GSA General Assembly Meeting

November 11th, 2015

Meeting start: 6:42

1. Special Guest: Jennifer Brinley, Director of the Office of Financial Aid
   1. Trying to take some of the mystery out of the tax process at yale
   2. And rep some of the tools and resources here at yale
   3. Reasons for complications
      1. Every dept has a different funding pattern
      2. Every set of students has a different tax situation
         1. Hard to talk in general terms about what happens to the pay check
      3. For the most part there are categories
         1. Stipends: not withheld on
            1. Early year students, training grant
         2. Teachers and lab advisors: witheld
      4. Payment vary by the things that you do; teaching, classes, research
      5. Also defined by the types of support
         1. External grants, dispersed as a stipend (category 1)
   4. Registrar will have information on how you are getting paid from year to year to help you understand you tax category
      1. Teaching levels have been simplified and so tax categories are slightly less broad
         1. Sciences are dealing with extremely diverse forms of funding ; dept will have a better understanding of forms of support
   5. Anyone should feel free to contact via email accoung
      1. [Gradfinaid@yale.edu](mailto:Gradfinaid@yale.edu)
   6. Workday is the new system for students to self-manage tax standings
      1. Q: is there a place for students to go get the necessay forms and receive guidance before going into grad school?
         1. Finaid office is looking at producing a pamphlet or info sheet
   7. Walk-thorugh of work-day
      1. Log in through CAS
      2. My pay and info
      3. Can only adjest federal; CT taxes have to be done through the employee service center
      4. If you claim too many exemptions, and under withold, you may need to pay fees
         1. All money is taxable, not all is withheld on
         2. Payslip (Dec. 31) is the necessay info for paying taxes
      5. Yale has been getting gmore and more requests for backroung checks
         1. Want financial statements, with tax info
   8. Tax website: tax.yale.edu
      1. Put together by the tax office
         1. Section for g&P studetns
            1. Click on individual income tax link

Will soo by updated fo r 2015

* + - * 1. Give tax treatments for differnet types of taxes
      1. Gives examples of tax returns for various funding situations
      2. Links to the W4, CT and Fed
    1. Other good source is the IRS
       1. Their publications are hard to read thorugh but also provide a lot of the necessary information
  1. Question: a lot of International students are still waiting on 2014 refund
     1. Got letter saying they need another 6mos
        1. Ann coleman is working on it; IRS is in total control; no more information, but will ask ann for status update
  2. Question: does get a form, on it is says that there is a cost of tuition and then there is a scholarship
     1. Scholarship is more than tuition because of health insurace; is the cost of attending school tuition plus health insurance
        1. Right now the expectations is that is reported as a taxable item
           1. Talking to general counsel about a way to get out of it
           2. Can it not be called a scholarship?
        2. The additional taxable income raises graduate student with families out of the range for low-income assistance
  3. Questions: how many times can you change your W4- no limit
  4. Qestions: can we legally put up an FAQ?
     1. Probably have to be done through the tax office
        1. FAQ might more easily streamline accessing the info for students
  5. Question: if you buy things for your time as a student, is that exempt?
     1. The is fine print on the itemized deductions
        1. Can it be part of the cost of attendance, and not itemized
        2. Need tax expert to answer
  6. Question: is there a more effective way to communication that students need to check their tax status every year
     1. Change in funding source often comes out of the blue

