



Agenda Items

1. Rep Presentation: Low Income Student Experience
2. Rep Presentation: Dining Hall Study Spaces
3. Petition for Associate Membership
4. Organizational Developments
5. Announcements & Reminders

Attendance

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

Dining Hall Study Spaces Project

Presentation by Lauren Sapienza (Council Rep):

- Why have dining halls as study spaces?
 - Residential college libraries get crowded (table space and air)
 - Bass, Sterling, Law and Arts libraries have restrictive hours.
 - Silliman: 24/7 exc Fri/Sat
 - Branford: 24/7
 - Saybrook: 8pm and later
- Challenges
 - Accountability
 - Create a set of guidelines for students.
 - Expect those guidelines to be followed.
 - Develop a way to monitor the condition of the dining hall.
 - Adjust variables if there are problems.
 - Hours, only your college's students, etc.
- Pierson Pilot Program
 - Open the dining hall for studying
 - Sunday through Thursday
 - Until 1am or 2am
 - Create a student job to check the dining hall every morning before breakfast is served
 - This student is accountable to the Dining Hall Managers and Head of College should any issues arise
- The Future
 - Could integrate the dining hall job into Master's Aid or the Student Kitchen.
 - Optimally - tea, coffee, cookies.
 - Vote:
 - A) To implement the Pierson Pilot Program
 - B) If the program goes well, to begin the process of expanding to other colleges.

Discussion

- Joshua: Would the atmosphere be similar to the library?
- Lauren: It would probably be slightly different, depending on who is there. It could be a great place for groups to work together.

- Kevin: Just a heads up: dining has a contract with each individual college and technically they can't have food served at any point if there isn't a dining staffer there. But maybe they could serve food until 9 or 10 pm.
- Avery: Do all colleges have walls or other ways to separate the food serving area from dining area? Saybrook had a big problem with people climbing over the wall and eating cereal. Saybrook administration threatened to excomm people.
- Lauren: I don't know the structural architecture of every dining hall but I think that every college has some way of doing that.
- Phan: We are doing a pilot program and should focus on that specifically (it is not going to include tea and coffee). We can look more into tea and coffee and whatnot later but for now it is better to focus on the current issue.
- Kate: In Pierson, they like to get students out of there right after meals to clean the tables, so how will that work? Will there be a break after dinner?
- Lauren: Yes, there will be a break after dinner for staff to clean.

VOTE: PASSED BY UNANIMOUS CONSENT

Improving the Low-Income Student Experience

Presentation by Daniel Hamidi (Council Rep):

- Low-Income Student Challenges
 - Transitioning to College Life
 - Student Income Contribution
 - Budget Constraints
 - Stigma Around Class and Community Under-Education
- Low-Income Student Movement
 - U-FLIP – low-income student guide, PL program, social media campaign
 - Working to develop comprehensive guide with information on applying to jobs, residential college funds (to help students purchase winter clothing, buy books, etc.)
 - Last year, made a PL program (very modest in size but looking to expand)
 - Financial Aid Taskforce – advocating for the elimination of student income contribution
 - A Leg Even – competitive application, summer scholarships, mentoring
 - 30 freshmen paired with graduate mentors
 - 20 of them given \$5,000 to pursue internships in public sector
- Administrative Efforts
 - Freshman Scholars at Yale
 - Transition program for 48 students who take English 114 and some math/science classes during the summer before freshman year
 - Helps foster community
 - Residential College Funds
 - Not well publicized
 - Sometimes people go a whole semester without books
 - Need to bridge this gap information-wise
 - Diversity Page – lacks resources
 - No information on low-income resources

