

# Defy Gravity at

# PLENARY



Sunday, February 22nd

Spring 2015

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# BRYN MAWR

SELF GOVERNMENT ASSOCIATION

## AGENDA

1. Overview of Plenary (Welcome)
2. Approval of the Rules of Order and Agenda
3. Resolution 1: Reaffirmation of the SGA Constitution
4. Resolution 2: Updating the Constitution of the Self-Government Association for Improved Clarity and Accurate Reflection of the Current Practices of the Self-Government Association
5. Resolution 3: Resolution to Improve Professional Development, Academic Advising, Academic Support, and Experiential Opportunities for Bryn Mawr STEM Students

## HISTORY OF PLENARY

In 1892, Bryn Mawr College became the first institution in the U.S. to give students the responsibility to decide on how they should govern themselves. While it was considered a radical experiment, it has become one of the most valued aspects of the Bryn Mawr education. The tradition of student autonomy and responsibility has created a unique campus where students participate in discussion and resolution of the most important issues facing the College.

Twice a year, students get the opportunity to present resolutions to the entire student body. The Spirit of Self Governance is a beautiful thing and should make all Mawrters proud.

## ROBERT'S RULES OF ORDER

Plenary uses a form of communication based on *Robert's Rules of Order*. This ensures that the will of the majority is done while protecting the voice of the minority. The rules of order may seem awkward and sometimes constraining, but they will limit chaos and personal attack. Please give your attention to the guidelines and follow them. In the long run, they will make Plenary run smoother and faster.

Quorum is essential and required. This means that everyone must enter and exit from the side door of Goodhart. **Votes are only valid if there is quorum.**

Order of Business:

Each resolution will be presented as follows:

- Reading of the resolution by the presenter(s)
- Explanation of the resolution by the presenter(s) - 3 minutes
- Floor open to questions and Pro/Con statements - 12 minutes

*(questions are given priority during this time)*

*(If amendment is presented, it is given an additional 8 minutes)*

- Floor open to Pro/Con statements only - 7 minutes
- Rebuttal period for presenter(s) of the resolution - 3 minutes
- Voting on the resolution

If there is discussion occurring at the microphones, then discussion will occur for at least 12 minutes as outlined above, before the question may be called. This is to ensure that a minimum discussion is given to all resolutions, as the community has already warranted these resolutions worthy of discussion.

**If there is no discussion at the microphone, the SGA Executive Board will give a 30 second time limit for those who wish to speak to identify themselves by either approaching the microphone or alerting their section counter. If after the 30 seconds no one has announced that they wish to speak, the amendment or resolution will be voted upon.**

There will be a member of the SGA Executive Board moderating as well as another member keeping time for each resolution. One minute and 30 second warnings will be given for each timed period.

## **SPEAKING**

**\*\*If you wish to ask a question, please line up at the middle yellow QUESTION microphone.**

**\*\*If you wish to make a statement in favor of a proposal, please use the green PRO microphone.**

**\*\*If you wish to make a statement in opposition to a proposal, please use the red CON microphone.**

There will be a moderator at each microphone who will limit the number of people standing in line. Please keep your statements to one minute, so that everyone may have time to speak. Please listen carefully to the speakers to avoid asking the same question or making the same basic point. If you have already spoken on an issue, you will not be allowed to speak again until everyone else who desires to speak has done so. If you must talk while in your seat, please be considerate of those around you who may be trying to listen to the discussion. Most importantly, **please be patient and respectful** of all other members. Even though you might not agree with an idea, everyone has the right to speak and be heard.

The President will call on microphones alternating Pro/Con. Only the people at microphones who are recognized by the President will be permitted to speak, and again, no person at the microphone will be allotted more than one minute to comment on the resolution.

## **VOTING**

Voting is a right and privilege extended to all members of the Association. The options for exercising this right are pro, con, and abstain (no opinion, or you feel like you don't have enough information to provide an informed vote). For a motion to pass a majority of members present must vote pro.

Please raise hands high, and know who your counter is for your section. The President will ask that everyone return to their proper seat during a vote, so as to make sure everyone is counted accurately.

All votes will be done visually unless there the majority of the vote is unclear. If you believe you are not being counted, please see a counter or come to the front of the stage.

## **DEFINITIONS**

**AMENDMENT:** An addition or change that is proposed to a resolution which is on the table for discussion. Please try to use language such as "strike," "add," and "replace with." If the amendment strays too much from the original intent of the proposal, the President may declare the amendment to be out of SCOPE, or outside of the resolution's jurisdiction or purpose. All amendments must be written down in advance of approaching the microphone and presented to the microphone moderator. All amendments must be presented and discussed as written.

After an amendment is presented, it must be seconded at a microphone by another member of the Association, and is then open for debate. At this time, all discussion regarding the original resolution ceases to allow adequate attention to be given to the amendment. If you are speaking to the main resolution during this time, the President may request you to come back to the microphone when debate on the main resolution resumes.

MOTION TO EXTEND TIME: This needs a simple majority for approval. When making the motion, please specify a length at which time shall be extended (4 more speakers/5 minutes, etc.). It must be made before time has expired, seconded, and then passed by a simple majority.

MOTION TO COMMIT/REFER: If you feel like more research needs to be done in order to support the motion you may move to refer to a committee (I move to refer\_\_\_\_\_ to a committee/task force). Upon doing so please specify the size, responsibilities and composition of the committee.

POSTPONE INDEFINITELY: This may be done if you feel like there is inadequate information and you feel like the motion does not warrant discussion. The effect would be to postpone debate entirely and move on to the next order of business. If desired, it could then be brought up at Plenary the following year.

