Rackham Student Government Board Meeting: October 16, 2013

Agenda

I. Call To Order
II. Approval of Agenda
III. Approval of Previous Minutes
   a. October 9, 2013
IV. Officer Reports
   a. Graduate Student Body President, Phil
   b. Graduate Student Body Vice President, Kaitlin
   c. Graduate Student Body Treasurer, Chuky
      i. Finance update
      ii. Receipts
V. Binding Resolution: Instructor Reports, first reading
VI. Graduate Student Bill of Rights
VII. Potential Ballot Questions
VIII. Committee Reports
   a. Academic Affairs
   b. Budgetary
   c. Legislative Affairs
   d. Student Life
      i. RSG rep. participation
IX. Open Discussion
X. Adjournment

Included in packet:
RSG Board Minutes October 9, 2013
AAC Minutes October 15, 2013
LAC Minutes October 9, 2013
Binding Resolution: Instructor Reports
Graduate Student Bill of Rights- Revised
Graduate Student Bill of Rights- Original
RACKHAM STUDENT GOVERNMENT
BOARD MEETING
10/9/13
RACKHAM GRADUATE BUILDING
2ND FLOOR WEST CONFERENCE ROOM, NORTH ALCOVE
7:08 P.M.

a. CALL TO ORDER: 7:08pm

b. Present: Kaitlin Flynn, Phil Saccone, David Malewski, Michael Lang, Julian Bahr, Chuky Mbagwu, Alex Gutierrez, Michael Benson, Mike Hand, Chris Tom, Michael Benson, David Barton, Ryne Peterson, Ryan Roberts, Ram Balachandran

c. Absent: Yiting Zhang

d. Excused: Michael Benson, Brooke Horton, Erin Sullivan, Ben Sweeney

II. APPROVAL OF THE AGENDA

a. Motion by ML and seconded by RR to approve the agenda with the amendment to include item VII. Approved unanimously.

III. APPROVAL OF THE PREVIOUS MINUTES, 10/2/13

a. Date is wrong on top, Kaitlin will fix. Motion by Dave and seconded by ML. Approved unanimously.

IV. OFFICER REPORTS

a. President Phil Saccone: the executive branch has been busy this week with coordinating events and putting together the newsletter. Had a meeting today with Greg Merrit about Munger and he’s looking for project leader to help with operations and programming for the new Munger residence. Greg is also looking to put together a group of transdisciplinary students to work together to bring down the cost. Phil also received over 100 applications for various university committees and has appointed students to the various committees.

b. Vice President Kaitlin Flynn: Newsletter in progress thanks to Julian, set to go out tomorrow. Event report has been made by MH and is easily accessible as a Google form. If you host an event or help out significantly at an event, please fill it out when you are done. This will help us maintain institutional memory as time goes on.

c. Treasurer Chuky Mbagwu

i. Finance Update: budget applications coming in.

ii. Receipts: turn in receipts if you have any and make sure to keep track

V. Executive Order: Creation of RSG Communications Secretary and Special Advisor to the RSG Executive Officers

a. Phil is creating two cabinet-level positions which will be non-voting at executive meetings. The first position is as Communications Secretary, who will be tasked
with maintaining the day to day communications via the newsletter and twitter/facebook. This person will have oversight by the VP. Phil is creating this position and nominating Julian to this role. Phil will be creating an executive order for this position. The next position is Special Advisor to the RSG executive. This position is an important advisor position for past executives from RSG and is a way to maintain institutional memory and keep the connections that have been cultivated over our years of service. Phil will be appointing Michael Benson to this position.

VI. Appointment of the Elections Director + Approval of election dates
   a. Motion by MH for elections dates are November 20-23 seconded by Ram. CSG will be holding elections November 20 + 21. Discussion ensues about what the dates should be.
   b. Phil appoints Dave Malewski to this position. Roll call vote: 11-0-2 and it’s approved.

