



42 U.A.S. 3

Minutes from October 18, 2010

The meeting was called to order at 7:32 pm.

1. History of Faculty and Students in Decision Making at MIT

Jonté: Our speaker tonight is Bish Sanyal; he's the Ford International Professor of Urban Development, and a previous Chair of the Faculty. I think he's going to be speaking to us tonight on the history of the faculty and students in decision making at MIT.

Bish: I want to thank the UA for inviting me. Let me just tell you about my background at MIT, so you know where I'm coming from. In 1984, I was an assistant professor, long before some of you were born. I was here in '94 when I became the Chair of the Department in Course 11. I served as chair for 8 years, had a wonderful sabbatical, and then I was the Chair of the Faculty, which is why you asked me to come, starting at 2004. Now, I'm in this two year term which I will mention more elaborately in a minute. I'm head of a program with professionals from all around the world. I'm also teaching courses for Master's students.

I couldn't prepare a formal talk because I didn't know what would be of interest to you, but quickly about faculty relationships with the administration: there is a formal relationship, and there is an informal relationship like everywhere else. In every relationship, there is a formal and informal relationship. Both are very important to understand.

The chair of the faculty is elected by the faculty. There's a faculty nominations committee which is appointed by the President. The President of the university appointed the chair of the committee and they have 9 to 12 people. They nominate and get elected for two year terms, and as the chair of the faculty you then nominate the assistant chair and a secretary of the faculty who takes the minutes of the faculty. The chair, vice chair, secretary and a few staff members, we essentially run the faculty policy committee; the faculty policy committee is a set of 18 people. We do have graduate and undergraduate representatives as well. The faculty policy committee meets every two weeks. We discuss all the current issues and they have to be passed through the faculty policy committee to be on the agenda for the faculty meeting which is on the 3rd Wednesday of each month. There are also many standing committees. The chair of each of the standing committees are selected by the chair of the faculty. I select them.

Then, there are other committees that are created by the Provost of the President sometimes; special committees to look at special problems that you might face. Let's say the committee created during the financial crisis on how MIT should approach the issue. The committee was created by the Provost. The faculty chair and the faculty committee is supposed to be someone independent of the administration. But I think "independent" is kind of a complicated word because you have to work with the administration and with the students, but at the same time you don't want to just do their job; it's a very interesting position. I had no idea before I became the chair that it was going to be that demanding of a job, and I was chair at a very difficult time at MIT. There's a huge case against the Provost and the President, and there were many different problems. Also, the Simpson's case that exploded: the faculty wanted to vote a no confidence motion against the President and administration, and everyone was in the middle of trying to



manage these things such that it doesn't become so confrontational. So, we work in that process, but then part of an informal process, we meet with the president once a month; we set aside an agenda for a faculty meeting, and then we run the faculty meeting. There was a huge argument about who can speak and who cannot speak, and there was this whole argument about the rules. Some wanted to make the meeting like town hall meeting that everyone can speak at. Anyway, I felt at that time there was a lot of interesting people participating in the decision, and I felt like the fact that the students formed; the faculty was very helpful. I received a lot of requests and questions on who can participate more, which surprised me because I thought things were pretty much under control.

As chair of the faculty, you also participate in the Joint Corporation meeting which is very interesting. It's where students also represent a group in response to the Corporation and this is a very different group. The Corporation has a lot of power, and they're supposed to be advisory. They were the ones who selected the President. These are people from business, academia, our alumni, from around the country. They used to attend corporation meetings with the chair of the faculty; that's the formal side. The informal side, I would say, is there are some much-known scholars, really deep names in the field, Nobel prize winners, and people that bring a huge amount of research material. There was a time almost 64% of the budget was brought by the corporation. If you bring that level of money, often times the provost rightly calls a meeting and the President will ignore it, so as for these people: what do you think I should do, what will happen? Often those people are assembled every year by the President and the Provost.

The chairs of the faculty are also called for a meeting every year by the President. We advise the President on whatever is happening on campus at that moment. The faculty and the chair, the past chairs have been pretty cooperative, those are the formal/informal structure of the faculty. Once you are a department head, I never saw myself as administration; I always thought of myself as faculty. Department heads meet regularly with President of administration every 2 weeks. Every 2 weeks there's also a luncheon. The department heads also don't consider themselves as part of the admin. At MIT you are not respected as the administration; you are respected for research, publications, what you've invented, how smart you are.

I found that the culture of the institution regarding faculty is quite good, though I have to say that in the last 3-4-5 years, the faculty have not been particularly happy. They took down things in the budget, about what is going to be cut, who's going to cut it, how it's going to be cut, etc. But we are generally grateful that the administration, and particularly the Treasurer and the Provost and the President. They've managed the crises among huge problems that the institution has had to face. I think we owe a deep sense of gratitude to the current chair of the faculty, Tom Kochan, who is from Sloan school. Tom has been very good and very sympathetic to the needs of staff and to the needs of students.

It's a very interesting time for us as a university to go through many changes, and the main change is the budgetary changes. To reorganize the institution in a way to make it financially viable, to retain research excellence, to get the best students, and to get the kind of financial aid that we need, we need to raise the money. It's a new model because the old model is too old. I was here for a different time, different economy. I think it's an interesting time for you guys to be here. If you ask me questions, then I can give you more specific answers.

Hawkins: You mentioned that the former faculty chairs meet periodically; has that happened this year?

Bish: It hasn't happened this year yet, because usually it's in the spring. There was a meeting with the President last year, and the whole conversation last year was on what to do with the crisis. The Provost



had created these committees to deal with the cost, distance learning, etc., and the faculty just wanted to know what is being done. There was a lot of ambiguity, you know. My suggestion to the Provost was at that time, you can create committees, have committees, participation, etc. You don't want to create uncertainty. They just want to know. We don't know exactly? Let's create a committee. Let the committee come up with solutions. Everybody is going to be like what's going on. Just decide and let people know, and people can get on with their lives.

Tim J: Can you give us a sense of the power, the amount of power the faculty do have? Can they tell the admin strongly: hey, we don't want anything; can the faculty take a vote?

Bish: Yes, they can. In a faculty meeting, any faculty can introduce a resolution. Voting on the resolution cannot happen at that particular meeting. It happens at the next meeting so people can think about it, think about what happened at the last meeting. The faculty meetings are open, though you cannot vote as a lecturer. I think the department heads at MIT have a lot of power, and department heads can meet with the admin. They don't necessarily disagree a lot. The faculty disagree a lot more, but they don't have as much institutional leverage.

David: You mentioned that MIT is going through a new changing model a little bit. Can you describe where you think MIT will end up, and where you want it to go?

Bish: I think what MIT is going to change is not necessarily because of what you want to happen, but the nature of the revenue streams is going to switch. Tuition is a big issue; we all know this is a big issue. The committee is watching tuition carefully because of inflation, faculty salaries, cases of tenure with the faculty, endowments, etc. Endowments are going down significantly. Returns of the endowments have gone down sharply. Now it's come back, so the President is thinking of a new model of education in which they want to involve and improve long distance learning, as a source of generating new revenues. There was a pressure to reduce the budget. It never got passed. There was a discussion on this because everybody's worried about how expensive everything has become. Some departments want to get rid of some things that look like luxury. There was a 10% cut of the budget, but you can only cut so much. You've got the administrative staff, you've got, the kind of support staff that faculty had before which is very important because the faculty, they don't want to do this. They just want to be left alone, do their research, get a decent lab, a good group of students they can support, etc.