CALLING THE QUESTION: A request to stop all discussion IMMEDIATELY and put the resolution to a vote. This MUST be voted upon, and requires 2/3 support. It is basically a vote to vote. The first vote will be to close discussion and move to the final vote. If this fails discussion continues; if this passes then the presenter moves to the rebuttal period and then we vote on whatever debate is currently occurring—i.e. an amendment or the original resolution. If you CALL ALL PREVIOUS QUESTIONS, this would include the same premise as calling the question, only we would proceed to vote systematically on any amendment on the table and the original resolution. This motion may only be made after the original 10 minutes of discussion have elapsed, and must be recognized by the President.

POINT OF ORDER: A motion made after an infraction of *Robert's Rules of Order*. May be made from any place in the room. The Parliamentarian will confer with the President regarding the error and then will present a method of recovery to regain order.

### **\*\*\*IMPORTANT\*\*\***

These motions as well as the amendment process are serious procedures; which can, if abused, hinder the process or render it unfair. Please use them with discretion and allow the existing process to work as efficiently as possible. All motions must be presented at the microphone.

### **FOOD**

All food must be consumed in the atrium and the lobby. In the case that food is consumed in the Auditorium, SGA will not be allowed to use Goodhart in the future. Please abide by and uphold the Social Honor Code by respecting this rule.

**PLEASE CLEAN UP AFTER YOURSELF AND RECYCLE PLENARY  
PACKETS/BOOKLETS!**

**Resolution 1: Reaffirmation of the SGA Constitution**

Submitted by the 2015-2016 SGA Executive Board

*Whereas*, the Self-Government Association of the Undergraduate School of Bryn Mawr College is the first and oldest system of self-governance in the United States,

*Whereas*, the spirit of self-governance permeates almost every aspect of the Undergraduate Bryn Mawr College experience,

*Whereas*, the students of Bryn Mawr College have pledged to work together for the welfare, benefit, and preservation of the community as a whole,

*Whereas*, we recognize that to reach full potential of our community, we require a commitment on the part of each and every individual,

*It is hereby resolved* that we, the members of the Self-Government Association of the Undergraduate School of Bryn Mawr College present today, the 22nd of February, 2015, on behalf of the entire Self Government Association, reaffirm our commitment to self-governance, the SGA Constitution, and the Honor Code.

**Resolution 2: Updating the Constitution of the Self-Government Association for Improved Clarity and Accurate Reflection of the Current Practices of the Self-Government Association**

Submitted by Madelaine Dubin '16

*Whereas*, the Constitution of the Self-Government Association does not accurately describe the ways in which the Self-Government Association currently operates,

*Whereas*, the Constitution of the Self-Government Association has not been maintained in a way which promotes consistency and usability,

*Whereas*, the Constitution has several grammatical and spelling errors,

*Whereas*, consistency in articles should be improved,

*Whereas*, representative responsibilities have changed,

*Whereas*, the Constitution and the Honor Code contain several discrepancies,

*Whereas*, Article VII of the Constitution is difficult to read,

*Whereas*, repetition of Representative Council responsibilities under each position is unnecessary,

*Whereas*, the fact that two people who co-hold an office of the Representative Council share one vote is not reflected in the Constitution,

*Whereas*, many of the Dorm President responsibilities are listed in Article VI under the Residence Council,

*Whereas*, members of the Student Curriculum Committee are no longer elected Dorm Officers,

*Whereas*, the Alcohol Concerns Review Boars no longer exists,

*Whereas*, the Office of Intercultural Affairs has been changed to the Pensby Center,

*Whereas*, "LILAC" and "CPD" are two acronyms whose full names are never written out within the Constitution,

*Whereas*, "Digital Reaffirmation" is no defined within the Constitution,

*Be it resolved*, the amendments listed in Appendices A-J shall be made to the Constitution.

## Appendix A: Revisions to Article I

### **1. Section II**

- Subsection C: Remove the line “twice during each academic year (once each semester)” and replace with “once during each semester”.
- Subsection F: Change “first publication of said amendment(s)” to “first publication of said amendments”
- Subsection G: Change to “A time limit of three hours shall be established for reaching quorum at every Plenary, beginning at the announced meeting time. If quorum is obtained within the waiting period, Plenary may be called to order and may proceed with the agenda. Plenary will have been held that semester. If quorum is not obtained within the waiting period, Plenary shall be called to order and immediately adjourned until the following semester. Plenary will not have been held that semester.”
- Subsection H: Change to “After quorum is obtain and Plenary is called to order, if quorum is lost at any time during the meeting, a thirty minute recess shall be taken to regain quorum. If quorum is regained before the end of the recess, Plenary shall be called to order and proceed with the established Agenda. If quorum is not regained before the end of the recess, Plenary shall adjourn until the following semester.”
- Subsection I: Change to “SGA may only take one recess to wait for quorum during the course of one Plenary. If quorum is lost a second time, no recess may be taken and Plenary shall adjourn until the following semester.”
- Subsection J: Change to: “All decisions on resolutions considered in the presence of quorum shall be valid. Any resolutions that were not considered in Plenary before it has adjourned shall be postponed indefinitely. At their discretion, resolution writers may submit resolutions that were not voted upon to an upcoming Plenary as a new resolution.”
- Subsection K: Change to: “If this Constitution is not reaffirmed at the Spring Plenary, the reaffirmation shall be referred to a campus-wide vote through the means prescribed by Article I, Section II, Subsection F.”
- Subsection K: Change to “If the Constitution is reaffirmed in neither Plenary nor a campus-wide vote, then the Assembly and the Executive Board Emeritae/i/a shall decide how to proceed. Consequences, which are up to the discretion of these parties as well as the Dean of the Undergraduate College, may include but are not limited to the discontinuation of all SGA reimbursements and payments for purchases after the failed reaffirmation, the dissolution of academic and social practices as described in the Honor Code, and the disbandment of the Assembly.”

