

GSA General Assembly Meeting

10/29/14

Meeting Start – 7:01 PM

- I. Guest Speaker – Jennifer Frederick (Executive Director, Center for Teaching and Learning) Jennifer.frederick@yale.edu
 - a. Layout – Speech from Jennifer, Questions
 - b. Background on Jennifer
 - i. PhD in Chemistry at Yale 20 years ago.
 - ii. Faculty positions at teaching schools.
 - iii. Hired at Yale Graduate Teaching Center.
 - iv. Headed Center for Scientific Teaching.
 - c. Plans for this meeting
 - i. Notes from previous GSA meeting – Fact-checking.
 - ii. Programs' future plans.
 - d. Fact-checking questions from 10/15/14 GSA General Assembly Meeting
 - i. The services for graduate students are a priority. Centerpiece for the center.
 - ii. Creation of Center for Teaching and Learning not a cost-cutting, actually costs money.
 - iii. Need to claim all of the budget from all the centers and find the holes in the Center that need funding.
 - e. Comments on discussion from 10/15/14 GSA General Assembly Meeting
 - i. Center for Scientific teaching is not currently serving grad students.
 - ii. Leadership for CTL reports to office of the Provost.
 1. Named someone (Professor Scott Strobel) in the provost office as a deputy provost.
 2. Makes Yale CTL a high priority at Yale.
 3. Very good and strategic move on Yale's part.
 - iii. Official location is Sterling Library – York Street wing
 1. 22,000 ft²
 2. Not a public space currently.

3. Architectural project as well, as CTL will design.
 4. 24 hour study space is planned.
 5. January 2016 is planned for completion of the redesigning.
- iv. Continue to customize the programs and allow alternate locations besides new official location.
- f. Current Programs
- i. Teaching preparation
 1. No concern about cutting it, trying to expand it.
 2. Maybe extend to postdocs and professional students.
 - ii. Trying to fill the gap between the roles
 1. Consulting with faculty.
 2. Resources for faculty to use.
 3. Innovation money available to teachers/faculty.
 4. Help with teaching assistants.
 5. Will not act as the principal's office though, so cannot enforce things like observations of TFs by faculty.
 - iii. Changes
 1. Teaching is an isolated act currently.
 2. Need to move toward sharing techniques, ideas, etc.
 3. Bring teaching into the public eye.
 4. Create peer pressure to teach better.
 5. Helping faculty understand that the TFs are a part of their team.
 - iv. Observations
 1. Written down as expectation of faculty in regards to students.
 2. Constructive feedback.
 3. Most don't: partially due to time, partially not knowing what to look for in a TF.
 4. Yale Teaching Center observations – can guide it by focusing on certain issues (discuss beforehand).
 5. CTL always looks at consultation requests when determining Teaching Fellow demand.

- v. Discipline specific boot camps possibility
 - a. Similar to the Center for Language studies boot camps?
 - b. Fundamentals course for physics very like that.
 - c. Jennifer would like to know if there are other examples of this style of teaching fellow training.
 - d. If all departments were doing their job as regards to teaching, then she would be out of a job.

vi. Future

- 1. Making sure professors observe you.
- 2. Video-taping more of our programs.
 - a. Great idea
 - b. Have the technology available.
 - c. Would like to know the priorities as in which programs should be recorded first.

vii. Questions

- 1. Ryan – can you go into more detail about budget cuts? Were they related to the consolidation?
 - a. All the centers in the graduate school were asked to cut their budgets by 5% before the CTL was created.
 - b. Unrelated to the creation of CTL.
 - c. Writing center felt it most.
 - i. McDougal Center money was matched by the Student Workers Organization.
 - ii. That was taken away.
 - iii. Was able to rearrange such that less than half of the fellows lost their position.
- 2. Colton – Are you lumping online teaching? Is there going to be anymore expanded programs into online teaching for grad?
 - a. Yes and Yes.
 - b. Yale's position - not going to be one of the forefront places in online teaching; let's see how it goes elsewhere.

- c. Some very selective programs only open to certain people.
 - d. Job market is looking for online teaching experience, so need to adapt and create the opportunities.
 - e. Example idea – they routinely hire student workers to TA courses online.
 - f. Training component as well, as mostly technical advice as of now.
 - g. Still need the “how to online teach”, “how to engage with students online.”
3. Brian – Teaching Fellow positions? Will they be posted on the graduate school website?
- a. They should be.
4. Janna – OCS not focusing on the academic job market teaching? Not helping you train for the job?
- a. Jennifer – really?
 - b. Colton – new hire will/does have academic experience.
 - c. Jennifer – regular meetings with Dean Cooley and new hire; will discuss this issue.
 - d. Consuelo - Departments are in charge of teaching you for the job market.
 - e. Academic job search usually a collaborative effort; departments play some role in helping advertise positions.
 - f. Need more training in how to give a job talk for example.
5. Lauren – Some professors discount the value of observing classes. TF nervous, students nervous. Not going to get a good picture
- a. TF wants to get feedback, trying to do a good job.
 - b. A onetime observation is so unusual and weird, makes it hard to get a good picture.
 - c. Maybe better to pop in here and there instead of in one class.
6. Christopher – how much capacity do you have to observe people?