I saw the statistics of how many proposals they have to make to get funding, it used to be like now. It almost tripled; every 3 proposals is funded. There was a time you send a proposal, and you knew it could be funded because it was MIT. Now there's a lot of competition. A lot is changing, they'll be relooking it carefully. To what extent is the model particularly financially stable? You can get the best students that we have. We have to get them; we have to attract top faculty, too, which is expensive, very expensive. There's a huge amount of money involved. I learned that when we were looking at the policies. You know there's no time to return, so faculty can stay on board, but many stay beyond 65, 70, 72, so we are looking at how to make them retire a little earlier. We found out that retirement was good because senior faculty have a much higher salary than the junior faculty, and you get junior faculty a little cheaper. I was surprised to learn how much more expensive it is to get junior faculty now. You'd be surprised: 1.3 million dollars for junior faculty investment needed. Where does the money come from? It became so expensive, and so the whole environment is changing.



I think that we have a group of faculty and administration who understand the process. We don't have a fantastic solution. I can see the deliberation, and the one point I'll say about the deliberation was that it's very much a learning experience for me.

Owen: I'm kind of curious because you mention that the faculty were very involved. I'm kind of interested in what piqued their interest, why do they pick these issues?

Bish: You know many of them have kids here because you don't have to pay the tuition, so some of them are very aware. Some of them were MIT students themselves, and they very strongly want to preserve the culture of MIT. I did go to MIT myself. As to what they valued and the style and culture of MIT as an unpretentious place that had their own norms on what it values, they want to preserve it. They don't want this to be some other school. Sometimes there are students who would complain, though, to them, and then they would learn from the students: look this is what is happening, I cannot come to this because they're changing this because oh I cannot come to this because I am doing this, I am doing sports, etc. Some of the faculty who are very vocal are quite connected to the students, and are constantly comparing what was their life at MIT and what the students' life is now.

David: Can I ask you to talk a little bit about the rules and regulation of the faculty; why would the faculty ever make up these rules for themselves or how did this process happen?

(Rachel enters at 8 PM)

Bish: I don't know how it happened but its there, and they're incredibly inflexible, don't you think? When we talked of the undergraduate changing the curriculum and the voting, I learned from the rules and regulations. The simple majority can't change the rules; you have to have a two-thirds majority. You should've known the rules; you know there are rules. They don't like changing rules. It's a very conservative faculty. They like the way it works; they think it was worked very well, and they would like to stick to the rules. Let's say you were trying to do a new program. Every change in the curriculum has to be approved by the faculty. The quorum is like 34 faculty needed; there were a lot of faculty. Not many knew about this minor very much, yet they were voting. I found that they need to do some more homework, because the role you play in voting on these things is very important. If you were to vote, you should do some homework on the programs. The times are changing. There's the fact that there's an energy minor; there's a push for an environmental minor. We should be moving with the times and creating new kinds of programs. If you have to come back to the whole faculty every time, I think on principal it's a good idea to create this kind of support, but the first reaction is why do you need this? It's very time consuming. They're always worried how their rules are going to change, which department is going to get what, etc.

Tim J: How does the faculty feel about advising? I know you get a variety of mixed views depending on individual faculty; do the faculty like the advising system?

Bish: I don't think the faculty spend enough time advising. I think on the reports we have seen, the faculty do not take it as seriously as they should. It is not granted the kind of priority it should be. Basically promotion is on. If we produce these fantastic students, you have these regulations at a national level. There has to be incentive in the promotion system to say how much time spend. Is there advising you can look at. I find that faculty could do better, and the pressure has to be put by the deans. We need a system where that advising is really considered seriously in the promotion of faculty. I think it's a very serious



issue. How do you select a group of students; how many of those advisees can you have? I think that there's a long way to go with the faculty and a group of advisors.

Jonté: I would like to remind the assembly that we'd like to have all of the laptops closed inside Senate Chambers because of the speaker; my question for you was I guess you were here back where we had the 4500 students, and as we move to approach that level of undergraduates how should things change?

Bish: I have little experience on this, I think the undergraduate-graduate ratio we've had in the past has changed. It changed not because of any policy. It changed because of research funding. We don't have a graduate student policy center. It's done by different department. Undergraduates, you have one body. This is the number each year, increasing as more money came in, faculty department can do more. I think that it happened in a very strange way, and it needs to be checked. How is the faculty going to advise? How big would be the class size? They have to be talked to. Those questions are important before you start increasing the number of students. If I just increase enrollment by 400 or 500, they can handle it. There may be some truth to this, but the class sizes, the kind of homework, to really give them the top education, means time. You are engaged with the students. Engage them in conversation. It's a very labor intensive process if you want to do this well. I think it needs some thought as to if we do increase it. How are we going to deliver? Are we just going to increase it? We can handle it. About the housing part, where are you going to stay? Advising? The sizes of some of the required courses: what sizes will they think they will be? The faculty was a little upset when the announcement was made about the chair of the faculty. It was raised why was this announcement made, and the point was: we have had this issue many times in the past. You guys should know we're planning to do this. We have this money, you now have the chance, etc. The admissions committee, which is chaired by a faculty member, they said that they would be fine. But generally, overall there was never it on an agenda for a faculty meeting; it was never brought as topic for a faculty meeting.

Adam: You've talked about the power of the faculty and the fact that the faculty in the past have gotten involved in topics that students have feel strongly about. Into the future, if we feel like we're opposed against an issue or we just don't have the strength on our own, how do you think we can go about doing that?

Bish: First of all, the President and the Chair of the Faculty. It would be in the interest of the UA president, just to say what was on the mind of the students. The students can also bring the issue to the faculty policy committee, saying we want this to be discussed. They can push an agenda. They have the ability to speak. They can talk to the faculty chair. You need to get a few faculty allies who will speak for you, and then you can have speaking privileges. There's a faculty committee that Phil Clay, Chris Colombo, myself, and a few undergrads are on. Because, just to say, let's float ideas before you go and announce them. I thought it was a good idea to have something like that which would meet periodically and discuss how things are going. I don't know what happened.

Vrajesh: That group has not met yet.

Bish: Why not?

Vrajesh: Good question. There's a doodle about it.

Bish: I also think that in a joint committee of the corporation, the corporation meeting meet to discuss every semester. The corporation doesn't want problems at MIT; it doesn't give MIT a good name that the students are unhappy. CJAC is also a good place to bring issues to.



If you have any other questions, you can let me know, but check out Tom Kochan, Chair of the Faculty. He is a very thoughtful man; he's from Sloan. The person who is going to replace him is Sam Allen, Course 3. Sam is also very nice. Sam is planning to do it for 2 years and then retire. I think it's fantastic. Do you know why? If you are chair of faculty and you have other aspirations, then you begin compromising with faculty; you don't want to rub them too much. I think with Sam Allen the students will have a fantastic time. Thank you all!

Sammi: Sam Allen is actually also part of the UA advisory committee. You guys should all come mid-December, and you should talk to him.

Jonté: I think we're going to take a 5 minute recess, and we'll come back and start up our discussion

Recess Starts: 8:15 PM; Recess Ends: 8:21 PM.