## Appendix B: Revisions to Article II

### **1. Section I**

- Subsection A: Change “shall consist of” to “shall be composed of”.
- Subsection B: Change to “The Executive Board shall be composed of the President of SGA, the Vice President of SGA, the Treasurer of SGA, the Secretary/Parliamentarian of SGA, and the Head of the Honor Board.”
- Subsection C: Change “shall consist” to “shall be composed”, and change the following bulleted positions:
  - “No more than six Members-At-Large” to “Members-At-Large”
  - “Up to two Dorm Presidents from each Residence Hall” to “Dorm President from each Residence Hall”
  - “Off-campus Representative” to “Off-Campus Representative”
  - “Class Presidents” to “Class President from each class year”
  - “Head of Residence Council” to “Head of the Residence Council”
  - “Head of Curriculum Committee” to “Head of the Student Curriculum Committee”
  - “Traditions Mistres(es)/Master(s)/Mistex” to “Traditions Mistresses/Masters/Mistex”
  - “Head of Social Committee” to “Head of the Social Committee”
  - “Head of Campus Safety Committee” to “Head of the Campus Safety Committee”
  - “Office of Intercultural Affairs Representative” to “Pensby Center Representative”
  - “LILAC: Civic Engagement Representative” to “Leadership, Innovation, and Liberal Arts Center: Civic Engagement Representative (LILAC: CE Representative)”
  - “LILAC: CPD Representative” to “Leadership, Innovation, and Liberal Arts Center: Career and Professional Development Representative(LILAC: CPD Representative)”
- Subsection D: Insert the italicized clauses “elected as specified in *Article VIII and the Elections Bylaws*” and “office immediately, *unless otherwise specified in this document*, for a term of”.
- Subsection D: Replace “The student shall be a candidate” with “Elected officers shall be candidates”.
- Subsection F: Change “Article VIII, Section V, Subsections D and E” to “Article VIII, Section IV, Subsections C-E”.



- Subsection G: Change to “The Honor Board will serve as the vehicle for investigating all matters concerning removal from office, as specified in Article IX, Section II.”
- Subsection H: Add an “s” to “representative” in “representative of the student body”.
- Subsection H: Change “and the SGA Executive Board” to “and the Executive Board”

#### Appendix C: Revisions to Article III

##### 1. Section I

- Insert Subsection B, which reads, “The Executive Board shall be composed of the members of SGA elected to the positions specified within Article II, Section I, Subsection B, and prescribed by Article VIII and the Elections Bylaws.” Adjust all of the following subsection numbering.
- Point 1 in Subsections D, E, F, and G (after previous adjustment): Change “The Office of” to “The office of”.
- Subsection C, Point 2: Change “preside at meetings” to “preside over meetings”.
- Subsection C, Point 3: Change “preside over meetings to “call and preside over meetings”.
- Subsection D: Change to “The Vice-President shall chair the Appointments Committee, shall be responsible for its agenda, and shall give committee reports to the Assembly when called upon to do so.”
- Subsection D: Remove Points 4 and 6, and adjust the remaining numbering accordingly.
- Subsection E: Remove Point 5 and adjust the subsequent point numbers.
- Subsection E, Point 5: Change “are free to Association members” to “are free to all members of SGA.”
- Subsection F, Point 2: Strike the phrase “the following:”, and add to the following: “keeping *minutes and attendance of Assembly meetings*,” and “*maintaining correspondence*”
- Subsection F, Point 3: Change to “The Secretary shall set the Agenda of Assembly meetings and shall distribute the minutes of each meeting as specified in Article IV, Section II, Subsections B and C.”
- Subsection F: Remove Point 5 and adjust the subsequent point numbers.
- Subsection F, Point 7: Insert “SGA” to “to keep the SGA website”.
- Subsection F, Point 7: Change “Webmistress(es)/Master(s)/Mistex” to “Webmistress/Webmaster/Webmistex”

- Subsection G: Remove Point 6 and adjust the subsequent point numbers.
- Subsection G, Point 7: Change “shall serve” to “may serve”, and capitalize “board” in “the Executive Board”.

## 2. Section II

- Change “Presidential Authority” to “**Subsection 1: Presidential Authority**”, and in the following line change “The President” to “The President of SGA”.

## Appendix D: Revisions to Article IV

### 1. Section I

- Insert Subsection B, which reads “The Representative Council shall be composed of the members of SGA elected to the positions specified within Article II, Section I, Subsection C. Elections shall be held in accordance with Article VIII and the Elections Bylaws.” Adjust the following subsections lettering accordingly.
- Insert Subsection C, which appears as follows,

#### “**Subsection C: Representative Responsibilities**

1. Representatives shall attend and participate in Assembly meetings, unless an exception is provided elsewhere in this document.
2. Representatives shall vote on behalf of their constituents in Assembly meetings.
3. Representatives may serve on committees formed by the Representative Council.
4. Representatives shall participate in achieving the Representative Council’s long and short term goals.
5. Representatives shall be responsible for communication between the Assembly and the College entity or the constituents that they represent.”

Adjust the subsection lettering afterwards accordingly.

- Subsection D: Change “Dorm President(s)” to “Dorm President”.
- Subsection D: Strike Points 2, 3, 5, 6, 7, and 8. Adjust the remaining points accordingly.
- Subsection D: Insert Points 2-6, which read:
  - 2) Residence halls, hereafter known as dorms, include Batten House and every dormitory on the College’s campus.
  - 3) The Dorm President shall be responsible for the representation of their dorm’s residents at Assembly meetings.

4) Hall Advisers and Community Diversity Assistants shall not be eligible for the position of Dorm President, as these positions interfere with the Dorm President's ability to mediate. If the office of Dorm President is held by two people concurrently, exactly one Dorm President may be a Customs Person or a Peer Mentor.

5) The Dorm President shall be a resident of the dorm for which they are president.

