

**GSA General Assembly Meeting**  
**3/4/15**

Start – 7:04 PM

- I. Approval of Agenda
- II. G&P Elm St. Student Housing Application for Variance update.
  - a. New G&P housing on Elm Street.
  - b. Will replace some HGS beds after renovation started.
  - c. Having issues with the city zoning.
  - d. Writing a letter to the Board of Alders.
    - i. Application for variance.
    - ii. Support the proposed project.
  - e. Please sign the petition if you support the building of Elm Street Housing.
  - f. You don't have to sign.
  - g. Questions
    - i. Is this in support of all graduate housing?
      - 1. No, just this one housing plan.
    - ii. Is there a way to sign it after we have more time to study it? Who are we directing it to?
      - 1. Yes, Email Joori if you'd like to read it over.
      - 2. The Board of Alders.
    - iii. Completely separate from HGS?
      - 1. Even if this doesn't go through, HGS is still being renovated.
    - iv. Classmate getting kicked out of HGS this summer? Is that already happening?
      - 1. People shouldn't be kicked out yet.
- III. Department Reports
  - a. Linguistics (Ryan Kasak)
    - i. Department is satisfied with services.
    - ii. Concerns
      - 1. Bike rack security.
      - 2. Bikes are stolen frequently.
      - 3. Different kind of bike rack would prevent it?
    - iii. People live far outside of East Rock.
      - 1. Would like subsidized rates for commuter lots.
    - iv. Reluctance to apply to CTF due to the selectivity.
      - 1. Want more funds for it.
      - 2. Allow people to go further away.
    - v. Questions?
      - 1. What kind of bike rack?

- a. I don't know.
  - 2. There are Yale lots for commuters
    - a. Still \$90 a month.
    - b. Downtown.
- b. Psychology (Katie Oltman & Jamie Benoit)
  - i. Mostly content. A few issues brought up.
    - 1. More stats workshops.
    - 2. Training opportunities.
    - 3. TF reviewing of professors
      - a. Know who to work for.
      - b. Which class gives you the best opportunities?
      - c. Glorified graders
    - 4. Bus drivers like to talk on the phone.
    - 5. Buses don't consistently stop at bus stops/
    - 6. Mental Health – embarrassing.
      - a. Triage
      - b. More trained psychologists
      - c. Less psychoanalysts
  - ii. Questions?
    - 1. Triage
      - a. They are thinking about doing that.
      - b. Go to the mental health town hall to push for this!
- c. Classics (Rachel Love)
  - i. Generally, didn't get far past HGS and 6<sup>th</sup> year funding.
  - ii. Specific
    - 1. Designated library – don't one to move; want to stay attached to library.
  - iii. CTL – get an easier place to find the services?
    - 1. While things are in flux, feel like they don't have access to them.
    - 2. Don't know where to find them.
  - iv. Yield to pedestrians sign removed...
    - 1. Sacham and Hillhouse.
    - 2. At night, now it is very dangerous.
    - 3. Get that back...?
  - v. Who is in control of putting students up for 6<sup>th</sup> year funding? Department or students? Who suffers if they fail?
  - vi. Questions
    - 1. Sign at the top of Hillhouse?
      - a. Taken out for the construction, should be returned shortly.
- d. Molecular, Cellular, Developmental Biology (Peter Kim & Joori Park)

- i. Three topics
- ii. APD
  - 1. Pleased with OCS.
    - a. Non-academic support is great.
    - b. Satellite office hours at science hill?
  - 2. Little support for after Yale from department
- iii. FH
  - 1. HGS renovations – important space for graduate student community.
    - a. Want to see replacement.
  - 2. Gym hours.
  - 3. Space and room for study groups.
  - 4. Eyemed and Dental Dental – sign up is too soon (September 15<sup>th</sup>).
- iv. Department Specific Issues
  - 1. Lack of community at Science Hill.
  - 2. Don't interact with the other departments.
  - 3. Talked about how to bring students together.
  - 4. Take initiative to understand what we want.
- e. Medieval Studies (Sebastian Bezerra)
  - i. 8 students in department.
  - ii. Upcoming renovations of HGS.
    - 1. Strong indication from DGS that will be moving.
    - 2. Want similar space in HGS.
  - iii. Pay cut is a major concern.
    - 1. Higher level graduate students – sprung on them.
  - iv. English side
    - 1. TF assignments are vague.
    - 2. TF's are given to those in teaching years as a priority though they are not as qualified.
  - v. Transport
    - 1. No bus schedule.
  - vi. Foreign Students
    - 1. Orientation – condescending – ex. telling people to bathe.
  - vii. Questions
    - 1. Amy Hungerford will be here at our next meeting.
      - a. Will be here to talk about HGS.
    - 2. Which administrator was the one in charge of orientation?
      - a. Not sure.