2. Discussion: Educational Technology

Jonté: Alright. So our discussion topic for tonight: the main discussion topic is educational technology. Our guest expert is Vijay Kumar, the Senior Associate Dean and Director for the Office of Educational Innovation and Technology. Thank you for coming!

Vrajesh: We also have Brandon who works with Vijay.

Vijay: Thank you for having us over here. Very quickly, for Dan Hastings who's the Dean and Co-chair and executive officer for the group, I've been at MIT here for 14 years now computing. You saw a note from the Provost about MIT looking at different types of technological opportunities. Some have to do with what we might be able to do with taking what we want to do and what there is to do. There's one that's a group that's being led by professor, there a another group that was looking at different times of constructs, then there's another group that's looking at what we've been doing all along: what are the interesting opportunities for technology to do the teaching and learning that is going on at MIT. Stuff you do here really has relevance outside and elsewhere. I'm here to get all kinds of input from you. We are here to just ask you all. It's easy for me to trip into presentations. We're not going to do presentations; we just want to talk.

First of all, Jonté mentioned educational technology. What do you think about it? It's a strange term. When you think back over the years or before you came to MIT, what does it bring to mind? What kind of things do you think about?

Hawkins: Mastering physics.

Tim: TEAL.

Adam: OCW and clickers.

Vijay: Somebody said mastering physics, mastering physics with TEAL? TEAL, and then you mentioned clickers. What else...stellar, OCW, video lectures online, and MIT cable. Anything else? How many courses are they broadcasting that way?

Tim: I watched all of 7.012 in bed last year.

Vijay: Have you seen Walter Lewin? Physics lectures on OCW. How many of you look at video courses like 3.091? Does that keep you way from class?

David: I can't go to some classes anyways...the online lectures help.



Michael Plasmeier (Audience): I happen to dislike it because it gets you off schedule. You just have to do it on the day, except if you want to take courses at the same time.

Brandon: I'm going to guess that with the 3.091 videos that you watch on MIT cable, you're watching the actual lecture from the day. That helps part of the getting off-schedule thing.

Michael P: Even if they're live, it gets you off the time schedule. For me, the day time, if I have even an hour open in the day time, it's not productive. Spending the daytime going to class is the best use of time.

Alex W: I don't know about that; my cool monitor that doubles as a TV. Instead of needing to get up, I guess for me, I need to sit down in my room, and I can just watch for an hour in my room. If I know it's online, I can go and watch it later.

David: It's called... I don't think their job ... The point is we're adults... The more opportunities we have, the better. We should be the ones that choose.

Adam: For clickers, instead of having a clicker, we just held up cards with a number. I don't understand why a clicker is better than that.

Anika: At the same time, there's a lot of pressure in certain classes. Where in 5.112, you can see very obviously what people are answering, and they might base their answer off their neighbor, in clicker classes, you don't really see what other people are answering.

Adam: It doesn't do any good for you to click in the right answer, if you look at what the neighbor is doing. It's so the professor can judge.

Tim J: Also, I think at least with TEAL, there's almost too much of an excitement on tech and not enough focus on teaching the material. I'm personally kind of a fan of the lecture style. I think it's like, "ooo look at these PowerPoints we can read this," instead of this is what you need to know. Although technology is a good thing, we can get carried away too much. The professors can focus on clearly passing the material.

Brandon: You don't have to name the professor, but do you think he/she was taking advantage of the environment?

Tim J: I think my professors wasn't use to this kind of environment - teal can work I think if you have a professor that knows what he's doing with it and students are kind of getting engaged.

Rachel: Granted I took these classes 3-4 years ago, when I took 8.01, the professor literally just read the PowerPoints. I had transferred from 8.012. The only difference was there was less math in psets. It was taught worse even though it was in a "better" environment. When I took 8.02, I had a much better professors and he actually used the setup of the room, etc. That wouldn't have worked in a lecture class. I think it's dependent on the professors, and when you need 8 to teach 8.01, there's maybe 2 that want to, and 1 that's good at it.

Vijay: This is a more general question. Is that a situation with any of the other technologies? TEAL is a whole methodology, what it means is that instructors also have to adjust to it? Is it true for other technologies, other courses?

Owen: I think stellar is used to certain degrees, aside from course 6. Some use it well; some use it just for grading. It's good when it's used. When it's not used, it's kind of annoying. I have a class this semester; everything's on there but they're not putting grades on. I don't know how we're doing. 18.06 puts nothing



online except for the grades, but they're also based off their own website. It's just sort of a tradeoff; there's no flat level.

Vijay: Before we move on, what are you carrying on you? What are you carrying in terms of devices?

(A lot are carrying laptops and Smartphones. Some are carrying regular cellphones, and a lesser amount are carrying netbooks or tablets.)

Vijay: How's that? All of you have laptops; how does that work? In terms of our travel and your courses, is that something that helps your classes?

Michael P: This changed very much for me. In high school, I actually had a tablet that I took all my notes on. I did it personally; it wasn't a school initiative. I also did it first semester at MIT. After the first semester, I consciously made a decision to go in the other direction. Today, I write on paper and I have a scanner to scan things in for archiving. Why did I switch? Writing on a table screen is very annoying; it's very distracting, and you don't really concentrate and learn. It didn't really provide value, so I switched completely to print stuff out that I need to use. It's tons of paper. I used two packs of paper so far this year. I carry my laptop with me but I only use it in 6.01 when I use it in lab and maybe to send emails throughout the day. Otherwise, I went from full laptop usage to purely paper.

Rebecca: I actually have class where we can't have a laptop out. They want us to participate in discussion. It's also one of the classes that use Stellar effectively. All of our essays are submitted through Stellar, which is why I carry my laptop all the time. I actually have really good experiences with Stellar. We posted matlab code we need for psets, so I found that really useful.

Alex D: I'm just sort of amused that it feels like my HASS classes have typically used Stellar whereas the math department and Course 6 will roll their own thing.

David: To defend course 6, it's because they wrote all these things and scripts. Stellar is so well designed for HASS classes but not for other classes. You can do handouts; you can do paper grades. For other classes, it's not as good.

Alex D: in course 6, they run the test scripts and see what you get. Instead of using human graders, you run the code and see what you get out of it.

Will: I actually have math class that uses stellar.

Vijay: A lot of people raised hands for Smartphone, cell phones, mobile devices, etc. What do you use them for? (Facebook, email, and calendar) What could work better there?

Janet: I don't think the Whereis works on my Blackberry. That would be useful.

Owen: A very minor thing s. There's not a great integration between courses publishing a schedule and it going on a calendar.

Brandon: Anything else along those lines?

Hawkins: I don't think the shuttles use real time tracking.

Alex D: They do.

Hawkins: I thought it was schedule based.

Alex D: Sometimes they use real time data.

Vijay: Any of you saw any of the simulations in 7.0133: the start simulations, visualizations, etc.?



Owen: Is that the huge protein?

Michael P: The visualizations in 8.02 – I found that was the most helpful component of TEAL, more than everything else. I think that such visualizations would be far more helpful in classes like 18.02 and other similar classes.

Vijay: How do others feel about that? How about humanities courses? There's one called visualizing cultures. It's a wonderful program. Check it out at OCW. I hear this thing about differences for HASS or for 6.01. Do you think the majors indicate the kind of technologies you have a preference for? (Unanimous yes)

Jonté: Are you asking more on the lines of, if I'm a course 1, am I more likely to use something?