- Subsection D, Point 7: Change "Dorm President(s)" to "The Dorm President", "residence hall" to "dorm", and insert "Dorm Meetings *or Dorm Teas.*"
- Subsection D: Insert Point 8, which reads "The Dorm Presidents shall fulfill the duties to their dorms outlined in Article VII, Section II, Subsection B."
- Subsection E, Point 1: Change to "The office of Members-At- Large may be held by up to six people at any one time."
- Subsection E: Strike Points 2-6.
- Subsection E: Insert Point 2, which reads "The Members-At-Large shall be responsible for the representation of the whole of SGA at Assembly meetings."
- Subsection F, Point 1: Change to "The office of Haverford Representative may be held by up to two SGA members currently residing at Haverford at any one time."
- Subsection F, Point 2: Change to "The Haverford Representative shall be responsible for the representation of SGA members residing at Haverford College at Assembly meetings."
- Subsection F, Point 4: Change "instead of Representatives Council" to "instead of Assembly meetings" and change "from Representatives Council" to "from Assembly meetings".
- Subsection F: Strike Points 5-9, and adjust remaining numbers.
- Subsection F, Point 5: Change to "If there are two people concurrently holding the office of Haverford Representative, only one Representative is required to attend Assembly meetings."
- Subsection G, Point 1: Change to "The office of Off Campus Representative may be held by up to two non-resident SGA members at any one time."
- Subsection G, Point 2: Change to "of the non-resident SGA members at Assembly meetings."
- Subsection G: Strike Points 4-7.
- Subsection G, Point 4: Change to "If there are two people concurrently holding the office of Off Campus Representative, only one Representative is required to attend Assembly meetings."

- Subsection I: Change “The Class Presidents” to “Class President”
- Subsection I, Point 1: Change to “The office of Class President may be held by up to two people from each class year at any one time.”
- Subsection I, Point 3: Insert the clause “Presidents *shall be responsible for the representation of their class year at Assembly meetings, and shall be...*”
- Subsection I: Strike Points 4 and 5.
- Point 1 of Subsections J, K, L, M, N, O, and P shall read “The office of (insert subsection title here) may be held by up to two people at any one time.”
- Subsection J, Point 2: Append “Elections Board, *as prescribed by Article VIII and the Elections Bylaws.*”
- Subsection J: Strike Points 5 and 6.
- Subsection K: Insert Point 2, which reads “The Head of the Residence Council shall serve as the liaison between the Residence Council and the Assembly.”
- Subsection K, Points 3, 4, 7, 8, and 9: Change “The Head of Residence Council” to “Head of the Residence Council”.
- Subsection K, Point 4: Append “Room Draw *with the assistance of the Head-Elect of the Residence Council.*”
- Subsection K: Strike Points 5, 6, 11, 12, and 13, and adjust the remaining points accordingly.
- Subsection K, Point 6: Append “Housing Group. *The Housing Groups consists of the Head of the Residence Council and representatives from Facilities, Housekeeping, the Department of Residential Life, Conferences and Events, Campus Safety, Dining Services, the Office of Environmental Health and Safety, and the Dean’s Office.*”
- Subsection K, Point 7: Change “student” to “office-holder”.
- Subsection K, Point 8: Change “Residence Council Head-Elect” to “Head-Elect of the Residence Council” and change “current head” to “current Head of the Residence Council”.
- Subsection K: Insert Point 9, which reads “The Head of the Residence Council shall be responsible for facilitating conversations and interactions between dorm residents and members of the Faculty and Staff.”
- Subsection K: Insert Point 10, which reads “The Head of the Residence Council shall, at the discretion of the Department of Residential Life, respond to issues affecting multiple dorms or residential issues affecting the wider campus community.:

- Subsection K: Insert Point 11, which reads “The Head of the Residence Council may invite representatives from various College offices and entities to meetings of the Residence Council as the office-holder deems necessary.”
- Subsection L: Change “The Head of the Student Curriculum Committee” to “Head of the Student Curriculum Committee”.
- Subsection L, Point 5: Change “shall be a liaison” to “shall serve as the liaison”
- Subsection L, Point 6: Change “student” to “office-holder”
- Subsection L: Strike Points 7 and 8.
- Subsection M: Change “The Traditions Mistress(es)/Master(s)/ Mistex” to “Traditions Mistresses/Masters/Mistex”.
- Subsection M: Change every instance of “Traditions Mistress(es)/Master(s)/Mistex” to “Traditions Mistresses/Masters/Mistex”.
- Subsection M, Point 4: Append “each year, *as stated in Article VIII, Section IV, Subsection B.*”
- Subsection M: Strike Points 9 and 10 and adjust the remaining points accordingly.
- Subsection M, Point 9: Change “(Co)Head(s) of the Hell Week Committee” to “Heads of the Hell Week Committee”.
- Subsection N: Change “The Representative to the Faculty” to “Representative to the Faculty”
- Subsection N: Insert Point 2, which reads, “The Representative to the Faculty shall serve as the liaison between the Faculty and the Assembly.” Adjust all following point numbers.
- Subsection N: Strike Points 4-6.
- Subsection O: Change “The Head of the Social Committee (SoCo)” to “Head of the Social Committee”
- Subsection O, Point 3: Change “The two heads shall call” to “The Head of the Social Committee shall call”, and change “meetings of the committee” to “meetings of the Social Committee”.
- Subsection O, Point 4: Change “such” to “said”, and change “the SGA Association” to “SGA”.
- Subsection O: Strike Points 5-7.
- Subsection P: Change “The Head of the Campus Safety Committee” to “Head of the Campus Safety Committee”.
- Subsection P: Strike Points 7-9.