- a. Good question for Risa Sobe.
 - b. Not sure now.
 - c. 2 consultations a semester/ 20 fellows.
 - d. Could easily double that without feeling maxed out.
 - e. Faculty observations are very difficult as Jennifer has no one else capable/trained to do the job as of now.
 - f. Staff needs to grow a little.
7. Joori – Seems like there are a lot of services that we don't know about. Can we have a centralized location for all services?
- a. There is an email that goes out that lists them all.
 - b. We do have a job ahead trying to figure out how to get the word out.
 - c. Centralized website would be better for us.
 - d. Maybe email about seminars.
 - e. Would like more detailed feedback.
 - f. Designing website over 8-9 months.
 - g. Emilio – When I'm looking for certain information, I google it. Skip the homepage if possible and provide direct links.
8. Alicia – Writing boot camps over the breaks were cut, is that a strategy for the cuts/consolidation? Existence of a physical “language lab?” Open late, software?
- a. Yes will work finding the solution.
 - b. Not aware of something like that.
 - c. Does fall under the consolidation.
9. Will – Organization is going to be huge? It may be helpful for them to have a database of programs they offer and how popular they are. Not always clear on whose met which objectives.
- a. We have not developed a centralized database.
 - b. It's on you to keep track of what you've done.

- c. We will have to do a lot more reporting than we have already been doing.
- d. Have money to hire director of educational programming.
- e. Will help us figure out what we need.

10. Katie – expanding the college certificate of teaching? More organization would be good. Is that a direction you are moving in?

- a. When Bill Rando was director, didn't have the resources for keeping track of everyone.
- b. Treating us like adults – you keep track of your own attendance at events.
- c. For the foreseeable future will be maintained.

11. Nazanin – new provost position, how do you see this new person? What is the relationship with the center and how will it change things?

- a. She reports to him.
- b. In the Provost's office for power.
- c. Much more power this way.

12. Consuelo – Budget cuts. Across the board 5%? Where did the teaching center cut?

- a. Had a new person working on the budgeting, so travel, new computers, everything got 5%.
- b. Writing center had a much more difficult task; had to be more strategic.
- c. Is the money coming back?
- d. We are arguing for it.
- e. Going to take well into next semester to figure out all the budgetary concerns.

viii. Questions from Jennifer

1. How can I keep getting input from you all?

- a. Joori – if you and I keep in contact, have a discussion, give us questions, we will discuss

2. Budget cuts...uncertainty...what is the uncertainty? (answered by Will)
 - a. Will – The website is vague, programs are not easily displayed.
 - b. You've answered many of these uncertainties.
 - c. How are these centers going to merge? How will the structure change?
 - i. Many are going to disappear.
 - ii. Some are not: Language Center is widely known.
 - iii. Writing Centers must be visible enough to be used.
 - iv. Still working on the naming and the structuring.

II. Approval of Minutes

III. Approval of Agenda

IV. Department meeting report (Genetics) – Erin Heim

- a. Bringing up the things that we haven't heard
- b. Main points
 - i. Grocery shuttle on the weekends – shift change = long downtime.
 - ii. Subsidized peapods?
 - iii. Old decrepit wheel-less bikes – better way of getting rid of them – current way is very slow and bureaucratic.
 - iv. 24-hour student space – needs coffee.
 - v. Healthcare – spouse and spouse + kids are treated differently.
 1. Wendy – With a spouse and child, graduate students qualify for Medicaid.
 2. With a spouse and no children, they do not.
 - vi. Healthcare – difficult to get a second opinion outside of Yale; why don't you want to use our doctors?
 1. Wendy – This is very traditional of HMOs.
 - vii. Door-to-door
 1. If close to the Blue line, always told to take it.
 2. Doesn't matter how far away the shuttle is.

3. Could the door-to-door take into account the time till a Blue shuttle?
- V. Department meeting report (Immunobiology) – Jessica Wang
- a. APD
 - i. Simplicity should add a resume submitter.
 - ii. Recruiters have access to website and could then see graduate resumes.
 - b. Transit
 - i. Removal of abandoned bikes is a problem.
 - ii. Yale employees have benefits for parking and driving.
 1. Students should have that as well.
 - iii. Cedar street shuttle is awesome.
 - iv. Red line needs more in the morning; many have to wait in line for shuttle.
- VI. University Tribunal - Joori
- a. Takes on the most serious faculty and student misconducts.
 - b. GSA needs to send one rep.
 - c. No questions from the floor on the position.
 - d. Nominations
 - i. Erin Heim – Genetics
 - ii. Joseph Leward – Epidemiology and Public Health
 - e. Election
 - i. Joseph elected through Socratic and Turning Point
- VII. Tabling Charter Update and Resolution F14-002: GSA Support of the Yale Center for Teaching and Learning due to time concerns.
- VIII. Erin Heim – Office of Career Strategy Meet and Greet
- a. Will be held in Harkness Auditorium.
 - b. November 17th at 2:00-3:30 PM.
 - c. Do GSA members feel a live stream would be useful or is a recording of the event enough?
- IX. Concerns from the floor
- a. Nick – will be tackling the compass overhaul in spring.
 - i. Let him know if you are interested.

- b. Robyn – Yale Carbon Taskforce
 - i. Open to public.
 - ii. Yale’s current state.
 - iii. Future plans.
 - iv. Should Yale Adopt an Internal Carbon Tax?
 - 1. Next Thursday.
 - 2. Luce Hall 4:15PM
- c. Brian – Advisory Committee on Investor Responsibility
 - i. 4:30 PM – Open meeting next Tuesday in Sterling Law Building rm 127
 - ii. Representatives from fossil for Yale and Dwight Hall.
 - iii. Open Meeting of the Yale Advisory Committee on Investor Responsibility ("ACIR").

X. Adjournment

Meeting end 8:19PM