Vijay: If you're a particular major, are you inclined to use different technologies?

Adam: There's a difference between technical classes and humanities classes. I think a lot of that has to do with the needs of the classes, if they need to do more with their web type than just post handouts.

Vijay: How about stuff like MatLab? There's a whole bunch of stuff. I think chemical engineers especially. So, there are some things which are very tied to particular courses, but I don't even look at those as educational technology. Those are more tools of the profession. There are more of these other kinds of things. So if you're thinking about professors in general, I heard that TEAL classes are dependent on using it. What's one thing that your professors should do with technology?

Adam: Write on the chalkboard. I have an intense dislike for PowerPoint lectures. I think it's easier for professors. Professors, I think, like PowerPoint because they can cover more material because they don't have to write it out. However, if the students don't have time to write it out...I know for me at least, if I don't write something down, I didn't learn it. It's also harder to ask questions.

Vijay: Unless you have recitation.

Adam: Yes, you could do that at recitation.

David: If they are writing it down, then you can understand what the mindset is. It's how they think that matters.

Hawkins: Some of them are really bad at writing on the chalkboard; they have horrible handwriting. You can't understand it. I think if PowerPoint works for them, they should use it: whatever works for them.

Almas: I think all the professors should be required to post grades on stellar. I have 4 classes and 1 seminar; out of those only 2 of them post on stellar. The grades aren't up to date. I think that that should be a requirement.

Michael P: I don't think mandating stellar is necessary. What I find was, I learn the most from the most well-produced classes, 6.01, 8.01, 8.02, classes that have had a very long history. The classes slides and lecture notes are all completely in sync.

Will: On a different note, I'm taking an electrical engineering class. They have a module that we're using for an experiment. This module works very well, and that's something that maybe can be brought off campus. Basic needs to do all these kinds of circuits, chemical reactions, etc. I thought that was very cool.

Vijay: This is a 15 second plug - go to the OEIT site and you'll see some of the kinds of things that are going on, especially the spoken media browser. What it essentially does is to allow you to go to particular segments in the video lecture. It allows you to search. If you have 21 hrs of physics lecture, you can go



search and revise. Why I give that example is because it speaks to some of the kinds of things I'm hearing over here.

What do you think might be wonderful? Stellar, matlab, visualizations. As you're thinking about that, here you're at MIT. You come and you have some sense of why you came here and what works for you. How do you think technology can really help amplify those kinds of expectations? You know where I'm going? You come here with a set of expectations: how you learn, how you react, asking people to write so you can think. There are some expectations about how you wanted to learn. There are some opportunities with technology. What do you want to take away from the experience?

Adam: I'll reemphasize something. I think Tim said it earlier, when professors or course admins focus more on the tech than on actual teaching. It leaves a pretty bad taste for the students, just because you feel like you saw a flashy cool thing but you didn't learn anything.

Owen: On the flip side, it's also I think classes that I learned the most, they do talk about the theory. They also show a little more complicated ones. 6.034 is a little bit like that. He goes through an example he coded the night before.

Audience: I think that one of the most effective ways I've seen technology was when technology isn't immediate, when technology enables some of the technology, enables you to pset, enables your lab to just be a little bit easier, etc. When people were taking 6.01 or something like that. As much as people dread having to do extra work, you're one part in your writing. Do I include the entire part of the code? It really helps you learn that concept. Kind of similarly, some of the 6.002 labs are really good for kind of teaching a particular piece of the circuit you want to learn. Focusing on tech a little bit outside of the classroom, but still in a very engaged and kind of two way learning. It seems to be like a very effective kind of underutilized way to help learning at MIT.

Vijay: Those things are very good. There's a tutoring quad, but the engagement itself...

Audience: There's a difference. I mean it's the same tutor now, but the coding is in python. It's newly developed for the new curriculum in 6.01.

Vijay: The new curriculum in 6.01, do you see that as a good example?

Audience: I like it, but some people might not.

Tim J: I think it works well now. Smaller classes I think have less technology. I think tech is good for reaching out to a lot of people when the professor can't get the sense from a single person, but the smaller HASS classes where you have 25 people in a room, they don't need to have technology. You get more interaction between the student and the professor instead of the student and tech.

Vijay: How much online stuff do you look at besides OCW; do you look at OCW?

Sammi: I'm a math major, and they don't always have a very well put together website. I look for old lecture notes, problem sets, exams, etc.

David: I use it for old exams. Just a side note on OCW, one of the enemies on OCW is you guys try really hard to put together a great OCW site. They have video lectures, transcriptions in multiple languages, etc. You could also put up an unmanned camera in the classroom that could be good enough.

Brandon: How many of you would like more of your classes videotaped? (A lot.)



Liz Denys (Audience): For those that live off campus or have a conflict with other classes, having classes just available on cable isn't as useful as videos on OCW.

Sammi: It's also good if your professor isn't very good.

Vijay: When you watch videos, does it change the nature of your recitation session?

Brandon: Have any of you had professors that use the fact that the vids are online? Have they ever expected you to watch the vids? Have they changed any way of their teaching for your knowledge?

Ellen: I'm course 3 which is one of the smaller courses, so none of them are videotaped. The department has changed all of our classes completely, and none of them on OCW are useful. If you're not aware, you'll go on and get more confused.

Vijay: I want to get to this culture piece, first give me a sense of what works and what goes on at MIT: interaction of students, small groups, Athena clusters, etc. Here are all kinds of little facets. Are there particular things that you like? Are there opportunities for technologies to do what you like? Are there opportunities for technology to replace some things?

Hawkins: I think the thing that I love the most living off campus is the ability to turn in psets online.

Vijay: So, you like the opportunity of submitting things.

Owen: As a student at MIT, the one thing I like is the independence we have. We're allowed our freedom to learn how we learn best however we want to learn. I think that's so critical for making MIT unique.

Anika: One thing I like is all my psets are online. I mean it's so much easier to not lose what your working on and to not lose a pset. You don't have this giant paper trail. I know in high school I always had thick paper stacks.

Vijay: How much more interactive stuff? Anyone in 2.003, or the robot design course, 2.007? Have you used the software that was there?

Anonymous: I took 2.007 as a minor. It seemed like it was still in the fledgling stages of the software. I think I enjoyed using it.

Vijay: Do you think there's a need for more orientation, preparation, training, etc. in terms of the technologies, so you can take better advantage of their availability?

Shuang: So, as a freshman, after a couple weeks, you pick up all you need to know. I mean we aren't dumb or anything. I feel like everybody just gets used to it. There's really no need for orientation specific training or such.

Owen: Matlab just kind of blindsides you in some classes. I think stuff like that, whenever it's a little more specialized, stuff like that could use a little more orientation.

Brandon: Question on Matlab - I know there's a lot of workshop stuff at IAP, but do you get hit when you first get here?

Owen: A lot of people just have higher priority classes first.

Betsy: I went to high school at BU, and they offer these couple hour long sessions: Intro to Mathematica or Matlab. I thought those were useful, just sort of to get familiar. Also, it's really helpful for Athena.

Almas: I just wanted to say with Matlab: in my 18.01 class, on the first pset, there were several Matlab questions. No one had used the software yet, and we had to find out in classes and stuff...



