complaints since the October 7th attack on Israel, and of them, none were violent. There were 4 threats reported, however the threats came from off-campus people and the media rather than from someone on campus threatening someone. No protests involved any arrests or the closing down of anything, and the protesters followed the rules. He noted that up to now, there have not be any incidents that have risen to the levels of our peers, and **Ms. Saltiel** remarked that she feels lucky to be at Yale where there are good relations and trust, and where we are taking care of our students and others, rather than be in other places where situations have gotten out-of-hand. **Ms. Cooley** also commended **Pilar Montalvo** in the Secretary's Office – whenever they hear about a protest being planned, she gets involved with students and is supportive in explaining the rules and how to do it within our policies and peacefully. She said that we are very lucky to have her working with the students, and the students work well with her and trust her. **Mr. Lewis** also mentioned the residential heads and deans who work to defuse the tensions. He said there are a few students who have experienced severe mental health issues during this time, however despite this, the residential colleges have helped students get support to relieve tensions. **Ms. Cooley** noted that OPAC (Office of Public Affairs and Communications) has a relatively new leader who has done a fabulous job and has done a huge service to all of us in moderating all of the statements, with interacting with the media, and with monitoring social media. **Mr. Lewis** noted that students, especially in the current situation in the world, are reluctant to share their ideas in open discussions, and he feels it is probably not a good idea to encourage these exchanges under these circumstances. There was a discussion about social media and the negative impact it is having with our students. If anyone make a statement on social media, it will always be there, and if they want to change their minds, whatever they said does not go away. It is important for our faculty, and all grown-ups, to have conversations with our young people about what social media is about, and the problems it creates. It is a conversation that our society needs to have as well.

Ms. Urry thanked everyone for their participation in these discussions. With no further business, she declared the meeting adjourned at 5:30 PM.