VII. Graduate Student Bill of Rights and Responsibilities- First Reads
   a. Preliminary feedback from the Dean suggests that the Bill of Rights in it’s current form will not pass through the Rackham Executive Board as it is somewhat aggressive in tone and that in general Rackham is not inclined to make broad policy decisions that apply to all programs. They did suggest that putting it into a ‘Best Practices’ format. We have decided to put forth the document as a Bill of Rights first. Motion by CT and seconded by Chuky to bring this business before the board.
   b. Discussion: MH: what is difference between old and new versions? KF: updated to tone down language, update preamble. PS: also expanded student responsibilities sections. JB: it goes beyond Rights as it has a Responsibilities section. This makes it more of a Best Practices document as it is and Rights suggest something inalienable. JB would suggest that we separate the two or re-brand this as a BP guide. ML seconds. MH: can we restructure it as rights and use the responsibilities as a ‘whereas’ clause? PS: to Julian’s point, he agrees that there are parts that fit rights and parts that fit responsibilities. He feels that there should be a differences between accountability vs suggestions (rights vs best practices). In actuality the current document is probably more of a hybrid. CT: a lot of the material in it is adapted from both a Bill of Rights (from UW) and Best Practices (from UCSD). ML: if it’s not a bill of rights, we should not call it a bill of rights. It is the title and we should label it what it is because it could cause confusion and disagreement among the bodies that will be approving it. DM echoes and says that we should make sure to not trample on sovereignty of programs. PS: he understands these concerns, we aren’t stipulating what you need to do but all we are saying is that these conversations need to be had. JB: agree with all of the content in the document but if we’re going to have two documents we should separate the Rights and Responsibilities. Rights should be actionable. RR seconds. Ram makes the point about Right #8, if we make it actionable we cannot enforce it as it violates first amendment rights. Motion to table discussion until next week by CT, seconded by RB, approved unanimously.

VIII. COMMITTEE REPORTS
a. Legislative Affairs:
   i. Leasing forum: final details being worked out and will be settled by tomorrow.
   ii. Leasing survey: put together last year that CSG was charged with submitting to the student body but RSG will be taking it back and it will have to be sent out after the forum.
   iii. SAGE update: best practices/President’s meeting on Sunday. Questionnaire to fill out regarding best practices has been sent out to LAC members. Putative delegation for the fall summit: Phil Saccone, Chuky Mbagwu, Michael Benson and David Barton. The purpose of the meeting is to set the agenda for the Spring days on the hill. They will be gone for 4 days. Motion by ML and seconded by MH. Approved with one abstention.

b. COSAC/Student Life:
   i. Upcoming events: Saturday Penn State away game watch at BWW. We need a few people from the board to show up Saturday at 4 to help save tables. We really need people to show up and help out to save tables, especially if you’re on the student life committee.
   ii. Minutes: motion by MH seconded by ML to receive and approve the minutes, approved with one abstention.
   iii. MH has met with the registrar to streamline course evaluations with a search function.
   iv. RSG Rep participation:

c. Academic Affairs:
   i. Instructor evaluations course resolution coming soon.
   ii. Lunch with the Deans: planning these to find rooms, and dates for the deans.

d. Budgetary:
   i. Minutes from previous meeting. Motion by Chuky and seconded by DM to receive and approve the minutes.

IX. Open Discussion: PS: if we want to put a survey question on the ballot, that needs to be approved 14 days prior to the election. Discussion ensues about what we have done in the past. MH suggests some question that gets to the issues of transparency and lack of attention that graduate student needs are getting. If anyone has questions in mind they should send them to Phil for board approval. AAC will be meeting with the academic affairs advisory council of SACUA next week. Email Chris if you have anything to add.