Vijay: So, how many of you are freshmen? How was the school experience? How much of your school experience is remarkably different here than what you had?

Alex J: I feel like there's more technology here, in terms of like stellar when you go online and find assignments. My school system had the same thing, and you could just log in and find your class and stuff. We also turned in classes online, it's kind of similar and such.

Anika: I know when I got here I was kind of shocked. When I walked into 8.01, it's like a Sci-Fi model come to life.

Laura: I think that tech here is a lot better integrated. I feel like in high school, some people attempted to use online submissions for stuff. No one could submit it. We had to spend the entire class period working on tech and stuff. There a lot of tech here that's been used for awhile.

Almas: Actually in my school, we had a system, edline, I forgot what it was called, where you could turn in work, check grades, teachers were required to post all lecture material, basically you could do everything there. The difference was that everyone was required to use it. I think at MIT the faculty have a lot more freedom, so like, in the at case my high school, it was easier to access all those stuff because it was sort to mandated.

Vijay: It was about how you conducted your life and technology in school; is this different or is it behind the curve or ahead of the curve?

Adam: It could just be that I'm old. When I just sit and talk, this might as well have been a typewriter. We had no online or anything. That just didn't happen in my school. Coming here when there was stellar, which I think was pretty new when I got here, the fact that you could look up grades online sometime and the fact that there were like website emails, etc., that was pretty different.

Rachel: I'm a year older than Adam. At my high school you couldn't even look up a list of classes online; you had to talk to a counselor if you wanted to know.

Michael P: This is for the communication between the students. Having a directory - if you could type people's name in and see what course they are, their email address (but not their cell phone number which is unfortunate), we couldn't do any of that in high school. There was no way to communicate.

David: Can Stellar mailing lists be made public?

Vijay: We can discuss that, but just know that there are privacy considerations. There was a time it would default to course open.

So, how would your life be different? What would more technology be like for MIT?

Owen: 2.007 the professor used the stellar forum. I think having an online room where you can ask questions to the class at large, use your peers not just the professor to learn for the interaction, etc. is good. Kind of going off David's point, having an email list of the students, you can print out pictures for everyone. I do not know; it would be interesting to see different pilots to see how different kinds of interaction work.

Vijay: Do any of you use NB?

Sammi: I do but nobody uses it. Everyone goes on but no one actually uses it to ask questions an such in 18.310.

Vijay: I have a .pdf document; I annotate it, and I can mark it up,



David: Just as a point on NB, I think the idea is interesting and worth exploring. I think it's the execution that all students have problems with.

Vijay: So, it's the technical execution.

David: You can only use Firefox, it's slow and buggy, etc.

Liz: I actually TA'd a class last year who used NB. All of the students commented at least once every week. It was really actually very hard to go through that material and look at what the students have done. This was on the order of 30 students per TA. It was awesome that we could see what the students were working on. We couldn't actually get through all 30 of our students comments in 2 hours; it would take me on the order of 6 hours.

Alex D: One of my friends really likes it in 18.100B, I think because it's optional, so only people who care post things. She writes, "The awesome result of this is that, if I'm on top of my stuff and get the reading done and post any points where I didn't get it, lecture essentially becomes tailored to me (because, well, other folks in the class don't seem to be participating all that much). This effect is really cool.

Vijay: Donald's book, the motivation for doing NB, was because he used to go mark up and annotate his book; for someone who comes and reads it, it sort of gets into the mind. This made us come up with the idea of NB.

How do you feel about experiments? There's a TEAL experiment. Let's do an interactive experiment. There's an NB experiment.

Hawkins: To some extent, it's our duty to participate in these experiments.

Jonté: I think this is a good question that we have time for. We have a few minutes left, and I think that this is a good discussion to have.

David: I think that it's great that you want to experiment. Most of MIT is willing to be test dummies, but you can't affect our grades by a large factor. Especially because of your role in OEIT, you guys need to demonstrate the value added to our lives within a relatively short time period. If students have had a bad experience, it doesn't matter how good it is now; you just know or have been told it's bad.

Vijay: There's a technology experiment. This is much more than I had anticipated. I wish we would do this on a more regular basis: get a couple of people over here. You've been hearing all this buzz about more technology integration; what's your reaction to that? Is this something great?

David: Technology is all about execution. It's almost always about execution. If you can do it right, it can be amazing.

Liz: Because it's like the new cool thing and because it makes life easier and without really evaluating how a specific piece of technology will resolve a specific problem, I feel like for a lot of classes, it's not so much the execution as poor motivation. Motivation is kind of poor; we want to make life easier. It's really just making sure that that problem you want to solve with technology is a problem that should be solved with technology.

(Alex J enters at 9:19 PM.)

Vijay: What is one thing you value most about your MIT experience?

Hawkins: The interactions with other students.



Vijay: What could technology do to make it better?

Janet: There were the minglesticks!

Vijay: Could technology do anything to add value?

Owen: Anything that makes collaboration easier.

Vijay: Can technology do some things to distract from that?

Adam: If it's optional, I don't think it's as much of a concern. If there's some piece of a technology that's difficult to use, then you just won't use it. If it's something that's required, it could be an issue.

Sammi: I think it can if it takes the place of people sitting together and working on a problem set, and that is a big part of MIT culture.

Vivek: A similar example of that, this morning I stayed in my dorm suite, and I just watched bio and chem. I didn't leave until 2, and my interaction is limited; but, it was also more comfortable.

Vijay: We have many more questions, but we don't have more time.

Hawkins: If you have any more, please just email ua-senate.

Almas: I think that if you emailed the senate list that would be really good because you wouldn't be just getting feedback from us in a sense then you can get feedback from the whole student body.

Vijay:

Thank you very much! This has been very helpful!

Recess Starts: 9:23 PM; Recess Ends: 9:31 PM.

3. Remarks and Retreat Recap

Jonté: Thank you guys again for coming. I hope those last two sessions were interesting, and you got something out of it. First, I want to know if you have any discussion topics that you want to be addressed. Anything additional?

Owen: Was he going to try and touch up on the other stuff reaching out to other nonresidential students?

Jonté: I'm not 100% sure about that.

Owen: He mentioned international stuff reaching out to online based learning.

Jonté: We'll move on then. I guess I just wanted to start by mentioning that I think we have 3 people here that are proxies that are also senators. The fact that you guys are all here in the room means I'm preaching to the choir, though. While it is technically allowed to have a senator as a proxy, I think it's going against the spirit of the bylaws, because that person who's representing you as a proxy can only have 1 vote, no matter how many constituencies they are representing. There's a reason that Senate allocates a certain number of votes to each constituency.

Rachel: While I agree that it's kind of not optimal, I think more important is the voice on issues. Unless the two constituencies conflict, you're not really at a disadvantage.

Hawkins: Does a proxy have to be at the living group?

(General consensus was yes and that you can be in more than one constituency.)



Jonté: Okay, that was my comment on that. I think we're going to try and do a recap from the retreat. It was excellent; I think it was a lot of fun. If you weren't able to make it, we're sorry you missed it. I think we got a lot of issues set, and for those that were newer to writing legislation, I think people here got a lot of experience. I think that will strengthen our Senate. One idea that Tim Robertson brought up was Senate bibles, keeping records of what you do in Senate so you can pass it over to the next senator behind you. You have something to give them, so they're not starting at ground zero at the beginning of the year. I think the caliber of people have made it so it has been very much an issue so far. We just had an emergency meeting, and a number of people signing off on that bill were new. I think that's something that you guys should be very proud of. Those are my comments on the retreat; I was going to pass it over to Tim.

