**Yale College Council**

**Council of Representatives Meeting**

**Sunday, November 13, 2016**

**1PM | Phelps 207**

**Mini Agenda**

1. **Call to Action/Attendance**
2. **Unfinished Business**
3. **New Business**
4. Centralizing Resources for Financial Aid - *Bennett Byerley and Jaclyn Price*
5. Multidisciplinary Academic Programs - *Shah Khan, Steven Tian, and Joseph Cornett*
6. Discussion: Diversity, Inclusion and Outreach
7. YCC Collaboratory - *tabled until next meeting*

**Minutes**

**Centralizing Resources for Financial Aid - *Bennett Byerley and Jaclyn Price***

* Background: There are several extra costs to college beyond tuition, room/board. Students can ask HOCs and Deans for financial help, but process varies, and many people do not know how to approach this system
* Most of these resources are housed within each residential college, but the availability/accessibility of theses resources varies between colleges
* A model to copy is the Stanford Diversity and First-Gen Office (DGen) - miscellaneous fund to cover costs outside of tuition, room/board. The Miscellaneous fund for DGen at Stanford, apply to “Opportunity Fund”
	+ Upload financial aid letter and explain why you need funds for something
	+ Columbia - Dean’s Student Assistance Fund, Bear Essentials Fund
	+ Harvard has winter coat fund
* From the survey results, we found that students are more comfortable approaching their HOCs and Dean about additional financial resources than YCDO administrators, so we advocate to preserve local comfortability but work toward centralization
	+ Consolidate miscellaneous financial assistance - create an explicit standardized method for applying for aid
	+ Improve information on financial aid for freshmen
* ISSUE: Many students do not know about the miscellaneous financial aid resources that exist
	+ ACTION ITEM - approach Dean Storlazzi about consolidating miscellaneous financial assistance into one pool

*Questions and Discussion*

* Steven: What about Questbridge and other administrative focuses on campus? Do they provide financial resources
	+ YCDO has FLY program that they are piloting, but it still does not address the centralization of financial resources
	+ Diksha: People should talk to UFLIP, A Leg Even, Questbridge to know what financial aid resources information databases are available already
* Christopher: What should go on the two page handout for financial aid resources
	+ We can produce a handout similar to Harvard’s. They have a Q&A sheet that explains how students can access financial resources on campus and what to do in case your financial situation changes mid-year
* Shah: How are we going to find out what policies to implement?
	+ If residential colleges are vague about their process, find the best process and encourage all residential colleges to meet the standards of the best program run by one of the residential colleges
* Sydney: What criteria will you use to decipher what’s a “good process?”
	+ Factors that we will consider are flexibility of funding, the knowledge of students that this fund exists among all the residential colleges, accessibility
* Jason: Would students have to purchase something first and then get reimbursed under Stanford’s system?
	+ Like the Stanford system, you can still apply before you make a purchase. You just have to estimate the cost
* Shah: Financial Aid Office has start-up grant for students with 0 expected family contribution. How do we determine which students have access to these resourecs and to what degree to the centralization of resources?
	+ We will need to find out how much money can be devoted to this, but right now there is no standardized way. Most of the residential colleges have their own system and criteria. That is something that we will look into as we proceed forward.
* Larry: What about surpluses? Are there currently any surpluses?
	+ That is unclear, but we expect that creating centralized system will increase spending across the board and then establish criteria