#### IV. CTF February Cycle update

- a. Want to institute an update after every cycle for the General Assembly.

- b. The numbers.
    - i. \$71,000 requested.
    - ii. 80 applicants – 33 awards total.
      - 1. 23 SS – 13 awarded.
      - 2. 27 S – 13 awarded.
      - 3. 20 H – 7 awarded.
    - iii. 5 recipients - \$750 award.
  - c. Send out the ad hoc committee email shortly.
  - d. Money comes from the provost office and the graduate school.
  - e. Questions
    - i. Will they go on the website? Are they going into the minutes?
      - 1. Could put them on the website.
      - 2. Will definitely put in the minutes.
      - 3. Can discuss this during the committee.
    - ii. Do we have this information going back?
      - 1. Yes, for at least a decade.
- V. Deep Dive APD
- a. Topics to be brought to the GSAS Administration.
    - i. Decrease in post-6th year funding.
    - ii. Broaden array of teaching opportunities for these students.
    - iii. Per the School of Forestry and Environmental Studies Tuition and Fees page: for 2014-2015, the expected living expenses for a single student are \$27,393 for 12 months (over 9 months, that would be \$20,545).
    - iv. Potential for dis-incentivizing students from applying for external fellowships.
    - v. Follow the model of the sciences—students get slight pay-raise for securing outside funding.
    - vi. Administration’s reason for the sixth-year funding NOT dis-incentivizing students from pursuing external fellowships:
      - 1. External fellowships are prestigious and an important professional credential.
      - 2. External fellowships are key for doing research in absentia, so students seeking to do research away from campus in years three or four (when they would normally be expected to teach to receive university funding), for example, will still depend on external funding.
      - 3. Students on external fellowships in year six will have more time to research and write than students who are teaching.
    - vii. What are the new forms of additional professional development that the University is planning to offer to students?

- viii. Last week, APD passed two resolutions.
  - 1. Decrease in post six year funding.
  - 2. Possible dis-incentivization.
  - 3. APD wants to write report for this.
  - 4. Goal is to alleviate the issues these might cause.
- ix. Broaden the experiences offered to TFs.
- b. Discussion Topics.
  - i. Are there any services/programs that may be worthwhile to implement to assist students in the job search or decrease time to graduation?
  - ii. Are there any 'paid positions' in your department (such as a short-term grader etc.) that may assist seventh year students supplement their income?
  - iii. The option for sixth-year funding will provide students with guaranteed teaching or alternate forms of professional development—do you have any ideas for these alternatives that students in your department would find valuable (docent at a museum, curator at an archive, assisting undergraduates with their theses)
  - iv. Examples from your peers at other institutions?
  - v. From the Sixth Year Funding Policy FAQ: 'Students who receive an external award in year five may still take the external award in year five and defer the UDF to the year six; these students would not find the sixth year of guaranteed teaching necessary.'
  - vi. Will students feel that accepting the UDF and not being required to teach in year 6 would be enough of an incentive?
  - vii. How will the implementation of the sixth year funding policy students affect students in departments in which archival or field work is necessary or common (i.e. will the policy pull students away from studies in absentia)?
  - viii. How do scientists feel about being left out of the new policy?
  - ix. How are graduate students in science departments in which there are large undergraduate cohorts going to be affected by the TF pay decrease?
  - x. How many students in your department actually get external fellowships and is there any organized record of this?
- c. Discussion
  - d. Paid extra for fellowships in the Humanities?
    - i. Sciences get an additional \$4,000
    - ii. Is this true in humanities
      - 1. No. (Annelies)
  - e. External Fellowships dis-incentivization.
    - i. Comments on whether administrations arguments are true?