- Administrative Point Person – none!
- Cultural Connections Talk on Financial Aid
- Recommendations (divided up into resources and community education):
 - Resources
 - YCC:
 - Expand U-FLIP Peer Liaison Program
 - Could help with publicity efforts
 - A lot of low-income students might feel uncomfortable going to U-FLIP meetings but would be interested if they see it in their email
 - Great supplement to A Leg Even
 - Work with U-FLIP to Develop and Publicize Low-Income Student Guide
 - Administration:
 - Publicize Low-Income Student Guide/Resources on Diversity Website
 - Publicize Talk During Camp Yale
 - Specialized Training for Freshman Counselors
 - Community Education
 - YCC:
 - Working with U-FLIP to Coordinate a Story-Sharing Campaign (like Columbia Class Confessions)
 - Administration:
 - Institute Diversity Training During Camp Yale
- Four Actionable Items
 - First Semester:
 - Help expand U-FLIP Peer Liaison Program
 - Email sent to student body
 - Long run: get resources from administration (add low-income PL to official PL registration website)
 - Work with U-FLIP to Develop a Social Media Platform
 - Work with IT team, Maybe model after Columbia Class Confessions
 - Second Semester:
 - Help U-FLIP Develop and Publicize Guide
 - Email to Student Body
 - Socioeconomic Diversity Workshop
 - Modeled after CHE workshop
 - Mandatory for all freshmen to attend, probably in FroCo groups
 - Led by U-FLIP
 - Potentially work with Cultural Centers, LGBTQ Cooperative

Discussion

- Katherine: For socioeconomic diversity workshop, you are saying you'd put people from different backgrounds in one place but wouldn't that make low SES people feel

uncomfortable talking about it? I'm not sure of the purpose of having such a workshop because it might create discomfort.

- Daniel: The curriculum will be developed by the people who know these issues best, but I wouldn't assume it will involve individuals admitting what their socioeconomic status is. The CHE workshops had scenarios and participants thought through the best way to respond to various scenarios. The purpose of the workshop is to educate the community on the fact that these issues exist.
- Joshua: If you remember the CCE workshop, I can tell you that the way we do it is we work really hard to not gender anything and it can be very powerful to mention it because people have anxiety about these things but if you have people who can talk about it calmly and not fall into stereotypes, it can be useful. Talking about socioeconomic diversity is great, but what would they say? What is the teachable point?
- Daniel: The point is to be sensitive about class issues. One scenario could be that you want to go get a meal at Thai Taste and you want your friend to come, but last week they were talking about how they are having a hard time paying for X, how do you approach it? It would be scenarios like that.
- Peter: There are a lot of different scholarship communities (Quest, FSY, etc.) – have you reached out to them to ask if they want to help with any of these initiatives, like PLs?
- Daniel: I've been working with UFlip which includes a lot of those students but I will definitely reach out to the others.
- Maddie: I have a question for the freshmen who most recently had Camp Yale training: do you think this would be a valuable asset or is another time better?
- Rayan: I am quest scholar, in FSY, part of A Leg Even, and I did CC. I had the financial aid workshop three times. I don't think expanding that workshop would be very productive because it's just a general financial aid thing. Learning that I have to have X money by the end of the summer after the summer is over is not helpful. I tried to get a winter coat from my master in Morse and it didn't work out. Basically they are going to pay me for community service so I can get a winter coat. I know it's so different for each college. I think the whole problem is how decentralized it is. There shouldn't be so many different people to go to for a winter coat. Maybe it would be good if there was like a cultural center for low SES students.
- Phan: Each residential college's fund for this purpose is not part of financial aid. The residential colleges have no obligation to help students with financial issues, but rather each has their own slush fund. One thing about Yale is that every residential college has a different way of running itself so the reason your master doesn't want you to know about these hidden funds is that people will abuse them. This is not information you should tell everyone you know. Before every student comes to Yale, the master and dean have a list of students from low income backgrounds and basically if they hear you need something and they have the funds to help you, they will definitely reach out to you. You can go to them for anything. Each college has a different system for how to do it.
- Rayan: I just think the inconsistency is the issue. It shouldn't be that because I am in Morse, I can't get a winter coat even though I could in another college.
- Joe: I would disagree with Phan to some extent. The fact that we have so many differences is a positive thing because it adds diversity, but this is different. It doesn't necessarily involve the financial aid office but it is a residential college policy so I think

there is room in here to at least make a recommendation to standardize it. We can make an effort to do two things: 1) recommend certain standards, and 2) teach everyone what the particular policy in their residential college is.

