

Call to order 3:02

Officer Reports (Reordered)

President

Academic Affairs

Professional Development by Proxy

Student-Parent

First Year PhD

Approval of the Minutes

Guest Speaker

Barbara Henry

- Military students on BGSU campus population are serves.
- In that population are currently serving active-duty military veterans, meaning they serve.
- They have separated from service and are now, in the case of being at BTS new pursuing educational along with all the other life duties that they might have.
- They may have the most challenges in moving through the educational system just because of the requirements of their military life.
- Military students don't stay at one place for a long time.
- They transfer very often.
- Military students have a way to add and drop their courses, it is not like the normal school ways. They always need to check with the office first because that academic decision military students make to drop or change a grading option or any of those things could have negative consequences on their benefits.
- There are number of challenges the military student faces including deployments, activations, family challenges, faculty not understanding when you must be gone for a training weekend, that's really five days, not Saturday and Sunday.

Brain; Military Student Assistant

- The National Guard observe people that are going out and doing trainings, deployments, mobilizations, for which is military men move every three years.
- They're expected to go from soldier, airmen, whatever, to college student, and then back and forth. So that transition back and forth every single time does not only affect their civilian education, the career that they're trying to go into, but also the military career.
- They're usually a little bit older if they're a veteran, and then the nontraditional and reservists are usually more traditionally aged, but they still have that experience from training.

Barbara Henry

- We connect students to campus and community resources, financial, health, housing, food, and offer a space for engagement and community.
- We have spaces for nontraditional students to hang out. As well as our military population, we engage with community partners.
- We have two student organizations, workshops, events this way, drive scene one. And our military students, you might have seen some of them on the news last weekend.
- They did a rock the ball, which basically means that they picked up the football for the University of Toledo football game at the Glass bowl in Toledo. Just in case you didn't

know, that's 24 miles away. They hiked it all the way here while having backpacks on that had 30 or more packs, 35 started, 25 finished. 25 people finished that route, which was huge. And it was to raise awareness about the veteran suicide rate.

- There's a lot of fun among the military students too. The student group also said that they're going to sell Christmas.
- I like to think about a lot of what I do as being the point where policy advocacy and academics collide, because that's what it is.
- Managing military students is so complex that there's like this big collision. We get better every year in serving the needs of our military students, be they nontraditional returning military dependents. And, Brian, what would you add as.

Questions

1. I know you said you serve mostly undergraduate students. Is it only undergraduate students you serve? I think you might have clarified, but I just wanted to know.

Answer:

By virtue of being graduate students, everybody's going to be 23 or older. So, the graduate student doesn't really fit. But on the other hand, there are issues and things where, yes, in military being one that graduate student does work through our office.

Many choose to really connect in their program and less with our office, and they're building their community through their graduate program.

2. My question is, do you have any specific initiatives or procedures for identifying nonprofessional students during the admission process? Are they aware that they can receive your services?

Answer:

The first thing that we can identify our students by is age. And that's really the only consistent data point that we must identify students on the military side. We can identify them if there's a spot on both an undergrad and a graduate application that says, are you now or have you ever served in the United States Armed Forces? You check that box, you go into a queue, and we know to reach out to you to start figuring out the military stuff. But on the nontraditional side, we don't have accurate or reliable data to know who's the parenting suit. And there's all kinds of reasons why. And so, we do a lot of calls out, just kind of out saying, if you are, let us know so that we can build our list from more than just age, because being nontraditional is really about the challenges and the circumstances in your life that would put you in that role.

3. Do you consider First Gen students, whether financially or ethnically, just in terms of being here, the first in the country? Do you consider that nontraditional? I guess, even if you can't identify. Can you explain more what you mean by nontraditional if you don't mind?

Answer:

The nontraditional population, in the way that we have been defining it for at least 13 years, is the first one is by age, which is not always the true indicator, but 23 and over, military affiliated, and then from there, parenting.

Old Business

Committees

- Everyone has been assigned a committee, and then the committee chairs will reach out to everyone to let them know information about when you will meet, what your committee will be doing.
- If anybody has questions, I believe Chris oversees that so press him for it.