- f. Guaranteed Teaching or alternative forms for professional development
  - i. Ideas?
    - 1. Curator
    - 2. Docent
    - 3. Assisting UGs with theses.
    - 4. Administrative roles – should be paid to do them (group them together) Classics.
    - 5. Syllabi – work with professors to develop them.
      - a. Could provide them with resumes.
    - 6. Computational Biology – website design, data analysis.
    - 7. Lab management positions – Robin (Geology)
      - a. 6<sup>th</sup> year funding is especially a concern for department.
      - b. ½ graduate in 5; ½ in 6.
      - c. Could give sixth year funding to sciences?
    - 8. Annelies – UG writing center – essential supplement the writing center.
    - 9. Nazanin – research assistant for professor.
    - 10. Amanda – Slavic reading room – position in Sterling – really helpful for department.
    - 11. Chris – being the RA or the graduate assistant – not seen as good.
    - 12. Fabian – Yale associated think tanks – internships at these companies.
    - 13. Workshops that are run by students – skill workshops.
  - g. Paid positions already existing?
    - i. Proofing UG resumes – Slavic – OCS
    - ii. Selling your skills to wealthy high school families – help them get into Ivies.
    - iii. Help shape the programming? Beneficial to the graduate students, professional development?
      - 1. McDougal Fellow.
    - iv. Colin - Language Requirements.
      - 1. Art history department – hires tutors for French and German.
    - v. Chris – looking for a ton of RAs that do foreign languages.
    - vi. Could look over data for folks – computational biology.
  - h. How the sixth year funding policy will effect students who have to do archival work?
    - i. Uncertain.
  - i. Does anyone feel bad about being left out of the policy?
    - i. Geology – class of 21 5<sup>th</sup> years

- ii. Must all be out by 5<sup>th</sup> year
- iii. It's a concern.
- iv. Ariana – PhD students in teaching don't have teaching in their sixth year. Who is concerned with funding and not getting it?
  - 1. Geology and Geophysics.
  - 2. Nursing.
  - 3. Public Health – depends on your discipline.
  - 4. FES – no one that didn't get funded.
  - 5. Astronomy – don't know of anyone who didn't get funded by their PI.
- j. How many students get external fellowships? 50% or more?
  - i. Registering in absentia – have to tell them what fellowships.
  - ii. Is there not an office that takes care of this?
    - 1. Theoretically, the Grants office.
- k. Questions
  - i. When will you have this report?
    - 1. End of the semester.
  - ii. Email this out?
    - 1. Will do.

## VI. GSA Charter

- a. Major changes
  - i. Section 2A1
    - 1. **It is solely the responsibility of student government to select those student representatives to university committees composed of faculty, administrators, and students.**
  - ii. Section 2A2
    - 1. The Assembly will appoint graduate student representation on the Yale University Health Services Member Advisory Committee, **the Advisory Committee on Library Policy, the Minority Advisory Council, the Committee of Review, the Advisory Committee on Resources for Students and Employees with Disabilities, the Committee on Sexual Misconduct, and the Graduate and Professional Student Advisory Board.**
  - iii. Section A4
    - 1. **The Graduate School and the University shall make all attempts to ensure Assembly appointed student representation on all future standing and ad-hoc committees on which students serve.**
- b. Questions
  - i. Only for committees if they have a GSA rep?

1. No, if they have student representation.
- c. Brian – proposed a similar change to Colton’s A4 addition.
  - i. How to word this better?
  - ii. More than the purview of the Charter.
  - iii. How likely is it to be voted down?
    1. What is the functional difference?
      - a. It’s already binding.
      - b. The way we are seeing the university operate, committees often do not start in the graduate school.
      - c. Want to have the Graduate School back us and support us
      - d. Statement of principle.
  - iv. They already choose their own people for committees, even though we have a verbal agreement (with Kim).
    1. The response from them is not helpful. Ex. We’ll go through you next time.
    2. Would like to be able to say that this is a principle that a majority of the students and the faculty agreed on.
  - v. Tell us if you don’t think it’s worth it?
  - vi. The student that gets hand-picked for the committee is not responsible to the GSA or GPSS. Thus, the graduate student body will not be as adequately represented.
  - vii. What rules govern the composition of faculty on these committees?
    1. As far as Brian knows, it’s up to the president.
  - viii. One thing to keep in mind with the charter, we are meeting with the faculty about this.
  - ix. Not necessarily a bad thing to ask for more than we can get.
  - x. Fabian – full GSAS faculty, are they likely to vote yes? Why would they agree to this?
    1. Gut reaction isn’t vote no.
  - xi. Political Science is for this.
    1. Anything is up for negotiation.
    2. Want to move on.
  - xii. Makes a stronger argument if we have the vote from the General Assembly approving this.
  - xiii. Does the General Assembly approve the changes to the Charter?
    1. Yes, all present members.

VII. Announcements

- a. Amy Hungerford – HGS renovations

Meeting Adjourned 8:14 PM