Yale College Council
Council of Representatives Meeting
Sunday, March 1, 2014
Meeting Seventeen

Agenda Items

1. Project Proposal: Class Times and Course Scheduling
2. Project Proposal: IM Field Renovations
3. Project Proposal: Partial Language Waivers
4. Task Force Presentation: UWC and Sexual Assault Policy

Attendance

| BK  | David Liu             | x | Michael Herbert | x |
| BK  | Andy Hill             | x | Maia Eliscovich | x |
| BR  | Grant Fergusson       | x | Jaime Halberstam | x |
| BR  | Anna Lu               | x | Connor Feeley   | x |
| CC  | Michael Yuan         | Excused | Joe English | x |
| CC  | Sarika Pandrangi      | x | David Lawrence | x |
| DC  | Tyler Mikulis         | Excused | Madeline Bauer | x |
| ES  | Benjamin Martin       | x | Layla Khuri     | x |
| ES  | Zach Murn             | x | Isaac Morrier   | x |
| JE  | Tyler Blackmon        | x | Tina Yuan       | x |
| JE  | Phan Nguyen           | x |                  |   |
| MC  | Adam Gerard           | x |                  |   |
| MC  | Azan Virji            | x |                  |   |
| PC  | Lauren Sapienza       | x |                  |   |
| PC  | Megan Ruan            | x |                  |   |
| SY  | Magdalena Zielonka    | x |                  |   |
| SY  | Chadd Cosse           | x |                  |   |
| SM  | Michelle Mboya        | Unexcused |                  |   |
| TD  | Korinayo Thompson     | x |                  |   |
| TC  | Ashley Wu             | x |                  |   |
| TC  | Alexander Cruz        | x |                  |   |
| DC  | Joseph Cornett        | x |                  |   |
| SM  | Samuel Kim            | x |                  |   |
| TD  | Josh McGilvary        | 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).

Class Times and Course Scheduling

- Presentation [David Lawrence]
  - Overview
    - Data is from CourseTable
    - Thanks Peter & Harry!
    - Data on enrollment in each course is only partially available, but equally so for different days of the week
    - (No skew when adjusting for class size)
  - Data Analysis
    - Most days, classes end by 3pm
    - Very few classes on Friday relative to other days of the week
    - Each day, small window for lunch
    - Huge weight of lectures that start at 9am
  - Some majors operate differently
    - EP&E has a low number of courses that conflict within the department
  - Discussion questions
    - Is there unhappiness about course scheduling and overlap?
    - How strongly do we feel about no classes on Fridays?
    - Should more classes start at or after 3pm?
    - Does the conceived lunch break really provide students with time for lunch?
    - Do classes starting at 12 make sense to reduce conflicts?
    - Should large lectures be offered later in the day?
    - In our discussion have we considered the schedules of varsity athletes?
- Discussion
  - Phan: One of the reasons why classes may end early is because at Yale there is an emphasis placed on balancing extracurricular activities, academics, sports, eating meals, etc. Ending early enables this balance.
  - Connor: Another layer of research that we can do is to see how much conflict is done within each major.
  - David: There’s a substantial amount of conflict within most majors (40-50%).
  - Tyler B: Most people who have jobs need to work on Fridays. That’s possibly why people are so resistant to taking class on Friday.
Ben: People won’t necessarily be increasing class time overall, they’d be reallocating time. So spreading class time might actually give more flexibility to students who work.

Josh: I like redistributing throughout the day more evenly, but I’ve gotten the impression that a lot of the more “fun” and interesting aspects of the day happen between 4 and 8 in the day (Master’s Teas, cub meetings, etc.). So spreading the class time would conflict significantly with this culture.

Ashley: We should look to distribute courses based on demand. Highly demanded classes should not overlap.

Anna: For the athlete conflict thing, don’t most classes have morning practices?

Isaac: Most teams have practice start at 3:30 or 4. So spreading class times later would conflict likely.

Grant: Is there any data on class conflicts occurring more between STEM, Social Science, and Humanities?

David: We’ll look into that definitely.

Yonghyun: How does this data change with section times?

David: Unfortunately Coursetable doesn’t have that data, but we’re looking into ways to account for that.

**IM Field evaluation**

- **Presentation [Chadd and Magdalena]**
  - **Overview**
    - No working water fountains at IM fields
    - Lots of mole holes and divots in the fields, which are dangerous
    - Lots of broken glass at all points of the day
    - Fencing around the fields is poorly placed or broken
  - **Primary recommendations**
    - Install water fountains (working/sanitary)
    - No glass in parking lot and better clean-up after tailgates
    - Adjust fence by soccer fields
    - Fix mole holes and divots (cooperate with facilities)

- **Discussion**
  - Adam: In reference to the jugs, a lot of the time they just run out because there are too few jugs. So for a temporary fix (until water fountains can be installed), they could just put more jugs.

- **VOTE:** Passed by unanimous consent.

**Partial Foreign Language Waiver**

- **Presentation [Emory, Grant]**
  - **Existing Program**
    - Requires 4 culture courses in one language department by Junior Spring
    - Deadline not advertised transparently
    - Committee on Honors and Academic Standing determine what classes count for the waiver on a case-by-case basis
    - No course list available to students or deans
    - No oversight for how many culture classes are offered each term
- Response rate too slow and opaque to be effective during Shopping Period
- Certain departments (e.g. French) have too few culture classes for students with the PFLW to fulfill all requirements by Senior year
- Several students are required to find summer programs, get an extension
  - Potential Remedies
    - Short-Term:
      - Create and disseminate an informational handout to each college’s Dean’s Office explaining the PFLW and its various complications
    - Long-Term:
      - Connect students applying for the waiver with either those nearing its completion to answer any questions and give advice, either informally or through a formal Peer Advisor program
      - Alongside the Committee on Honors and Academic Standing, standardize and disseminate a list of culture classes or relevant qualifications to students
      - Extend the PFLW completion deadline to the end of senior year to compensate for low numbers of culture classes in certain departments
  - Proposal
    - Extend the PFLW completion deadline to the end of senior year.
    - If impossible, require each department to include at least one culture class each term and at least three culture classes each year.
    - Publish a list of courses that fulfill waiver requirements before each term.
  - Action Items:
    - Create a PFLW handout detailing the process for completing its requirements and any possible complications (regional discrepancies, use of language classes, etc.) for dissemination to each college’s Dean’s Office.

- Discussion
  - Connor: Are any of these culture classes related to requirement courses that are exclusive or difficult to get in to? There also seems to be a general lack of culture classes. Can we expand what classes are considered culture classes?
  - Emory: Absolutely. We need to make sure professors know what the waiver is, and we’re going to reach out to the Committee on Honors and Academic Standing.
  - Tyler B: I would be careful about publishing a standardized list of courses. I’d recommend including a petition process for students who believe they should get credit for a class that isn’t listed.
  - Grant: Right. Ideally the list would be updated on a term to term basis as well to ensure that as many classes are included as possible.

- VOTE: Passed by unanimous consent

**Sexual Misconduct Policy and Sexual Health**
- Presentation [Sarika, Elizabeth, Emma—members of the Task Force]
  - Full details to be released in the YCC Report this semester.