1. Approval of Agenda
   1. pass
2. Approval of Minutes
   1. pass
3. Deep Dive: Mental Health and Counseling
   1. Gsas students wanted more cinicians and better resources
   2. Townhall meeting held last uear
      1. Led to a new website
      2. Led to new focus on MH
   3. What should we focus on fo MHC
      1. Alcicia: town hall, overhaul of MH system; hired 3 more staff; changed messaging about cut-offs, still emphasize that they are set up for short term care
         1. No cut-off, but they are not set up for long term care
            1. Yale health does not cover outside doctors
            2. Some set up for long-term care at med school
         2. Changed intake couselor info
            1. Supposed to give you contact info, a person to contact before you are assigned to a cousellor
         3. Accountability was a big issue in MHC, ie. Wait times
            1. Difficult to track; triage, when to place data point
            2. Willing to talk about the types of data they can share
         4. Trying to pilot electronic scheduling program
         5. Dowe want another town hall meeting
         6. MH rider program
            1. People could get co-pay subsidized care off-campus
            2. Trying to get survey to see if it is something people would be interestedin
         7. MH leave: how can we set guidlelines for when students take leave and when they come back
            1. Trying to get data from schools about how and when students go on leave
            2. Tryng to info on available resources
      2. Question: did undergrads have to reapply for readmittance after mh leave
         1. Gsas students set their own terms to come back from leave, no necessary reapplication
      3. Why do we have to go through an intake worker every semester
         1. Purpose is to assess need and interest before assigning conselor
         2. This year the intake counselor is a part of the actual therapy; first counseling session
            1. Is there a new one every semester?
            2. Summer care-if you work 9-5 it is impossible to see anyone
      4. The gap between intake counselor and longer term care, should be short if the intake counselor is going to actually begin treatment
         1. Is there a gap between the outreach date and intake date
      5. Yhs rotates staff every year or sesmeter?
         1. Not with mental health; they have regular staff
            1. Or is the rest of the staff rotating?
      6. Do you know if primary physicians are tasked with providing intake care?
         1. No, unless it is inpatient care
         2. MHC is being protected as separate for reasons of privacy
      7. It would be useful to have data points about intial assignment after intake appt ranked by urgent, high need, low need, etc
      8. There is a health survey from 2014 with this information
         1. But there have been recent change to MHC
            1. Changes to data and self reported
4. Elections
   1. Yale Chemical and Laboratory Safety Committee
      1. Add description
      2. Need: One Representative
         1. Nominations: Ben, chemistry
            1. Rejects
            2. Chem dept is well represented by faculty, need someone from a different dept
         2. Patrick Dunn
      3. Elections: acclamation
         1. Vote: pass
5. Discussion about Race and Minority Concerns in the GSAS
   1. Conversation is about what we as GS body should be doing
      1. Not going to go over what is going on on campus
      2. E-board thinks there should be a response, but needs to be hashed out in Gen Assem.
      3. Brief summary:
         1. In the last week accusations of racism, insensitivity, privilege, etc have been leveled around the campus
         2. Conversations about free speech, peacefull rally on Monday
         3. Listening conversations happening across campus
         4. GPSS will be hosting their own forum Monday at 7 at the law school
      4. What is our role as the Grad school
         1. Stay out of it, or join with the president, don’t know if there is anything we can add to those other groups
         2. We ended up getting emails forwarded to us, instead of directly from the admin
            1. Communication to grad students is indirect
         3. Can we get a rep in the room at these conversations
            1. Will have a reps at GPSS forum
         4. Issue a doc as the GSA similar to what the faculty is circulating, that doesn’t adopt policy decisions, but affirms spirit
         5. One of the constituents wanted Dean cooley to write her own response
      5. A lot of what is being said is about support the undergrads, but is this a problem for graduate students
         1. Should we address these issues with in the graduate school
            1. We are an advocacy group, so if we percieve institutionalized racism, sexism, homophobia, etc, it is our role to step up for those students
      6. Is the best way to go about this at a departmental level?
         1. There is a large sense in the english dept that these are issues that affect gsas students
         2. Shold we invite students from the concerned underrad contigent since many of their compalints are classroom stories
            1. Also a gesture of good faith
   2. GSAS e-board does think we have a role to play
      1. Facilitate a listening conversations
         1. Have contacted michelle nearon, and she has expressed a willinging to be involved
         2. Is there a way to integrate this with the podcast idea?
            1. Would the podcast format be to distribute the stories shared at listening conversations
      2. How do people feel about hosting the conversation in the first place
         1. What would it accomplish, who is the target audience?
            1. Dean cooley and michelle nearon, open to anyone, but directed towards gsas students