X. Adjournment: Motion to adjourn by CT and seconded by ML adjourned 8:10pm.
A RESOLUTION TO MAKE INSTRUCTOR REPORTS AVAILABLE TO STUDENTS

WHEREAS, voluntary course evaluations are provided by the students at both undergraduate and graduate levels; AND

WHEREAS, these individual course evaluations are consolidated into Instructor Reports by the Office of Registrar; AND

WHEREAS, these reports are not currently accessible to students or released to student body governments in any form; AND

WHEREAS, the availability of these Instructor Reports would enable the students to make more informed decisions about crediting courses, especially those from other schools and departments; AND

WHEREAS, the university wide accessibility to Instructor Reports would motivate the students to provide thoughtful evaluations; AND

WHEREAS, open access to Instructor Reports would help creating better academic transparency, in turn improving the students learning experience; NOW ON BEHALF OF THE STUDENT BODY OF THE HORACE H. RACKHAM GRADUATE SCHOOL, BE IT

RESOLVED, the Office of Registrar must modify the existing policy to ensure the Instructor Reports available to all students, except as it serves to protect the identity and privacy of the reporter; AND BE IT FURTHER

RESOLVED, the Office of Registrar communicate this policy change to all schools and departments under Rackham; AND BE IT FURTHER

RESOLVED, the compiled Instructor reports must be officially hosted and disseminated by the Office of Registrar to ensure accuracy, integrity, security and sustained availability of the Instructor reports; AND BE IT FINALLY

RESOLVED, the President of the Rackham Student Body in conjunction with the RSG Academic Affairs Committee shall work with the Office of Registrar to set these
changes in place.

**AUTHORS**

<table>
<thead>
<tr>
<th>Janakiraman Balachandran</th>
<th>Brooke Horton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative, Division 2</td>
<td>Representative, Division 1</td>
</tr>
<tr>
<td>Member, Academic Affairs Committee</td>
<td>Member, Academic Affairs Committee</td>
</tr>
<tr>
<td>Rackham Student Government</td>
<td>Rackham Student Government</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Julian Bahr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative, Division 1</td>
</tr>
<tr>
<td>Member, Academic Affairs Committee</td>
</tr>
<tr>
<td>Rackham Student Government</td>
</tr>
</tbody>
</table>

**ATTEST**

By Signing below, I certify the this resolution was dispatched by the RSG Board under the rules as prescribed in section IX of the bylaws and that the vote count appearing at the top of this resolution is accurate.

______________________________
Kaitlin Flynn
Vice President, Rackham Student Government

**PRESIDENTIAL ACTION**

I, Michael Benson, President of the Rackham Student Body, do hereby approve / veto this resolution on this the _______ day of _____. 2013.

______________________________
Phillip Saccone
President, Rackham Graduate Student Body
Graduate education is a crucial stage of training for advanced fields. It focuses on the discovery of new knowledge, the generation of new ideas, and the development of future leaders. As junior colleagues, graduate students critically contribute to the mission of the University of Michigan through their research, teaching and extracurricular involvement. The success of these contributions relies in part on the relationship between students and faculty, for which both parties share responsibility.

On behalf of all Rackham graduate students, Rackham Student Government offers this document as a beneficial reference for all those involved in graduate education at The University of Michigan.

This document outlines both the responsibilities and expectations of graduate students have for attaining a meaningful and productive educational experience as they transition into fully participating colleagues in their respective fields. It is imperative that students and faculty work together to create an environment that encourages academic inquiry, integrity, mutual respect, and professional development.

Definitions

1. **University**: Refers to the University of Michigan as an institute of higher learning that is authorized to grant academic degrees, and also to faculty, staff and administrators who are associated with this institute.
2. **Rackham**: The Rackham Graduate School is the central administrative unit for most graduate programs at the University.
3. **Program/Department**: An academic unit as defined by the University.
4. **Faculty/Advisor**: An employee appointed by the University who serves in teaching, service and/or research functions.
5. **Graduate Student**: An individual enrolled in an advanced degree program and for whom the University holds academic records.
Rights

1. Graduate students have the right to fair and equal treatment from University administrators, departmental staff and faculty free of discrimination based on gender, race, age, family status, sexual orientation, gender expression, disability, religious or political affiliations, country of origin, and citizenship.

2. Graduate students have the right to specific and concrete requirements for achieving an advanced degree, to be communicated clearly upon entrance to the program. This information should be freely accessible in written form. Modifications to those requirements must be conveyed to the students in a similar manner. Changes to degree requirements should not affect students previously accepted into the graduate program or academic focus, except at the option of the student.