Tim J: For those people that went to the retreat, we had a bunch of great ideas, and we threw them all in a Google doc. Janet Li did a very excellent job adding ideas to this. Everything we came up with...we'll go through it very quickly. I'm going to send it out to Senate again. One of the ideas that somebody came up with was putting up a big board on the Infinite, the projector that projects kind of at Lobby 10 can project "X+Y doesn't add up, text a comment to a phone number." They could be like "O, snap; it doesn't make sense," and they can text like, "I'm angry" to some number or phone number. Facebook page with a couple short updates...just because a lot of people use facebook, reddit.mit.edu, etc.

Owen: I don't know how many of you actually use reddit. It's a very open community about posting everything, open communication, open discussion, a sense of community. You can also filter out the spam. You can also have good discussion, and good ideas come out of it - sort of like I saw you MIT.

Tim J: Sounds like a great educational technology. Update our website; so the website has come a long way over the last couple of years. Just keeping our website updated is very good. Vrajesh, quick question, how did Google analytics show the UA website after emergency meeting?

Vrajesh: Typically the spikes happen after sending out emails.

Tim J: Make newsletters more concise; we have a UA twitter account...if you guys want me, I can make it more active. It would take me like 2 seconds to keep it updated.

Janet: On Wednesday, we're also discussing more external communication; if you guys want to come to that, we can brainstorm more and come up with more ideas.

Tim J: We talked a lot about internal communication as well, but if anybody has any comments or anything...

Anika: I added that, I don't know if you want me to say anything. That's just notes from what we were taking when we were in little groups, like there's different groups that we don't talk to like IFC and Panhel. Senators that are kind of in those groups, we can also kind of represent them. I guess right now the Secretary General doesn't send Exec updates to the Senators. Committee should send updates more often, etc.

Tim J: Another thing that came up during the retreat is possibly using the class councils because the class councils do a lot of publicity things and they get a fair amount of social matters done. The UA doesn't. Possibly us using class councils, or a coalition of the two groups, would be mutually beneficial for everyone.



We had a very good quick activity with parliamentary procedure with Robert's rules. I think we ironed out a lot of our problems with that and concerns and lack of knowledge by pretty much everyone. It will probably come up when we talk about that bill. We did a little bit of LaTeX; we did a little bit of issue based discussion, like dining, communication, and housing. I think that's pretty much all I want to say. Kerri Mills came with us, and that was really helpful. She was very helpful; she's from SAO. I think that's pretty much it. Am I missing anything? Everybody should come on it next year. It might be made mandatory just because it's awesome, and the people that did come got a lot out of it. Everybody should be forced to come, and it's at a resort.

Jonté: Another thing, I'm about to pass it off to Alex and or Vrajesh. As you saw at the emergency meeting, they finished the UA survey we got a lot of useful results. I think Alec and Vrajesh and a lot of the committee chairs are working on the newsletter with a lot of results on that.

4. Exec Update

Alex J: I'm going to do the Exec update. There are now two new quad outlets in that lounge out there. That was your money that made it happen. We're continuing to find out about new institute committees every day, in addition to new spots on the committees that we didn't know about; you guys are going to continue to see us proposing nominees to fill those slots. Right now we have 63-65 student spots on the committees; that will probably grow more over the years. Even though it's not on the agenda, I'm going to ask you guys to hear an approval tonight: Hawkins for the new MIT study group. Some other stuff that's been happening...there has been some movement on the bill that was passed last Wednesday. We're meeting with professors and people in the administration to try and see how best to move forward on the bill you guys passed.

Betsy: Are they not sending out proposals?

Vrajesh: I'm meeting with Clay tomorrow, and we'll see how that goes.

Alex J: We're trying to strategically build support.

Michael P: We're planning on going ahead; we'll see on Thursday what HDAG tells Colombo. As of now, it's on track.

Allan: I just wanted to say you guys need to bring down the hammer.

Owen: I know there's a faculty meeting on Wednesday.

Alex J: I don't think it will be brought up on Wednesday, but I can almost guarantee it will come up at EMG on Thursday.

Almas: I just wanted to ask Alex; you know how you're talking to the Chancellor?

Vrajesh: I'm talking to the Chancellor.

Almas: What about the people on HDAG and housemasters?

Vrajesh: I spoke to the presidents of McCormick, Next, and Simmons on Sunday. I posted complete minutes on the UA website.

5. Approval of Minutes from 42 U.A.S. 1

Minutes from 42 U.A.S 1 are approved.



6. Approval of Minutes from 42 U.A.S. 2 and 42 U.A.S. E1

Minutes from 42 U.A.S. 2 are approved.

Minutes from 42 U.A.S. E1 are approved.

7. Individual Updates from Senators

Jonté: Alright so we have minutes out of the way, I'm going to change the format maybe, depends on how you want to look at this. Basically we're at the point in this semester that people have been working on lots of exciting things. I'd like to go around real quick and just get from everyone the committee that they're working with or any project they have planned and also their plans for their constituency event this semester. With that we'll start with Owen.

Owen: I'm on the CSL; I'm been on it since last year. The fraternity senators are looking at renting out Pour House for fraternity members.

Betsy: I'm on the space planning committee - I have gotten soap for East Campus, hand soap; in terms of our Senate constituency event, we haven't planned anything official.

Will: I'm interim chair of space planning, we're meeting tomorrow at 8 pm. We're working on some projects there. I guess either something with East Campus or Senior House.

Kathy: I represent sororities. I joined an Institute Committee. I'm an alternate for Committee on Student Policy. I'm joining with another senator to plan an event.

Rachel: I'm Rachel from off-campus. I guess my committee would be ASA; we've been working on group recognition and compliance. As far as a constituency event, I was brainstorming with a couple of people today.

Alex D: I'm AVP of informational technology. I'm technically the rep to the IS&T advisory board. I think as far as constituency events, I really haven't done a whole lot yet.

Cameron: I wasn't able to attend the retreat, but I'm looking forward to helping plan the Pour House event. Also, the athletics committee, I'm hoping to get more involved with it.

Michael: A couple things including Boston East; I'm involved with the athletics committee. I'm trying to add a bus for away games to try and improve number of students.

Almas: I'm Almas from McCormick, and I've been talking to my constituents about the dining plan, sending out surveys trying to find out what they think about it, I've been planning constituency events. I would like to address the printing situation in my dorm.

Laura: I'm Laura from McCormick, and I just joined SCEP. I haven't gotten to do much with that yet, since I just joined it. Other than that, I've been trying to talk a with a lot of people on my side of my dorm, we're just trying to get impressions from a lot of people.

Allan: I'm Allan, I'm on NomComm. I'm looking forward to working with CACAB. I'm also the Senate Rep to Exec; I make sure they don't turn evil. They're doing a lot with Walker. Walker's a big issue this year and they're looking toward renovating it. Otherwise, generally I've been trying to raise as much hell as possible.

Shuang: I'm Shuang. I participate in the dining committee. Currently we are working on getting TechCash swipes on all the vending machines.