- Swap the Pensby Center Representative subsection and the LILAC: Civic Engagement Representative subsection, so that the Pensby Rep is under Subsection R and the CE Rep is under Subsection S.
- Point 1 of Subsections Q, R, S, and T shall read “The office of (insert subsection title here) may be held by only one person at any one time.”
- Subsection Q: Strike Points 3 and 4.
- Subsection R, Point 1: Change “shall” to “may”.
- Subsection R, Point 2: Change to “The Pensby Center Representative shall serve as a liaison between the Pensby Center and the Assembly.”
- Subsection R: Strike Point 3 and adjust the following numbers.
- Subsection R, Point 3: Change “the representative must spend” to “the Pensby Center Representative must spend”, and change “with the full time and/or student staff” to “with the full time staff or with the student staff”.
- Subsection S: Change every instance of “LILAC: Civic Engagement Representative” to “LILAC: CE Representative”.
- Subsection S, Point 2: Change to “The LILAC: CE Representative shall serve as a liaison between the Assembly and the Civic Engagement Office.”
- Subsection S: Inset Point 3, which reads “In order to accurately represent the Civic Engagement Office, the LILAC: CE Representative shall attend the meetings of the Civic Engagement Staff.” Adjust all following points numerically.
- Subsection S, Point 4: Change to “The LILAC: CE Representative may sit in on Student Finance Committee meetings to discuss, in an advisory capacity, the budgeting process pertaining to transportation for community service and activism events, in order to streamline the budgeting process for all student activities.”
- Subsection S: Strike Point 5.
- Subsection T: Insert Point 2, which reads “The LILAC: CPD Representative shall serve as the liaison between the Assembly and the Career and Professional Development Office.” Adjust all subsequent point numbers.
- Subsection T, Point 3: Change to “In order to accurately represent the Career and Professional Development Office, the LILAC: CPD Representative shall attend the meetings of the Career and Professional Development Staff.”
- Subsection T, Point 4: Change “The CPD Representative” to “The LILAC: CPD Representative”, and change “CPD” to “Career and Professional Development”.
- Subsection T: Strike Point 5.

## 2. Section III

- Subsection F: Change to “All offices of the Representative Council shall have one vote. With the exception of Member-At-Large, if more than one student concurrently holds an office of the Representative Council, the students holding the same office shall share one vote. The LILAC: CE Representative and the LILAC: CPD Representative shall share one vote between both positions.”

#### Appendix E: Revisions to Article V

##### 1. Section I

- Subsection A: Change to “The student members of the Academic Honor Board shall be composed of eight undergraduate students elected by the members of SGA, in accordance with Article VIII and the Elections Bylaws. Of these eight undergraduates, one student will be elected as Head of the Honor Board for a one year term,... (the rest stays the same).”
- Subsection A: Change “That quorum,” to “Quorum”.
- Subsections B and C: Change “shall be” to “shall include”.
- Subsection C: Strike the following: “A Deans’ Panel consists of two deans, one other administrator or appropriate faculty of staff member, two Honor Board members, and a random community member from the class of the student involved, Deans’ Panels will be conducted in the same manner as Social Hearings but with no appeals process.”
- Subsection D: Change to “Any of the four rotating members of the Social Honor Board may be disqualified at the request of a student involved in a case. Any disqualified member shall be replaced by another member of the same class, who shall be selected in the same manner as stated in Article V, Section I, Subsection C. A maximum of ten people may be disqualified for an Academic or Social Hearing.”

##### 2. Section II

- Change “See Honor Code” to “**Subsection A:** The authority of the Constitution, Bylaws, and the Honor Code shall bind all matters connected with and under the jurisdiction of the Honor Board.”

#### Appendix F: Revisions to Article VI

##### 1. Section I

- Strike Subsection A and adjust all subsequent lettering accordingly.
- Subsection A: Change every instance of “by-laws” to “bylaws”.
- Subsection B: Change “Representative Council” to “Assembly”.

##### 2. Section II

- Subsection A: Change “shall consist of” to “shall be composed of”, and change “in accordance with the elections bylaws” to “in accordance with Article VIII and the Elections Bylaws”.
- Subsection B: Change to “As Chair of the Appointments Committee, the Vice-President of SGA shall be responsible for giving Appointments Committee reports and agendas to the Assembly.”

### 3. Section III

- Subsection A: Change “shall consist of” to “shall be composed of”.

### 4. Section IV

- Strike Subsections A, B, C, D, E, H, J, K, and L. Adjust the remaining subsection letters.
- Subsection A: Change to “The Residence Council shall be composed of the Head of the Residence Council, the Dorm Presidents, and the Head of the Campus Safety Committee.”
- Insert Subsection C, which reads “The Residence Council shall assist in the coordination and supervision of all functions sponsored by the Department of Residential Life.” Adjust all subsequent lettering.
- Subsection D: Strike Point 2. Adjust following numbering.
- Subsection E: Change every instance of “Residence Council Head(s)” or “Residential Council Head(s)” to “Head of the Residence Council”.
- Subsection E, Point 3: Capitalize “the residence council”, and change “students” to “SGA members”.
- Subsection E, Point 4: Change “one vote per residence” to “with one vote per dorm”.

### 5. Section V

- Subsection A: Change to “The Student Curriculum Committee shall be composed of the Head of the Student Curriculum Committee and up to three additional SGA members to be appointed by the Appointments Committee in accordance with their Bylaws.”
- Subsection B: Inset “*up to three students*”.

### 6. Section VII

- Subsection D: Change to “The Elections Board shall be composed of six members, including the Head of the Elections Board, the Pensby Center Representative, and four additional SGA members to be appointed by the Appointments Committee in accordance with their Bylaws.”



## **7. Section VIII**

- Subsection A: Change to “The Campus Safety Committee shall be composed of the Head of the Campus Safety Committee and up to two members elected from each dorm and any one time.
- Subsection B: Make “Students” lowercase, and change “respective halls” to “respective dorms”.