3. All graduate programs should outline non-coursework expectations and the ways in which those expectations can be achieved, such as participation in recruitment events, mandatory meetings, special training. Provisions for when these expectations are in conflict with other requirements or professional commitments should also be outlined.

4. Graduate students have the right to refuse to perform tasks unrelated to either clearly stated degree requirements in their individual academic program(s) or their professional development.

5. Graduate students have the right to change faculty advisor(s), as well as, the right to alternative supervision. If a degree program is to be discontinued, provisions shall be made for students already in the program to complete their course of study.

6. Prospective and currently enrolled graduate students have a right to know the normative and average times to degree within a specific graduate program. These students have a right to know a program’s attrition rate and the predominant reasons for failure of completion, unless providing the information interferes with an individual’s privacy rights.

7. Graduate students have the right to be informed of financial support for their studies prior to entering and throughout the program. Should this support change at any time during the course of study, graduate students have a right to be informed in writing of such changes in a timely manner.

8. Discussion of students between faculty, staff, or other students should be professional in nature and focused on academic performance and professional development.
9. Graduate students have the right to transparent evaluation, regular feedback and guidance concerning their academic performance and progress towards an advanced degree. Evaluations should be factual, clear, and discussed between the student and evaluator. The following should be available to the student in writing: annual progress reports, decisions on qualifying examinations, and unusual or additional program requirements.

10. Graduate students have the right to correct or remedy deficiencies in their academic performance prior to dismissal from a program in a reasonable amount of time. Any intent to dismiss a student from a graduate program or advising relationship must be preceded by specific, written performance evaluation at least one semester prior to completion of dismissal. This document must include specific requirements and concrete timeline that a student should take to rectify unsatisfactory performance and avoid dismissal from his or her program(s).

11. Graduate students have the right to access professional training courses and seminars as needed. This should include but not be limited to: information about professional associations and conferences, mock interviews, job opportunities and publishing articles in journals.

12. Graduate students who are required to teach as a stipulation of obtaining an advanced degree should be afforded a comprehensive training program for their teaching responsibilities. This includes, but is not limited to academic resources, teaching and learning, and sexual harassment training.

13. Graduate students have a right to adequate space and material resources for their work (e.g. printers, telephones, computers etc.)

14. Graduate students should have representatives on all campus-wide administrative committees that affect graduate students, with voting privileges where appropriate. In addition, all departments and graduate programs should include graduate student representatives in committees that make decisions affecting graduate student policies and academic requirements.

15. Graduate students have the right to utilize the support resources on campus, including but not limited to Health Services, Counseling and Psychological Services, the graduate student Ombudsman, University Ombudsman, Sexual Assault and Prevention Awareness Center, Spectrum Center, etc. A graduate student has the right to request a temporary leave of absence for health or mental health reasons.

16. Graduate students have the right to fully participate in University and non-University communities, including student organizations and political processes, with the expectation that involvement not detract from their scholarly work or progress towards degree completion.
17. Graduate students have the right to a non-biased arbitration process if and when seeking to resolve a violation of these rights. Official academic grievance procedures and informal complaint procedures should be clearly defined at the graduate division and at the department or graduate program level. These procedures should be presented to graduate students at the time of entry.

18. Graduate students have a right to be informed of these rights upon enrollment, and to be free of reprisals for exercising these rights.

Responsibilities

1. Graduate students have the responsibility to conduct themselves in a manner befitting a junior colleague. Graduate students’ professional behavior should be a credit to themselves, the higher academic unit, and the University.

2. Graduate students have the responsibility to respect and uphold all relevant University policies regarding professional conduct, including but not limited to the Code of Academic Conduct, the University Policy on Nondiscrimination, Sexual Harassment and Student Records and Privacy.

3. The University of Michigan strives to create a diverse working environment; therefore it is the graduate students responsibility to work with diverse faculty, staff, and peers regardless of their race, gender, religion, sexual orientation, or national origin.