should not be limited to racism, but open to whomever

* + 1. what do the preident’s listening sessions look like?
       1. Can we have more than one, since the grad school is so spread out
  1. Support for angus’ idea- good thing to listent to the undergrads
  2. We should also have a strong focus on the positive side of free speech, and not just censorship, the negative
  3. Would it be good to have the teaching fellows listen to undergraduate students
  4. Important to realize that we are part of the university andtrying to draw a line between ug and g students is not productive
     1. We look and are being treated like a marginal party: are we a part of the admin or are we a part of the student body?
  5. There is a distinct difference in how different groups experience institutional racism, etc
  6. Do we want michelle nearon to come?
     1. To give us direct contact with an administrator
  7. Would it make sense to have an ad hoc committee to attend these meetings and report back to gen assem?
     1. For now, it has to be a delegation, then perhaps retroactley turned into an ad hoc.
  8. Andreas: Minority council representative
     1. Have heard nothing from council or office of the president
        1. Short term actionable plans are in place
        2. Good to take advantage of the opportunity to look at long term solutions and ideas
           1. Perhaps a summit, renewed every year
           2. Do we already have a diversity meeting?

Yes, but the fat that you had ask shows how little impact it has

Idea is to make the forum a big thing

* + - * 1. Get feedback from your constituents to gage interest and start pursuing
      1. Who would be attending
         1. As many yale affiliates as are interested
      2. What does hosting mean, and who are we?
         1. Idea is to start working towards answering those questions
  1. Should we first gague the prevelance of the problem in the grad student community
     1. If they exists, they are probably very different form the undergrads
     2. The outrage has been growing for a while, but the recent events were the tipping point
        1. Can we see platform as a way to prevent outrage
           1. Arent’ gsa reps platforms?
        2. No institutionalized platform that has reach throughout graduate school
     3. Suppprt for andreas’ idea
     4. There is an annual conference
        1. There are existing conferneces, need to make sure we are reinventing the wheel
           1. Perhaps they are not serving the purpose they are meant to serve, or that we want
  2. Additional ideas or concerns go to Katie or Andreas

1. Concerns from the Floor
   1. Going to invite michelle nearon Dec. 2nd
   2. Dean cooley will come to Dec. 16th
   3. Childcre survey will go out soon
2. Adjournment
   1. Motion to adjourn
      1. Seconded
      2. Meeitng ends 8:10pm

**Parliamentary Procedure Basics Reviewed**

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| **Type** | **Purpose** | **To Enact Motion** |
| Main Motion  “I move that…” | To take action on behalf of the body | Second needed. Debatable. Requires majority vote. |

**Privileged Motions**

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| **Type** | **Purpose** | **To Enact Motion** |
| Call for orders of the Day  Chair asks if there are any objections to the agenda. | Asks Assembly to stick to the agenda | Not debatable; approved unless there is an objection, requires 1/3 to sustain. |
| Adjourn  “I move to adjourn” | End of meeting | Second needed. Not debatable. Not amendable. Meeting closes unless there is an objection, otherwise immediately voted upon and requires majority vote. |

**Subsidiary Motions**

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| **Type** | **Purpose** | **To Enact Motion** |
| Table Current Business  “I move to table the current business…” – Indefinitely or a set amount of time. | To lay one matter aside temporarily so that a more urgent matter can be considered. | Second needed. Not debatable. Not amendable. Requires majority vote. |
| Call the Question  “I move the previous question” “I call the question” | Closes debate and forces vote. | Second needed. Not debatable. Not amendable. Requires 2/3 vote. |
| Motion to Limit or Extend Debate  “I move that debate be limited to (or end at)…” | Limits or extends debate. | Second needed. Not debatable. Not amendable. Requires 2/3 vote. |
| Motion to refer  “I move that we refer the question of…to…(name of group) for…(further study) | Another group considers the motion and may change or modify the motion and then present it to the assembly. | Second needed. Debatable. Amendable. Requires majority vote. |
| Amendments  “I move to amend the motion by…” | Used to change a motion. Change must be related to the subject of the motion. | Second needed. Debatable. Amendable. Requires majority vote. |

**Incidental Motions**

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| **Type** | **Purpose** | **To Enact Motion** |
| Point of order  “Point of order” | A question about the process or a particular motion. Typically to call attention to a mistake in parliamentary procedure or a question of Scope based on the Charter and Bylaws. | The member addresses the Chair. She/he need not be recognized before speaking, She/he may interrupt a speaker who has the floor. Automatic if granted by the Chair. No second needed. Not debatable. Not amendable. No vote. |
| Point of information  “Point of information” | To ask about the particular motion | Automatic |
| Parliamentary Inquiry  “Parliamentary Inquiry” | To ask about the particular process | Automatic |