Abel: I'm Abel. I'm a representative from Burton Conner; as of now, I haven't been too involved with Senate. I am looking to join the athletics committee.

Jonté: Do you have any plans for constituency events yet?

Abel: Not yet.

Vivek: I'm Vivek. I'm also a senator. I've joined the committee on public relations. We're hoping to start pushing some events this week to start promoting UA activities.

Alex W: I'm Alex. I'm a senator from Baker House, and I joined the committee on dining. We obviously have a lot to work towards.

Jonté: Well thank you guys for your updates. I think we're at that time where getting some of these constituency events rolling would be a good idea. While I sent these emails to you guys on Saturday night, it would be really great to start getting student feedback to start to put these guys forward on the administration. We gave them a lot with dining didn't we? I think if we get the events started you guys can get the time with more events on board.

We'll be seated with a much stronger position this semester and going on into next semester; it's always good to hear responses. I have office hours every Sunday; Tim has office hours before Senate.

8. 42 U.A.S. 2.2 - Bill to Amend Parliamentary Procedure

Jonté: The bill to amend the bylaws on parliamentary procedure: I think this was tabled at 42 UAS 2. Now it's coming back up. Excuse me, it was postponed definitely; now it's coming back up to the agenda, and I guess we can start discussion if someone gives us a motion.

Will: I assume you've read it before so you don't need to read it again. The last meeting we had, there were again a few instances. It was to encourage people not to have confusion. If we feel like a rule has to be changed, it will make it more possible. It seems like it would not come up commonly, but it can also make it an extremely easy process. It's emphasized on being simple and efficient.

Rachel: Okay, I have a couple points. My points are, even if we are going to pass this, which I don't think we should, I don't think it should be an amendment to the bylaws. In addition, there should be limitations; as it stands, the speaker, not that he would, could say that we're not going to do votes. I know your response is going to be 5 people can object, but I feel like that's easy to work around that. If you've been to past GSC meetings, they follow Robert's Rules. They're a very different format overall. They're not really discussion, mostly presentations, and they only meet once a month for an hour or an hour and a half.

Tim J: The discussion or the activity we did on retreat, I would like to hear from those of you who participated in it and whether or not you think that we'll have any more of the problems we had in the SB session anymore after we had that activity. That means get on the queue.

Allan: So um, I was at the retreat, and I did the activity. I learned a lot. I think everyone who was there learned a ton about parliamentary procedure. We can operate a lot more effectively with Robert's Rules of Order. I don't think we need to violate Robert's Rules. Also, we have a parliamentarian, a very competent one. I think those combination of factors will allow us to adhere with the rules and move more efficiently.

Will: So in response to the idea that the GSC is much more legislative, I think the fact that we do discuss a lot of issues means we should be more flexible. The second thing is, basically if you don't have 5 people



objecting on your behalf, I think you have larger problems. I feel like 5 members is an extremely small amount, and I don't think there's a chance for this to be abused. If people don't want it its fine; they can just use Robert's Rules all the time.

Adam: I think those of you that were on the retreat saw that Robert's Rules can be used in effective discussion, and I think people who came to the emergency meeting saw that that discussion was run efficiently. I think that shows we can use it effectively, and we just need to try harder.

Ellen: When this was proposed it sounded like a really good idea. Now that we've been on the retreat, I think it's no longer necessary.

Alex D: I generally agree with what they've been saying, therefore I move to postpone it indefinitely.

Jonté: It has been motioned and seconded to postpone indefinitely. Is there a debate on this motion?

Will: You can postpone indefinitely, but why don't you just take a vote on what people feelings are?

Allan: If it's effectively the same, I call the question.

By a vote of 13-1, 42 U.A.S. 2.2 is postponed indefinitely.

9. Confirmation of Will Steadman as the Chair of the Committee on Space Planning

Jonté: The next item on the agenda is the confirmation of Will Steadman. The way this will work is we'll invite Will to come up, and he'll be able to speak on his goals, etc. Based on that, you'll have a chance during open forum to talk to him. Then, we'll have closed session. We'll ask him to leave, and we can talk and gossip and all that fun stuff.

Will: Point of information, does my vote count?

Jonté: No.

Will: So I'm interested in space planning. I want to do a bunch of small projects, like sliders on vending machines. One idea that I will personally work on is a 24-hour hot coffee vending machine. I'm going to talk to GSC to see if they have graduate student support. I hope to run this committee by having different people have different projects to work on. There's that and major issues like Walker, how Kendall Square is going to be changed in the future, whatever else may come up. Otherwise, I hope we can bring a few bills before Senate. Basically we want a little money to go help make life better. I also encourage you all to join space planning. Our first meeting will be Tuesday tomorrow at 8 pm - 4th floor student center.

Michael P: Did you participate in the Institute Kendall Square planning forum, and what are your views?

Will: I know you participated, and I'll be interested to hear your opinion.

Michael P: Did you present your views?

Will: I did it as an element of Senior House. I think it's an issue of East Campus and Senior House, and I plan to go to my constituency and find out what people want.

Michael P: What about the rest of campus?

Will: I would turn to you guys if you guys have strong feelings.

Richard: Would you be doing anything with regards to W1, and how would you go about it?



Will: I think that will fall more under housing. If you want my involvement, I'm happy to help; you can keep me updated, but housing's doing it.

Michael P: Have you followed the discussion on Athena clusters changing and or changes to library access, and do you have issues on those changes?

Will: I should talk to you more. I think that that will come up when we talk about the bill. I'm also again happy to. Please send me more specifics. If a special committee is made, that will be their responsibility; otherwise it's something between CSL and space planning.

Tim J: Motion to move into closed discussion.

(Closed Discussion)

Will Steadman is approved as Chair of the Committee on Space Planning.

Jonté: You've been confirmed. Let's also assume I'm on the queue. I'm appointing Alex Wang as the sergeant at arms.

Alex Wang appointed as sergeant at arms.

Alex D: I call orders of the day.

(Confusion on specifics – order is temporarily delayed.)

10. 42 U.A.S. 3.1 - Bill to Create a Committee on Alumni Relations

Jonté: Would either of you like to author the bill?

Sammi: I think they can read.

Jonté: I'm going to read the bill. *Reads bill.*

Will: I believe that this is amending the bylaws, so we have to wait until the next meeting to approve this. Second, I have a small statement. I was talking with Ashley who I believe is your potential choice for a chair. It basically said that she wants to connect students to alumni, help get money for projects, she has a lot of experience, knows a lot of alumni, etc.

Rachel: After the success or lack thereof of the committee last year. I think it should not be a standing committee, and it needs another year.

Alex D: Motion to amend standing to ad hoc and strike the second that clause.

Alex J: Point of information: does that mean we can approve this today?

Jonté: So you guys heard the amendment, is there any discussion on this amendment?

Vrajesh: I disagree with the amendment, there have been several committees that have been dormant or poorly performing. Among those are space planning and housing, but they have still been listed in the bylaws that have been how we can find people for them and make an effort to revive them. The fact that we don't interface directly with alumni is a problem, which is why we should create a permanent structure, so we're going to put a great deal of effort on making sure it operates this year. I don't think last year's lack of success is enough to make it not a permanent structure

Sivakami: Do you think last year's lack of success was because it was not a standing committee?