4. Discussion of faculty, staff, or other students should be professional in nature and focused on issues pertaining to academics and/or mentoring.

5. Graduated students are to uphold ethical norms in research and higher academic pursuits and provide accurate and honest reporting of research results, methodology, and scholarship.

6. Graduate students pursuing an advanced degree at the University of Michigan have the responsibility to uphold the ethical and professional standards of their discipline.

7. Graduate students are expected to devote an appropriate amount of time and energy toward the advanced degree within normative time, unless special circumstances apply. The specifics of this requirement are negotiated in a discussion with the mentor.

8. Graduate students should take the initiative in asking questions that promote their understanding of the academic requirements and the financial particulars of their specific graduate program.
9. Graduate students should investigate and apply for appropriate funding opportunities with discussion and advice from their faculty mentor(s).

10. Graduate students have a responsibility to understand their role in the development of the relationship between faculty mentor and graduate student. This includes, but is not limited to: an awareness of time constraints and other demands imposed on faculty members and program staff; regular communication with faculty mentors and advisors, especially in matters related to research and progress within the graduate program; and timely communication of concerns and difficulties within the program and in life that are preventing them from making progress within their degree, with the appropriate person(s).

11. Graduate students who serve as Graduate Student Instructors have the following responsibilities:
   a. To work cooperatively with supervising faculty and other teaching assistants to accomplish the tasks set out by the GSI assignment.
   b. To give adequate attention to the teaching role by conscientious efforts in planning, preparation, and implementation of GSI assignments.
   c. To achieve an appropriate balance between teaching responsibilities and other essential activities.
   d. To take advantage of whatever orientation and training opportunities are offered as professional development.
   e. To engage in reflective analysis of teaching activities, and to accept constructive criticism from peers and faculty in order to better fulfill these teaching roles.
   f. To proactively seek varied teaching opportunities.

12. Graduate students have the responsibility to seek out a non-biased arbitration process if and when a situation that is hostile or otherwise prevents reasonable degree progress develops with a mentor, staff, faculty, or student.

13. Graduate students have the responsibility to correct or remedy deficiencies in their academic performance prior to dismissal from a program in a reasonable amount of time.

14. Graduate students have the responsibility to discuss their career goals and options with their mentor, as well as track progress towards specific goals they have set for themselves.
Rackham Student Government
Graduate Student Bill of Rights
2012
DRAFT

March 29, 2012
## Contents

1. **Preamble** ........................................ 1
2. **Definitions** ..................................... 1
3. **Rights** ........................................... 1
4. **Responsibilities** ................................. 3
5. **Enforcement** ..................................... 3
Rackham Student Government
2012 Graduate Student Bill of Rights
DRAFT

1 PREAMBLE

Upon enrollment, all Rackham graduate students will be informed of the following rights and responsibilities. These rights and responsibilities are derived from Masters and PhD students roles as junior colleagues who contribute to the mission of the University of Michigan through their research, teaching and extracurricular involvement. All graduate students will be free from reprisal for exercising the rights and responsibilities contained within this document.

2 DEFINITIONS

1. University Refers to the University of Michigan as an institute of higher learning that is authorized to grant academic degrees, and also to faculty, staff and administrators who are associated with this institute.

2. Faculty/Advisor An employee appointed by the University who serves in teaching, service and/or research functions.

3. Program/Department An academic unit as defined by the University.

4. Graduate Student An individual enrolled in an advanced degree program and for whom the University holds academic records for.

5. Professional Development Skills or knowledge acquired for career advancement.

3 RIGHTS

1. Graduate students have the right to fair and equal treatment from University adminis-
trators, departmental staff and faculty free of discrimination based on gender, race, age, family status, sexual practice, sexual orientation, gender expression, disability, religious or political affiliations, country of origin, and citizenship.

2. Graduate students have the right to refuse to perform tasks unrelated to the requirements of their individual academic program(s) or professional development.

