



Agenda Items

1. Feedback Discussion
2. Shopping Period Reform Presentation
3. Dining Task Force Presentation
4. UOC Updates
5. Petitions for Associate Membership
6. Reminders & Announcements

Attendance

| | | | | |
|----|--------------------|---|-----------------|---|
| BK | Diksha Brahmhatt | E | Joseph English | X |
| BK | Ethan Young | X | Madeline Bauer | X |
| BR | Mollie Johnson | E | Amour Alexandre | X |
| BR | Shannon Flores | E | Daniel Tovbin | X |
| CC | Michael Yuan | X | Sammy Bensinger | X |
| CC | Luis Patiño | X | Josh Hochman | E |
| DC | Joseph Cornett | X | Megan Ruan | X |
| DC | Daniel Hamidi | X | Joel Bervell | E |
| ES | Sydney Wade | E | Maya Sweedler | X |
| ES | Joseph Tomchak | U | Phan Nguyen | X |
| JE | Benjamin Held | X | Aparna Nathan | X |
| MC | Kevin Sullivan | X | | |
| MC | Carter Henschien | X | | |
| PC | Lauren Sapienza | X | | |
| PC | Sofia Braunstein | E | | |
| SY | Christopher Bowman | X | | |
| SY | Avery Thompson | X | | |
| SM | Peter Huang | E | | |
| TD | Joshua McGilvray | U | | |
| TC | Shah Kahn | X | | |
| TC | Devyn Rigsby | X | | |

Minutes

Please note that the minutes reflect the conversation held during the Council of Representatives meeting, but may not contain every comment and are not intended to reflect exact quotations. Comments in italics are notes to give context to the minutes. The layout of the minutes is the Presentation of the Issue, Presentation of the Discussion, and Recording of the Vote. Unless otherwise noted, the Presentation of the Issue is done by the person whose name is next to the heading for that issue. Comments by representatives or other attendees are preceded by their name (e.g. Jane: comment).

Feedback Discussion

Meetings

- Meeting agendas will be included in weekly emails in advance of meetings
- Less time spent on project presentations (time limits imposed on presentations)
- More time spent on collaborative initiatives with student groups of administrators and overarching vision planning

Discussion

- David: Clarification on collaborative initiatives? Maddie provided an example of the FCC Freshman Experiences Report. Also, student group reached out to explore drug amnesty.
- Megan: Events are also a potential source of partnership.
- Amour: YCC Events is doing a YCC Day of Service with Dwight Hall.
- Joe: Student-developed apps are another avenue to explore.
- Associate: create personal connections by having everyone introduce themselves in a circle, for example

Management

- Council minutes included in the weekly email
- Opportunities to receive and provide feedback from Joe, Maddie, Sammy, and policy directors
- Virtual suggestion box
- Project trackers on the website

Discussion

- Ethan: some organizations have observer sessions and feedback based on those observations.
- Amour: anonymous feedback surveys every month, plus larger ones each semester. There's continuous conversation.
- Joe:

Social

- Weekly Saturday dinners
- Associate brunch on Sunday
- Mentorship families
- YCC Banquet

Discussion

- None

Vision

- More communication between Eboard and Council regarding overarching goals of this year's YCC Administration
- More collaboration between Eboard and Council
 - Formulating, executing, and refining this year's YCC administration's goals
 - Student body outreach
 - Organizational management and vision planning

Discussion

- None – will have a larger discussion on policy prioritization next week or the week after

Shopping Period Reform Presentation

By Sarah Armstrong, TC '18:

- Problems
 - Course conflicts — courses are heavily loaded on certain days/times in the week
 - Syllabus review classes — first day of the course is solely syllabus review, so students don't get a good view of the class
 - Unclear enrollment numbers – professors don't know how many students will show up so they don't plan ahead
 - Capped lectures — no standardization for uncapping lectures or adding more TF's
 - Poor use of time — students dedicate time to a class that they ultimately don't get into
 - General confusion — logistical complications
 - Student selection for seminars — process for selection by professors is totally arbitrary, it seems
 - Limited opportunity for underclassmen — professors can only consider upperclassmen in the major
 - Changing credit designation— some classes are originally offered as writing credits but designation changes based on enrollment
 - Carter added: students getting in after applications close
 - Maddie added: SOM started class a week after us so the graduate and professional schools are on different schedules
 - Ethan added: students with background are more likely to get into seminars; should admission be based on experience and up to the professors' discretion?
 - Devyn added: an online waitlist for seminars so students can assess their odds; Stanford has it.
 - Amour added: OCS has demand stats, but not the max number of students; can't tell if a class is a lecture or seminar
 - Daniel added: some professors, like in Sociology, allow larger seminars with one TF — could other departments look into doing the same?
 - Sammy added: designating classes are seminars, lectures, seminars, etc. online.
 - Phan added: DUS of certain departments send out info on which seminars still have room; maybe we could get that online for all departments?
 - Christopher added: students who drop out at the end leave spots open, so maybe there can be an instantaneous update to students know how many spots remain.
- Minor reforms