- Rayan: I think part of it might be that my master is a first year master so I'm not sure what the training is but she didn't even know that such funds exist.
- Phan: We should ask the master and dean of each college what kind of concerns they would have, because there would definitely be people questioning why some people get funds and some don't.
- Daniel: Rayan, when you were saying the financial aid talk wasn't comprehensive enough, do you think we should work with the financial aid office to include more information?
- Rayan: It was just clarifying what the financial aid package is and then explaining how to get student jobs.
- Daniel: Do you think an additional workshop mandatory for everyone to talk about socioeconomic diversity would be helpful?
- Rayan: If you frame it in the right way, but I worry it might essentially say "Low income students are on campus so be aware of them."
- Mollie: I think it could be more effective to have the workshop in more of a discussion section with your FroCo. Making a curriculum could be somewhat difficult but if the FroCos knew all about the resources and gave a short talk and then had people share what they want to share, that could be effective.
- Katherine: I want to add on about clarifying the financial aid package: all these talks have never completely explained the idea to me. I still didn't realize I need to work over the summer. They have all these extra details that they never cover. I think that is the problem -- the fact that we have to go on our own -- so having a talk for everyone to hear rather than you having to go out of your way would be really helpful because its hard when you know nothing and you find out too late.
- Megan: I think that's a great point and that is something the administration is trying to address. We mentioned that they are revamping the award letter but that is also something where the UFlip guide could help because another thing that the financial aid office wants to include on their website are these resources. I feel like the guide and these resources could also be put on the financial aid website.
- Kate: I like how you were talking about the FroCo group thing, Mollie, because sometimes people start dreading workshops during Camp Yale and think they don't have time for it. You get close with people in your FroCo group. For freshmen, there is a list of stuff you have to do. Maybe there could be something like that, a checklist, for students to use on the financial aid website.
- Joshua: I recently tried to get some new workshops in freshmen orientation stuff. The issue with FroCos is that they have a LOT of training already and the more training you give them, the more garbled the message is. FroCos are great and I love the program, but the more you get into actual policy, the more incorrect it gets. It's a huge group. As CCEs, we have to attend 12 hours of training to do one workshop, and FroCos don't have that type of time. The further you decentralize things, the more confused/garbled it will be.

- Daniel: That's why I was thinking a standardized curriculum is the best move. In terms of the idea of low SES students are seen as mythical beings, I think that is where our social media push will help. A large story sharing campaign will send the message that these students do exist. How did you get here? What obstacles do you go through to keep being here? That could really help get to this cultural shift we are aiming for. A standardized workshop will probably be the best move because I don't want there to be inconsistency about what is addressed, so having people who are very knowledgeable about these issues is preferable.
- Maddie: It sounds like two totally different things. Maybe we could do a FroCo group general conversation with a short training ahead of time and then workshop is more curriculum-training.
- Joe: You could hypothetically attend the workshop with your FroCo group and with your FroCo present.
- Joshua: How would you define low-income?
- Daniel: I don't think we necessarily need to. I think people can self-identify on their own terms. A good basis is financial aid.
- Joshua: I think A Leg Even does qualify it.
- Daniel: They definitely do set standards but I don't think we need to worry about that.
- Sammy: I propose doing one standardized workshop attended by the FroCo groups and Froco, and then a more casual follow up discussion that night with only the FroCo group.
- Chris: I would support this if it were about diversity in general but not if it were only about the low income student experience. I think bringing in more elements of diversity could bring in more.
- Devyn: This year they had a new program called Mosaic. It was like diversity training but it wasn't in a room it was outside and there were different statements read and if you identify with them, you took a step in a certain direction. That's how Yale is addressing it right now. It was followed up with a conversation in FroCo groups.
- Joe: I think it will make sense for us to work out how it fits into broader conversation, but right now we can vote on Sammy's proposal.

VOTE: PASSED BY UNANIMOUS CONSENT