3. Graduate students have the right to specific and concrete requirements for achieving an advanced degree. These will be communicated clearly upon entrance to the program and accessible in written form thereafter. Modifications to those requirements must be conveyed to the students in a similar manner. No changes to degree requirements will affect students previously accepted into the graduate program or academic focus, except at the option of the student.

4. Graduate students have the right to change their faculty advisor(s) and the right to alter-
native supervision, external to the university if necessary, in cases where the student’s primary advisor departs from the university upon achieving candidacy. If a degree pro-
gram is to be discontinued, provisions will be made for students already in the program to complete their course of study.
5. Prospective and currently enrolled graduate students have a right to know the average
time to degree within a specific graduate program. These students have a right to know a
programs attrition rate and the predominant reasons for failure of completion.

6. Graduate students that are required to teach by their program will be afforded a compre-
hensive training program for their teaching responsibilities.

7. Graduate students that are required to perform research by their program will be afforded
a comprehensive training program for their research responsibilities.

8. Graduate students have a right to adequate space and material resources for their work
(e.g. printers, telephones, computers etc.)

9. Graduate students have the right to objective evaluation, regular feedback and guidance
concerning their academic performance and progress towards an advanced degree. Evalua-
tions will be factual, specific and should be shared with the student within a reasonable
period of time. The following will be available to the student in writing upon request:
annual progress reports, decisions on qualifying examinations, and unusual or additional
program requirements.

10. Graduate students have the right to correct or remedy deficiencies in their academic and/or
research performance prior to dismissal from a program. Any intent to dismiss a student
from a graduate program or advising relationship must be preceded by specific, written
performance information at least one semester prior to actual dismissal.

11. Graduate students have the right to access professional training courses and seminars. This
includes but is not be limited to: information about professional and academic associations
and conferences, mock interviews, job opportunities and publishing articles in journals.

12. Graduate students have the right to be informed of financial support for their studies prior
to entering and during their programs. Should this support change at any time during the
course of study, graduate students have a right to be informed in writing of such changes
in a timely manner.

13. All departments and graduate programs will include graduate student representatives in
committees that make decisions affecting graduate student policies and academic require-
ments. This does not include bodies that determine an individual student’s academic
progress.

14. Graduate students have the right to representation on all campus-wide administrative com-
mittees that affect graduate student, with voting privileges where appropriate. In addition,
all departments and graduate programs will include graduate student representatives in
committees that make decisions affecting graduate student policies and academic require-
ments.

15. Graduate students have the right to participate in extra-curricular activities including but
not limited to student organizations and political processes without fear of retribution or
academic consequence with the expectation that involvement not detract from progress
toward degree completion.

16. Graduate students have the right to a non-biased arbitration process if seeing to resolve
a violation of these rights. Official academic grievance procedures and informal complaint
procedures will be provided and clearly defined by Rackham and at the graduate depart-
ments and graduate program level. These procedures will be presented to graduate students
at time of entry.
17. Graduate students have a right to be informed of these rights upon enrollment, and to be free of reprisals for exercising these rights.

4 Responsibilities

1. Graduate students have a responsibility to conduct themselves, in all educational activities, in a manner befitting a junior colleague. Graduate students behavior should be a credit to themselves, their program/department, and the University. They have the responsibility to respect and uphold all relevant university policies regarding professional conduct, including but not limited to the Code of Academic Conduct and the University Policy on Nondiscrimination, Sexual Harassment and Student Records and Privacy. Graduate students have the responsibility to uphold and respect all of the aforementioned rights for fellow graduate students.

2. Graduate students have a responsibility to devote an appropriate amount of time and energy toward achieving an advanced degree within a normative time, unless special circumstances apply.

3. Graduate students have a responsibility to uphold ethical norms in research and higher academic pursuits and provide accurate and honest reporting of research results, methodology, and scholarship.

4. Graduate students have the responsibility to take the initiative in asking questions that promote their understanding of the academic requirements and the financial particulars of their specific graduate program.

5. Graduate students have a responsibility to understand their role in the development of the relationship between faculty mentor and graduate student.