## **8. Section IX**

- Change every instance of “Mistress(es)/Master(s)/Mistex” to “Mistresses/Masters/Mistex”.

## **9. Section X**

- Subsection A: Change to “The Plenary Committee shall be composed of up to two Heads of the Plenary Committee, one member of the Honor Board, up to two members of the Representative Council, and up to two members of SGA, for a total of no more than six committee members at any one time. The President of SGA may participate in the Plenary Committee in an advisory capacity.”

## **10. Strike The Alcohol Concerns Review Board. It no longer exists. Adjust the subsequent section numbers.**

## **11. Section XI**

- Change every instance of “Bryn Mawr Concert Series Head(s)” to “Bryn Mawr Concert Series Head”
- Subsection A: Change “two people, to be appointed” to “two people at any one time, who shall be appointed”.
- Subsection C: Change “Article VI, Section XII, Subsection D” to “Article VI, Section XI, Subsection D”.
- Subsection D, Point 2: Change “, also” to “and”.
- Subsection D, Point 3: Change “their By Laws” to “their committee’s Bylaws”, and change “Article VI, Section XII, Subsection C” to “Article VI, Section XI, Subsection C”.
- Subsection D, Point 4: Change “campus organizations but they will be held” to “campus organizations, but the office-holder will be held”.

## **Appendix G: Article VII**

### **1. Section I**

- Subsection B: Capitalize “dorm presidents”, and change “the Elections Bylaws” to “Article VIII and the Elections Bylaws”

- Subsection C: Change to “The position of Green Ambassadors, Campus Safety Committee Representative, Traditions Representatives for each class, and Head Traditions Representative shall be elected at the first Dorm Tea, which shall be held by the end of the first week of classes in the fall semester, for a term of two semester beginning immediately.”

## 2. Section II

- Change Section II from “Dorm Officers” to “Composition”
- Change Subsection A to “Dorm Officers in each dorm shall include the Dorm President, the Green Ambassadors, the Campus Safety Committee Representatives, the Sophomore Dorm Representatives, the First-Year Traditional Non-Transfer Student Representatives, and the Head Traditions Representative.”
- The remaining subsections shall be stricken and rewritten exactly as follows in the remaining bullet points for Appendix G.

- **Subsection B: The Dorm President**

1. The Dorm President shall represent their dorms in Assembly meetings as specified in Article IV, Section I, Subsection D, and in Residence Council meetings as specified in Article VI, Section IV, Subsection A.
2. Dorm Presidents shall oversee the implementation of the Honor System at the dorm level as specified in the Honor Code.
3. The Dorm Presidents may call and shall preside over dorm teas. They must call at least two dorm teas each semester. It is the responsibility of the Dorm President to give regular reports at these meetings teas. The dorm presidents may, at the discretion of the Head of the Residence Council, be required to hold additional dorm teas to facilitate relationships with campus authorities or to share additional information from the Residence Council and the Housing Group.
4. The Dorm Presidents may call and shall preside over meetings of the dorm leadership team comprised of all dorm leadership team members.
5. The Dorm Presidents shall coordinate social activities inside and among the dorms.
6. The Dorm President shall be responsible for overseeing the coordination and supervision of yearly parties and events held within a dorm. In the case that the dorm presidents do not coordinate an event, they are responsible for delegating responsibilities and overseeing members of the dorm organizing that event. In addition, the Dorm Presidents shall oversee the party forms for all parties held within their dorm.

- **Subsection C: The Green Ambassadors**

1. The office of Green Ambassadors may be held by up to two people from each dorm at any one time.

2. Green Ambassadors shall comprise the Green Ambassadors Committee, which shall be presided over by the Green Ambassadors Committee Head, to be appointed by the Appointments Committee.
  3. Green Ambassadors shall oversee recycling in the dorms and other activities the committee undertakes.
- **Subsection D: The Campus Safety Committee Representatives**
    1. The office of Campus Safety Committee Representative may be held by up to two people from each dorm at any one time.
    2. The Campus Safety Committee Representative shall serve on the Student Campus Safety Council.
    3. The Campus Safety Committee Representative shall serve as a liaison between the hall and the Campus Safety Committee.
  - **Subsection E: The Sophomore Dorm Representative**
    1. The office of Sophomore Dorm Representative may be held by one, two, or three no more than three people from each dorm at any one time.
    2. The Sophomore Dorm Representative shall organize and direct all Traditions for their dorm.
    3. The Sophomore Dorm Representative shall serve on the Traditions Committee.
  - **Subsection F: The First-Year Traditional Non-Transfer Student Representative**
    1. The office of First-Year Traditional Non-Transfer Student Representative may be held by no more than three people from each dorm at any one time.
    2. The responsibilities of the First-Year Traditional Non-Transfer Student Representative are general publicity within the dorm and participation in on-campus canvassing.
  - **Subsection R: The Social Committee Representatives**
    1. The office of Social Committee Representatives may be held by up to two people from each dorm at any one time.
    2. The Social Committee Representatives shall assist the Dorm Presidents in planning, organizing, and directing social activities for the dorm.

Appendix H: Article VIII

1. Section I

- Subsection D: Change “Residential Representatives” to “Dorm Government Representatives”

## 2. Section III

- Subsection A: Change “Article VII, Section IV, Subsection C” to “Article VIII, Section III, Subsection C”.
- Subsection B: Change “Member-At-Large” to “Members-At-Large”

## 3. Section IV

- Subsection A: Change “Member-At-Large” to “Members-At-Large”
- Subsection B: Change “Mistress(es)/Master(s)/Mistex” to “Mistresses/Masters/Mistex”.
- Insert Subsection C, which reads “In the event that the Vice-President assumes the role of President for an extended duration of time, a new Vice-President shall be elected from among the members of the Representative Council by the Representative Council.” Adjust all subsequent lettering.
- Subsection D: Replace “With the exception of the office of President of SGA (see Article III, Section IV, Subsection C)” with “With the exceptions of the offices of President of SGA and Vice-President of SGA stated in Article VIII, Section IV, Subsection C,”.