New Business

- **Task Force**
As part of our task force, we've come up with this draft resolution we're hoping to put to a vote in December's meeting.
- We'd like to at least have an official position from GSS that endorses a shift in the pay schedule that doesn't change the pay dates of the university, but merely just changes when graduate assistance is paid. The resolution would just request or officially endorse and request that the university adopt a pay schedule, which we think we get paid, like, in mid-May, after the semester ends.
- This sort of lock that off and put it two weeks or roughly two weeks into the semester, as opposed to the current pay schedule where we don't get paid for, I believe almost a month or a full month.
- ***Note: New resolution was read in the meeting***

Questions

1. is it not really removing the asset because it's not getting paid for certain.

Answer:

We still would be paid, like in the summer currently. I forget what the actual date of the first pay date was, but it was roughly a month after the semester began. So, if you have a summer job or whatever, or if you're coming into grad school for the first time for your first semester, there's this gap in pay that, depending on your financial situation, poses some degree of financial difficulty. So, this would just cut that time in half, but you just wouldn't get paid two or three weeks into the summer like you currently do. So, there's that last pay date right now where sometime in May, even though the semester ends at the end of April, you get that last pay date. And so, this would just align the pay dates more closely with the academic year.

2. You mentioned that you would want to take the pay period that goes into May and put that into the August-September time frame. But we are aware this is going to happen again in January, right. Because we stop work, at least our program does December eighth, and so we'll get paid for that December 22. We don't work from December 9 through January 7. And as of here, it says January 7 to January 20. That first pay comes on February 2. So, this happens all over again in the new semester, another month working without receiving that pay until February 2, a month later and this happened twice. Is there going to be a change this year?

Answer:

I think it's different from program to program. So, some programs will pay over during the winter break like biological sciences will but not every program is required or mandated to pay over the break and so are other program level, programs get to decide how they want to do that within the context of the Fact that they still exist within university and so there's that little answer to that question.

Question:

GSS president, so it is possible for you to give input like that with the task force so that they can include the different more perspectives I the salary structure within the lettering, and that is what's being asked for at this time?

Answer

Bring that to the task force. I will say from the perspective of GSS, we bring it up every time we talk to someone who is in a position relevant to student financial concerns in any component or student wellness or student success.

Question:

They can't necessarily change the system if they don't have reason. And so, I don't know if anyone has talked to someone who knows why the systems are designed that way.

Answer:

I think the one thing to bear in mind with that is that a stipend is slightly different than a paycheck. We're not punching. I mean, I know some programs will make you punch in your hours, but since it's slightly different, that's where the concern is, because different departments have different ideas of how much work you need to do, what that means, but because it's a stipend and not a traditional paycheck, I think that's where a lot of the concerns are coming from, that it's not necessarily that you are being required to have those specific hours.

3. Values, Vision, and Mission Statement

GSS president discusses our value, vision, and mission statement with the group as he reads from the GSS website which was followed by a series of questions.

- Our value statement is we believe in the value of BGSU graduate students.

Question:

I would like to see more emphasis on advocating for the interests of graduate students.

Answer

it is written here in a paragraph, right above the values as well.

Question:

What are the bounds of shared governance in your eyes?

Answer: David

So, on a more personal side, as opposed to a professional side, I am a huge proponent for dissent and disagreement. You pretty much only see me acting in a professional sense. But I would say that for the most part, dissent has a place, and dissent should always have a place in shared governance. For the most part, when we're looking at how we communicate with university how we speak doesn't matter to me as much as the implication that how we speak changes the level of skepticism that what we say gets taken with.

Question

In your conversations with administrators, with Ben President and whoever. Do you feel like concerns about stipend issues are being taken seriously? Seriously, more than just know, we hear you, we acknowledge you. Because I feel like if this has been an issue that's come up for years and years and years, perhaps we might have made more progress than we have made.

Answer

This is where probably the experience I've had is very different from the experience you've had. But the people that I've been talking to have been very seriously working towards making our request for higher stipends, lower fees and the like a reality for us.

Question

I have one question about exceptional, why is it necessary to become a leading model for our graduate student governance organizations to be recognized.

Answer

The vision of GSS is written more to be aspirational than measured, whereas maybe the mission is written more to be more measurable.

Announcement

Next meeting will be virtual
Graduate Student Trustee Search
Adjournment 5:00