   (a) To have an awareness of time constraints and other demands imposed on faculty members and program staff.

   (b) To communicate regularly with faculty mentors and advisors, especially in matters related to research and progress within the graduate program.

5 Enforcement

Individual sections of this document will be enforced via various university policies and offices. They are listed here for reference.
I. CALL TO ORDER: 7:03pm

II. ROLL CALL OF MEMBERS

Members: Chris Tom, Brooke Horton, Phil Saccone, Janakiraman Balachandran, Alexander Gutierrez, Kaitlin Flynn, Erin Sullivan, Julian Bahr

Present: Chris Tom, Brooke Horton, Phil Saccone, Janakiraman Balachandran, Alexander Gutierrez, Julian Bahr

Excused: Kaitlin Flynn

Unexcused: Erin Sullivan

III. OUTSTANDING ACTION ITEMS

- Action Plans (attachment 1)
  - Completed: All action plans received. Project leaders will help committee track progress throughout the term.
- Course Evaluation Resolution completed (attachment 2)
  - Completed
- Conflict resolution chart on the website
  - Completed
- Update from Phil on the meeting with Laura Patterson about disability issues with the Google suite.
  - Meeting with RSG board on November 6th

IV. SACUA MEETING

- Chris and Brooke met with SACUA’s AAC equivalent to discuss course evaluation, GSBOR, and non-discrimination policy. Phil asked about SACUA’s point of view on the course evaluation resolution. SACUA said it sounded fine and that this was being done previously, but got dropped merely due to lack of effort. Caution on NDP possibly conflicting with sexual harassment, not in intention but in nuances of framing.

V. COURSE EVALUATION BANK RESOLUTION

- Review latest version (attachment 2): Phil suggests adding a resolved clause to charge the Office of Registrar with administrating the organization and dissemination of the evaluation reports.
  - ACTION: [Ram] to make changes.
- Vote on sending it to the board: Ram makes motion to send to board along with the agreed amendments to the resolution. Approved unanimously.
VI. EXPANSION OF NON-DISCRIMINATION POLICY
(Attachment 3)

a. **History of proposal:** No language currently covering freedom of sexual expression.

b. **Content & aims:** Julian asks if some content is already covered by other language such as the First Amendment. Sexual harassment and protection from “adult bullying” (e.g. denying promotions) are already covered by other documents, but this is aimed to address the gap of sexual acts.

c. **Future directions and deadlines**

d. **Motion to Table:** Motion made by Julian, seconded by Chris. Approved unanimously. Discussion tabled until after meeting with legal and/or sexual experts.

i. **ACTION:** [Chris] Consult with experts

VII. LUNCH WITH THE DEANS

a. **Update on venues & food:** Rooms are booked as follows. Food has to be ordered from the commons catering for both venues.

   i. Oct 29th Central Campus, Kuenzel Room, Michigan Union.
   
   ii. Oct 31st North Campus, East room, Pierpont Commons.

b. **Format & content:** Questions/topics sent to deans to prepare for specific talks. Janet scheduled for last to give other deans time to talk.

VIII. JoVE SEMINAR

a. **Method for polling students:** Alex suggests polling students via the RSG newsletter. Poll would ask if they were interested in attending a JoVE presentation and would include a field for respondent’s department. The goal would be to gauge overall graduate student interest along with measuring in which department(s) these students fall into in order to hand off the hosting of the seminar to that department.

   i. **ACTION:** [Alex] to give Julian details for poll by next week

IX. ONLINE VOTING IN AAC

a. **Proposal**

   i. At least 4 days to review the document
   
   ii. Normal voting rights,
   
   iii. Transparency in comments & votes,
   
   iv. Right to make a motion for a in-person vote (majority vote wins)
   
   v. 24 hours to submit a vote.

b. **Discussion:** Concerns regarding implementation for efficiency and effectiveness. Phil suggests committee chairs to apply this policy ad hoc to minor votes and table discussion for formal policy later