Vrajesh: I believe it was a question of leadership.



Tim: I think before we make something permanent, we should prove its worth. Therefore, it should be an ad hoc committee; so until we can see that it will go well, we should not put our full weight behind it. We can change this from ad hoc to standing committee halfway through the year if we need to. It's a lot easier to upgrade.

Rachel: To second Tim's point, I don't think whether they're an ad hoc or standing committee will affect the committee's ability to function appropriately. It will be a lot harder for us to amend the bylaws if we try to kill it. I think the fact that it happened is not a reason we can say it will happen again.

Will: I believe that we will always want to try and make a strong committee, so it makes sense that this will be a continuing issue. Secondly, because a bunch of people saw that this was a committee, it will get more interest from people and alumni if it was a standing committee.

Owen: Does ad hoc get less publicity?

Vrajesh: The fact that this was an ad hoc committee means we couldn't find a chair until now. We felt that it was inappropriate to interview for a position that didn't exist.

Owen: Once its formed, it's still the same.

Sammi: Not really, because the e-mail that already went out publicizing spaces has already happened; now it's a question more if the chair can handle it.

Alex J: I think it's important to make this a standing committee because of what Will said. I think we'll always want to do this to a certain extent. It doesn't make sense to me to keep bringing it back as an ad hoc committee. Another reason I think it's particularly important to make it a standing committee now is because a chair is a senior, so I think that's important. Ashley is going to be kind of forming the committee and getting the base set, but if it's not a standing committee, it could have a higher degree of failure to sustain.

Rachel: To respond to Sammi's point about recruitment, if you guys had been thinking about doing this, it should've been made a standing committee at the end of last year. If it didn't come up, and it was voted down that says something about the committee.

Sivakami: Would it be possible to make it an ad hoc committee for 2 years, then at the end of this year, you know you can already interview committee chairs?

Jonté: The charter shall contain the following information: the committee, its purpose, its basic principles, any limitations on size, and requirements and the period of its operation, so the answer is yes you can do two years.

Candace: I think this is a great year to form a standing committee on alumni relationship because I don't know if many of you guys are aware, this year is the 150th anniversary year of MIT. Because of that last Saturday, we had an alumni receptions dessert thing, and it was just alumni from 25 and 50 years ago and the class of 2014. Anika, if I miss anything feel free to add in. So, basically we're all in Johnson and talking, but it was just like a mixer thing, but, also before that, the class councils of 2014, '64, and '89, I think, all met together and had a meeting about class connections, what they experienced, etc. They were here, and basically we are already setting up that whole connections thing with alumni from 25 and 50 years ago. Just because this year is a pretty important year, I feel I think it's important to have a standing committee.



Tim J: On making it ad hoc, if we do make it ad hoc, we should really put in a time limit. Making it ad hoc means we should come back and evaluate at the end of the year. I think it's still a relatively new committee, and I think it's something that we can do really well. Leaving it as an ad hoc committee won't force us to kill it, but if it's not ad hoc, it will be forced to. Call the question.

Jonté: It looks like there are 5 people on the queue.

Motion to close discussion fails.

Vrajesh: I would like to address a number of questions that have come up. As I recall towards the end of last year, there was generally pretty strong support for it; what ultimately ended up happening was our nominee backed out, so we ended up not bringing legislation to the floor. I don't really see that as detrimental. With regards to the benefit of having a standing committee, by itself it does not allow you to bring legislation to the Senate while being a chair does; finally, if you read the constitution, this committee falls under the definition of a policy committee. Given those reasons, I think this is valid to do. I also move to vote on the amendment.

Motion to close discussion passes 15 to 1.

Motion to amend 42 U.A.S. 3.1 fails 6 to 10.

Vrajesh: I move to postpone this to the next meeting.

Motion to postpone passes.

11. 42 UAS 3.2 - Bill to Create Athena Printing Committee

Alex D: I call the orders of the day; the question in question is the motion to adjourn at the end of the meeting.

Tim: I would disagree, but I'm going to defer to the parliamentarian.

Jonté: If you guys want to oppose calling the orders of the day and skipping the agenda, we'll need a two-thirds vote. If it does not be opposed, we'll skip.

All those in favor of disregarding the call for the orders of the day, please raise your hand.

Motion to disregard fails 7 to 6.

Alex D: I move to adjourn.

Tim: I object.

Jonté: The motion to adjourn is on the table.

Motion to adjourn vote is 9 to 8.

Jonté: The speaker, as the chair of the assembly, has a vote when it changes the decision that is currently being considered. The vote was 9 to 8, and there was an abstention. There were two abstentions actually. Therefore I was allowing those two to vote because they're allowed to say if they don't vote either direction. I believe that is in Robert's Rules, and I will ask the parliamentarian if that is wrong. Also, you need a majority to pass. If I vote, and it's 9 to 9...

Rachel: You could add your vote to make it fail.

Jonté: It's in the bylaws. I'm voting against, thus it's 9 to 9.



Motion to adjourn fails.

Alex J: I move to suspend the bylaws to hear the bill on enrollment.

Jonté: We have a motion on the table and we have a point of information.

Alex J.: Because I think the exclusion of Hawkins on the agenda was just an error, can we have that also on the agenda, because that was supposed to be on there?

Jonté: Two-thirds vote, you can look at it as either amending the agenda or suspending the bylaws.

(Rachel leaves; vote is given to Hawkins.)

(Lots of confusion ensues.)

Motion to suspend the bylaws for a resolution on enrollment passes 10 to 0.

Alright, we're going to bring up the legislation; this will have reference number 3.3.

12. 42 U.A.S. 3.3 – Resolution on Enrollment

Allan: I'm going to read this thing, hang on tight - *reads it*.

So, we all know that enrollment is coming and there's nothing we can do about it, but the point of this bill is that we need to position ourselves to deal with this issue as it stands. There will be administrators working on this whole enrollment issue. We're not attacking them; we're more or less trying to figure out what they're doing.

Vrajesh: While I agree wholeheartedly that enrollment is going to be one of the largest issues, given one of the recent pieces of legislation, I feel like this will be perceived as an attack. Furthermore, I think some of the language needs to be clarified. I think putting more thought into this would be more beneficial. It's also past 11 o'clock which is when I think this body effectively becomes closed. I move to task this to subcommittee.

Tim: Clarification - so what happens is, motion to commit means anyone interested in this bill should set up a time to talk about this and fix it. When we come next meeting, we won't have to waste time in Senate. We're going to be meeting sometime this week when most of the committee is available and that's what the motion does.

Allan: The reason why I'm bringing this to you today is because I know this committee does meet today. That said though, if there's significant desire to change this bill, I would not want to force this down Senate's throat.

Will: I motion to call the question.

Motion to commit to subcommittee passes.

Alex J: Motion to suspend the bylaws to consider Hawkins to the committee: MIT Online Study Group.

Motion to suspend the bylaws for the approval of Hawkins passes.

13. Approval of Daniel Hawkins to the MIT Online Study Group

Alex J: NomComm is suggesting that you approve Daniel Hawkins to the study group. I motion that we approve Daniel Hawkins.

Motion to approval Daniel Hawkins to the MIT Online Study Group passes.



The meeting was adjourned at 11:24pm.

Respectfully submitted,

Alec Lai
UA Secretary General