**Multidisciplinary Academic Programs - *Shah Khan, Steven Tian and Joseph Cornett***

* Background: The Multidisciplinary Academic Programs were created four years ago for students to study interdisciplinary topics while also developing close relationship within students in their cohort. There are currently four MAPs programs though they had originally designated there to be five.
	+ Right now, MAPs tend to be competitive to get in. Not all who apply can enter a MAP.
	+ Also, when Faculty Senate voted in MAPs, they only voted to have five programs for five years, and now they are up for review. They have one more year before the program is to expire
	+ In this project we want to look into whether Yale should renew these programs and whether they should create a new MAP to fill the fifth spot. We will also look into additional changes that can be made for the MAPs
* Peer Research: While other schools offer multidisciplinary minors, we offer MAPS
	+ MAPs fill this niche between majors and minors, so they are unique to Yale
* Our Data
	+ Survey Questions:
		- What types of students are applying to each type of MAP?
		- Do students find MAPs beneficial?
		- Was the application process transparent or confusing?
			* Some students feel like the timeline is appropriate though some are worried that they have to figure out what they want to do early
			* Some students don’t know about MAPs and only found out when they were encouraged to apply
		- There isn’t a big advertising push, especially for freshmen. Since some MAPS have prerequisites, they need to be advertised early on
	+ Data from our Student Focus Group
		- Students in this focus group expressed that they identified with MAP more than actual major
		- Some concerns over the discrepancies in informal structures of the individual MAPS
		- Interested in receiving more recognition for their MAPs
		- Concern about resources available and the structure of the program, sustainability of the structure
	+ Interviews with Directors
		- Among all the directors, chief concern about the sustainability, especially if the program does not have any tenured faculty
		- Education does not have any tenured faculty
		- The sources of funding are varied. Human Rights get funding from Law School and Global Health gets funding from The School of Public Health. Only the Education MAP gets funding from Yale College
		- Each program accepts half of all those who apply
		- Every MAP was started with undergraduates’ initiative
		- Faculty buy-in is really crucial to the success of the MAP. The Human Rights program is run by one person, and if that person has to retire or gets ill, there are concerns about what would happen next
* Recommendations
1. Renew the Education, Global Health, and Human Rights MAPs. We cannot advocate for the renewal of the Energy MAP until we hear back from the director
2. Recommend a new MAP
	* This requires faculty and student input, but overall students enjoy MAPs so creating a new MAP will allow for more students to have access to these programs
3. Provide additional resources to improve MAP sustainability
	* The programs need tenured faculty with formal connections
		+ e.g. professors who work directly in Education Studies or directly in Human Rights
	* Help MAPs to coordinate outreach to freshmen and sophomores
* Action Items
	+ Receive feedback from the Energy Studies Director
	+ Meet with administrators to receive input on how to create a new MAP
	+ Continual feedback with MAPs students and professors and refine recommendations
* *Questions and Discussion*
	+ Heidi: Freshmen who know about MAPs are those who are already interested in MAPs, but most freshmen find out later after they’ve missed the chance to take prerequisites. Did you all reach out to freshmen interested in MAPs to get their perspectives?
		- We generally interviewed sophomores who were applying and students who are already in MAPs
	+ Trey: From what I remember, MAPS was not introduced during Camp Yale, and there is no standardized way to learn what they are and what they can provide you. I only happened to stumbled upon MAPs, so more advertising is needed for freshmen
	+ Larry: Given that MAPs already reject half of applicants and are already limited in resources, it may not be a bad thing that they are not heavily publicized
		- Ideally, more outreach is good because equally qualified and interested freshmen may not find out about these programs
		- Plus if can increase interest, then the administration may be encouraged able to supply more funding due to the greater demand
		- Additionally, increasing publicity will increase diversity of students within MAPs
	+ Dayo: What is the difference between MAPs and say Global Affairs or EPE? They share the same idea of a small cohort, strong community, research opportunities...
		- If in Human Rights and no department for it, every professor who teaches Human Rights belong to another department
			* MAPS are often referred to as “pop-ups”
			* MAPS also have an issue of staff and funding
		- Also, students may not want to commit more time to taking on a second major and may be satisfied with MAPs academic requirement, so it’s less rigorous than another major, but they still get academic gains out of it
	+ Dayo: Are MAPs the same as Princeton’s certificate programs?
		- MAPs occupy a niche spot between majors and minors, while Princeton’s certificate programs are more like minors
	+ Jaclyn: In MAPs, you still have to do a Capstone project for one of the programs, it’s almost like you’re doing the work of a major. What do you get beyond having a cohort and having access to specific resources
		- Most students enjoy MAPs because of academic interest
		- Jaclyn: Programs are up for renewal, another five years? Are there any long term goals?
			* This is up for the Faculty Senate to decide
			* One of our hopes is to address long term goals, what students want and what can we work towards
		- Steven: Admin are not ready to accept the idea of minors
	+ Sydney: I think one of your proposals should include strengthening outreach to faculty who might be interested in joining these programs. Get more support.
	+ Daniel: First found out about Human Rights program through freshman academics bazaar, but then heard nothing more. A lot of students going through and may be more invested but not able to find out more information.

**Discussion: Diversity, Inclusion and Outreach**

* Kat: There has been some conversation on campus that YCC is known to only be primarily White/Caucasian or Asian/Asian American
* There is also very little external communication about our internal diversity and no conversations with Cultural Centers or other identity/affinity groups on campus
* Diversity and Inclusion Committee Project: put in force for the Dean’s Office last year, but we don’t have one for YCC
	+ Peter and Toph will speak with Dean Holloway about this specific Committee
* Releasing statements: we have the capacity to create a media for people to have these discussions beyond policy
* Bennett: EBoard can make decision to release statements as individual representatives of YCC; may not be reflective of everyone on campus
	+ May have to state anything as a group because we are not a monolith
* We are not currently creating a space for people who are having issues with our conflicts on campus
	+ We need more action behind our words if we are to release something
* Devyn: In a statement to the student body, it is important to promote an identity and safe space, but not isolate people who did vote for Trump or in any other instances, isolate other groups of people
* Jason: We should avoid sweeping statements of support; we need to be specific towards the issue of discussion