X. LEADERSHIP IMPROVEMENT

a. **Leadership evaluation:** Brooke will circulate an online anonymous survey for honest feedback.
XI. OPEN DISCUSSION

a. Phil discusses options regarding GSBOR/best practices documents because it might get sent back to committee. One goal is to bring attention to graduate student experience at the University. Phil wants to take lead on drafting of best practices.
   i. ACTION: [Phil] to complete Action Plan for best practices document

XII. ADJOURNMENT: 8:28pm

XIII. ACTION ITEMS

a. [Ram] Make changes to course evaluation resolution regarding Office of Registrar
b. [Chris] Consult with experts regarding NDP
c. [Alex] Email Julian details for JoVE poll by next week
I. CALL TO ORDER: 6:23pm
   a. Present: Representatives Julian Bahr, David Barton, Dave Malewski, Michael Lang, Mike Hand, President Saccone, Treasurer Mbagwu
   b. Absent:
   c. Excused: Michael Benson

II. APPROVAL OF THE AGENDA

III. APPROVAL OF THE PREVIOUS MINUTES

IV. CHAIR’S REPORT

V. TOPIC 1: Lease Signing Fora
   Malewski: Organizing this event. Figuring out whether or not scheduling will be next week or 2 weeks from now. What is the scheduling hold up? Rooms, City Council members scheduling, no specific date for all people yet.
   Phil: We are getting to the 3-week mark here.
   Julian: The room shouldn’t matter as much as the date.
   Dave: It’s mostly a matter of getting the other council members to pick a date. He’s just been tasked with contacting the WAAA. Last year RSG had started a lease “instrument” – a survey. CSG handled this last year and dropped the ball.
   Phil: Michael and I have decided that RSG should just take over that.
   Dave: If we want to implement this survey later, we want to make sure it’s as evenly balanced as possible. However, this is on hold until we get the Lease Signing Fora is taken care of.
   Phil: It’s a shame we haven’t followed up on this yet, I’ll talk with Michael about it. Back to lease signing fora, we’ve got to get together with Michael and this done, it’s been on the hold for too long.

VI. TOPIC 2: State Issues
   Hand is not here, skipped. Hand is now here!
   Nothing mainly to report on this, apart from somebody else should now take charge on this for the fall.
Phil: State and city issues are very important, but we’re not going to drive as hard on these unless particular individuals are absolutely passionate about it. The SAGE committee has plenty else to keep it busy.
Lang: We need a better idea of what state issues affect graduate issues to become passionate about it.
Phil: Medicaid expansion is an issue that is going to affect graduate students tangentially, but that is the closest one he is aware of. Michael has more information on this, but Phil himself is not going to particularly push on these.
Mike Hand: Detroit area newspapers, RSS/twitter feeds can be good sources to find local and state issues, etc.

VII. **TOPIC 3: SAGE Delegation**
Delegation is Phil, Michael, Chuky, and (?)

Dave: STPP people may be able to also join not on RSG’s tab, great for additional people to take down information.

SAGE Questionnaire: will be disseminated soon. Splitting up the questions between the committee members to distribute the load.

Motion by Julian, second by Michael Lang to approve the SAGE Delegation. Approved with 1 abstention.

VIII. **OPEN DISCUSSION**
Julian: I would strongly like to adopt a committee operating style like the AAC has done, where there is a clear delegation of leads on particular projects and a good understanding for all as to what each task entails.
Phil: How do people feel about this?
Lang: I think that is a very good direction to move operationally.
Phil: I agree, that’s the way the exec also runs, etc. I would still like to keep input from everyone as they please, and would rather define that the project leads are those who ensure/delegate tasks to get done, not necessarily those who do all the work for that project.
Julian: I agree that they shouldn’t do all the work, but it’s nice to have a central point of contact.
Phil: I’ve heard you all, but I’m not going to make any major changes yet until I confer with Michael. But overall I would like to see a change in that direction and reduce some of the bottlenecking that is currently taking place in this committee.

Motion to adjourn by Lang, seconded by Hand.

IX. **ADJOURNMENT** at 6:42pm.