- Shopping period tutorial — a video that guides students through course selection process and clarifies confusing logistics; Penn has it
- Syllabus videos — film professors reviewing the course syllabus and make videos available online before shopping period
- Uncap lectures — streamline resources (larger classrooms & more TFs) for professors with popular lectures
- Generous policy for missing the first class — allow students to miss the first meeting of a seminar if they're shopping something else
- Outline selection procedure in the syllabus to prevent students from going to classes that they won't get into
- Larger rooms for first seminar meetings, especially high-demand seminars
- Recommendations
 - Ethan: a lot of popular courses are MOOCs; students should be aware of which ones are on Coursera, iTunes, etc. Maybe we should indicate in the Bluebook which classes have already been filmed?
 - Carter: Who would help make the videos? Some professors might not be as comfortable with technology. Sarah said a group of students.
 - Associate: But if the first lecture isn't a syllabus recap, students who don't attend are missing a content-filled lecture.
 - Devyn: it's good to see what professors are like, even if they're just reading the syllabus — you can get a better sense of teaching style.
 - David: is there any way to encourage professors to add more detail to their syllabi?
 - Megan: what about filming a professor lecturing rather than just reading the syllabus?
 - Daniel: open to scrapping shopping period; reviews might be good enough
 - Associate: Daniel's suggestion disadvantages new professors or new classes
 - Amour: concerned that having a bigger room will give students false impressions of the size of the class, ability to get to class, etc.
 - Phan: concerned that asking to assign new rooms for hundreds of courses is not realistic.
 - Sammy: only reassign classrooms for the most popular seminars.
- Structural reform
 - Modified schedule for the first week of class — instead of having classes in real time, spread them out so students have fewer conflicts
 - Lottery system — for overenrolled courses, enter students in a lottery that's weighted by professors' preferences (ie by seniority or major)
 - Point system — similar to Wharton; each student is allotted a certain number of points they can use to express course interest levels; allow professors to gauge students' seriousness about their courses
- Recommendations
 - Ethan: we should preserve professors' freedom of choice, so unsure if it's fair to ask professors to give up control over scheduling, lesson plans, etc.
 - Joseph: changing the first week might create new conflicts between previously non-conflicting classes.

- Amour: modified first week would prevent students from figuring out their lunch breaks and gaps in their schedules.
- Sammy: Professor Chun taught the first day of his class twice, and offering two sessions of really popular seminars helped.
- Devyn: concerned that point system will still be arbitrary; some professors won't care and will still encourage students to game the system.
- Associate: how do waitlists work if there's a lottery? And how to take students who drop the class into account?
- Aparna: how can a lottery system work so that professors can select a diverse group of students?
- Avery: Bio 101 allocated half the spots to upperclassmen and allowed the rest of spots to go to underclassmen. Also wants OCS to modify class selection; having the exactly 9:00 am deadlines is difficult when the website overloads

NO VOTE; NO QUOROM AND SARAH NEEDS TO INCORPORATE MORE RECOMMENDATIONS AND DRAFT A MORE COMPLETE LIST OF RECOMMENDATIONS.

Dining Task Force Presentation

By Kevin Sullivan, MC '18:

- Dining hall hours
 - Expand lunch/brunch hours in colleges, preferably by 30 minutes
 - Expand dinner hours for all colleges, though rotating late dinner through colleges is possible
 - High demand for beyond 8 PM
 - Accommodates athletes and late sections
 - Explore better late night options
 - Like 'brain breaks' at Harvard (especially if expanding dinner hours fails)
 - Possible Schwarzman project
- Sustainability and education
 - Dining does a good job with sustainability
 - Explore 'local' aspect of sustainability
 - Host a farmer's market during the school year
 - Engage students with New Haven/ the region
 - Review waste management
 - Some dining halls just have compost bins next to trash cans, and the compost is easily contaminated
 - Create nutrition-orientated programming
 - On-campus dietitian
 - New events, campaigns, resources
- Clarity and communication
 - Address key areas of confusion (meal plans, nutrition labels, in-app menu, 2Go)
 - Update website and Fast Track (in the works; needs a fresh, accessible interface and more features in the app)
 - Engage students on social media (larger presence on Facebook, Twitter, Instagram)

- Easier/clearer access to feedback forms
- Meal plans
 - Plan 1: Reduce overall cost
 - Our meal plan is most expensive; the Any-14 plan is \$335 more expensive than comparative plan at Princeton
 - Reduce cost of meals
 - Make the 21-meal plan to 20-meal plan
 - Change to block meal scheduling so instead of going week-by-week, swipes are allocated per semester
 - Plan 2: Make new options
 - Create new plan with moderate costs and fewer swipes
 - Change Any-14 to give more points or reduce costs
 - Open Off-Campus plan to students living on campus

Discussion

- Christopher: it's a good idea, but would late-night dining options be feasible with unionization of dining workers?
 - Kevin: we'd have to coordinate with dining on that, but it's something we will definitely bring up.
- Associate: would expanding hours and options increase the cost of the meal plan?
 - Kevin: there is something paradoxical about asking for more (hours, food) and reduce overall costs. Thinks a new, more restrictive plan will help and still maintain Dining's budgets.
- Maya: is it possible to have students use Yale dining points at third-party restaurants?
 - Kevin: Yale Dining got rid of the program a few years back because it was costing them too much.
 - Joe: Maybe Yale Dining will become a franchise owner, and then students will be able to pay for food at third-party restaurants with points.