### Appendix I: Article IX

- Under Section I, revise “Members of SGA...” to read “**Subsection A:** Members of SGA...”
- Section II, Subsection B: Change “Honor Board can remove” to “The Honor Board can remove”

### Appendix J: Article X

- Section I, Subsection C: Change “Bylaws” to “Bylaws of the Assembly”, and change “members” to “members of the Assembly”.

**Resolution 3:** Resolution to Improve Professional Development, Academic Advising, Academic Support, and Experiential Opportunities for Bryn Mawr STEM Students  
Submitted by Lindsey Marinello '17, Taj Meyer McBride '16, Julia Kyungin-Kim '18

*Whereas*, women, racial minorities, non-traditionally-aged students, and other groups are dramatically underrepresented in Engineering, Computer Science, and Physics, even relative to other fields in STEM (Appendix A),

*Whereas*, Priorities #2 and #4 of Bryn Mawr College's 2013-2015 Strategic Vision emphasize the importance of Professional Development in the context of a Liberal Arts Education as well as the importance of Showcasing the Sciences at Bryn Mawr (Appendix B),

*Whereas*, Bryn Mawr College currently supports a number of initiatives for expanding diversity (in areas including but not limited to gender, race, interests, etc.) in STEM such as the Q-center programs, the STEM Posse, the TIDES grant, FIPSE, and the Sherman Fairchild Grants to develop non-research-based STEM intensives and provide Professional Internship funding (Appendix C),

*Whereas*, Bryn Mawr College supports a substantial number of undergraduates in paid summer research through the Science Summer Research program and the Science Horizons Research Internships,

*Whereas*, Bryn Mawr College takes pride in its enrollment of STEM students and 4+1 Partnership and is actively pursuing initiatives such as the aforementioned to admit and encourage students pursuing these subjects,

*Whereas*, despite this great mission and these great initiatives, many students admitted to the college who plan to pursue or explore STEM lack the necessary foundations in algebra and trigonometry to succeed in Calculus and more advanced mathematics, which are further necessary to access areas of science -- particularly those in which the aforementioned groups are least represented,

*Whereas*, despite the existence of partnerships with UPenn, Swarthmore, and Caltech, in practice, these programs are very limited in accessibility to most Bryn Mawr students,

*Whereas*, the presence of a dedicated on-campus "Maker Space" for engineering and technological projects would allow students of all interest levels and backgrounds to explore STEM in a hands-on manner and provide resources for dedicated students to pursue advanced projects,

*Whereas*, although the Quantitative Center's "Introduction to Quantitative Reasoning" (A.K.A. QSEM) is a useful introductory tool for students newer to mathematics, it is not sufficiently challenging or preparatory for many students required to take it, and does not provide adequate mathematical preparation for students wishing to pursue a career in STEM (Appendix D),

*Whereas*, the Q-Center's Q10 course "Fundamentals of Mathematics for Science & Social Science Students" is not consistently offered, which prevents students from pursuing a timely academic track for STEM majors which almost always require courses with co-requisites, both of which may only be offered in the Fall or Spring,

*Whereas*, a traditional course offering in Pre-Calculus is necessary to ensure that students have the adequate foundations in algebra and trigonometry to confidently pursue Calculus,

*Whereas*, many students lack substantive knowledge of the resources offered by the Quantitative Center (or even knowledge of its location),

*Whereas*, quantitative reasoning skills are potentially beneficial to students regardless of their intended major,

*Whereas*, a lack of adequate preparation for mathematics as well as the fear of experiencing disruptive delay in one's academic track are both significant contributing factors to student underperformance and/or discouragement from pursuing STEM,

*Whereas*, the underrepresentation of women, racial minorities, and other underrepresented groups in STEM is a significant factor facilitating continued systematic discrimination and other barriers to entry in these fields,

*Whereas*, career development opportunities such as externships, workshops, alumnae/i talks, career fairs, and information sessions are rarely offered in areas relevant to STEM careers,

*Whereas*, many STEM students are uninformed in areas related to engineering pathways at Bryn Mawr, the full range of internship opportunities throughout the sciences, and the internship search process itself,

*Whereas*, there are no career development staff or advisers in the Dean's Office with STEM-focused expertise that allow them to provide specific advice in STEM regarding academic or career advising which creates a large research burden on students,

*Whereas*, a full range of career development services are essential for liberal arts students to fully leverage their education as self-advocates and competitors with students from other institutions,

*Whereas*, LILAC is a separate entity from the various departments on campus, and greater communication about LILAC's resources in the classroom and in academic buildings may improve awareness of their initiatives,

*Whereas*, experiential opportunities are critical for Bryn Mawr STEM students to explore career paths and enhance their competitiveness and preparedness for jobs, internships, and graduate school in STEM, particularly in the fields of engineering, science, computer science, versus students from more traditional universities,

*Whereas*, alumnae/i can serve as important connections and role models,

*Be it resolved*, we recommend that Bryn Mawr College establish a committee of undergraduate students to be named "S. TEAM" or "Science TEAM," short for "Science Technology and Engineering Advocates for Mawrtys," which will consist of 4-6 undergraduate students who are elected through the appointments process with demonstrated involvement and interest in the sciences as well as knowledge of on-campus resources,

*Be it resolved*, we recommend that, if possible, at least one of each appointed student represent interests in one or more of the following science subjects: Engineering, Computer Science, Physics, Mathematics, Biological Sciences, and Chemistry,

*Be it resolved*, we recommend that the mission of this Committee be to represent student needs and interests in STEM and to promote collaboration between students, science faculty, LILAC, Science Support and Information Services staff, the Q Center, and administrators to expand and improve existing resources for students in the areas of career development, academic advising, and academic support for STEM students,

*Be it resolved*, we recommend that this committee undertakes actions in pursuit of its mission possibly including but not limited to:

- reaching out to LILAC, administrators, science faculty, the Q Center, Science Support Services, and Information Services staff to collaborate and ensure existing and upcoming STEM resources are accessible, effectively marketed, and meet student needs;

- promoting discussion of how to add to or improve these resources;

- probing the possibility of increasing resources for underutilized innovating campus spaces such as the Robotics Lab;

- probing the possibility of developing project-based workshops or intensives for advanced STEM students focused on the development and demonstration of “hard skills” not normally provided through traditional Bryn Mawr/liberal arts and science coursework;

- surveying and collecting information from students and science faculty regarding STEM support on campus;

- ensuring the longevity of engineering and technology initiatives on campus (e.g. Bryn Mawr College Section of the Society of Women Engineers (SWE), Bryn Mawr Engineers & Makers, and Sudo Hoot [Appendix E]);

*Be it resolved*, we recommend that this committee reach out to LILAC regarding the following:

- the creation of Information Packets for engineering students;

- greater collaboration, outreach, and knowledge-sharing with science faculty;

- an expanded search for externships, alumnae/i talks, and alumnae/i connections in science and engineering;

- information sessions to expose students to the different fields within the umbrella of STEM;

- and STEM-related career fairs.

*Be it resolved*, we recommend that the Bryn Mawr College administration allocate greater funding to the Quantitative Center to develop and provide adequate support for a Pre-Calculus Course and other Q-Center resources and course offerings,

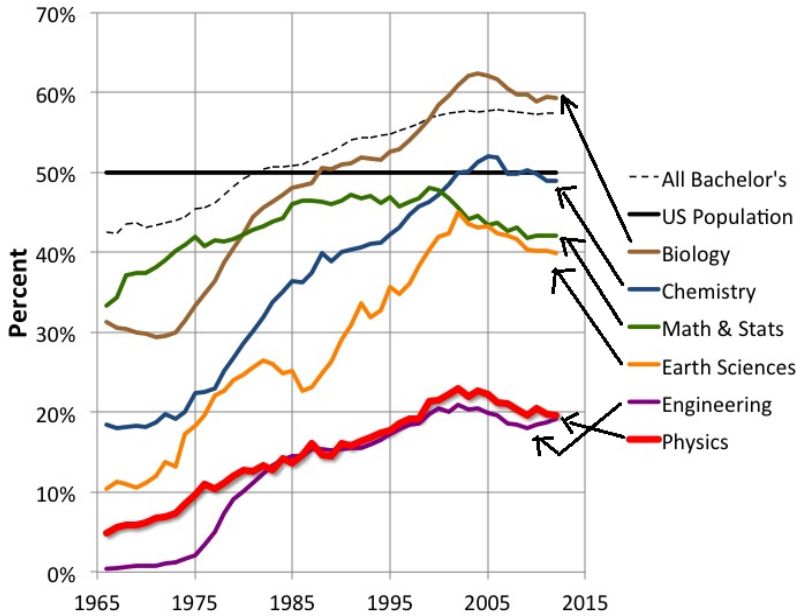
*Be it resolved*, we recommend that a “Maker Space” be built into Park Science Building during the upcoming renovations in order to provide students with on-campus space that provides access to machinery, materials, lessons/guidance, and space for students of all interests to pursue experiential technological projects; currently, the Machine and Instrument Shop lacks sufficient space to do so and student-run initiatives only provide temporary spaces with limited accessibility (Appendix F),

*Be it resolved*, we recommend that Bryn Mawr College seek out, encourage, and invite notable alumnae/i and leaders in Science, Engineering, Mathematics, Applied Science, and Technology to speak at Bryn Mawr to serve as inspiration and as role models for Bryn Mawr students and to provide insight into the role of science and technology in society,



Appendices: Written and/or compiled by Lindsey Marinello

Appendix A: Women in STEM Statistics



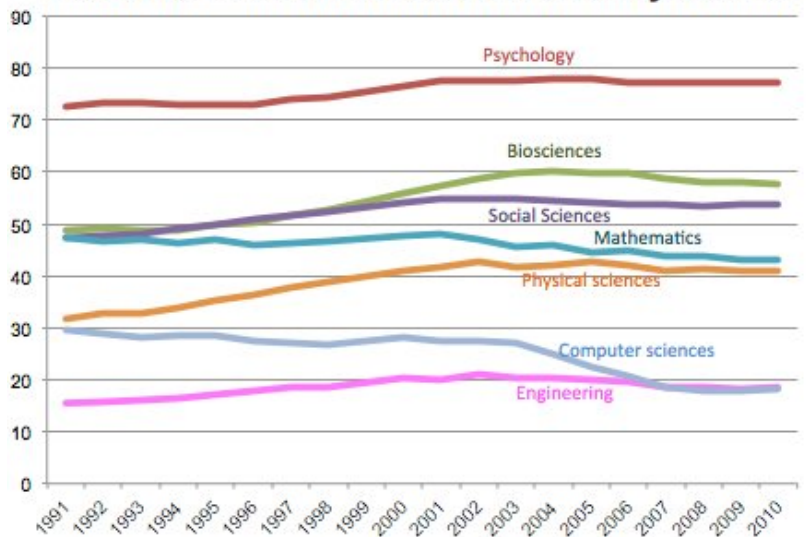
Credit: APS/Source: IPEDS Completion Survey

This graph shows the fraction of US bachelor's degrees awarded to women in Science, Technology, Engineering and Mathematics (STEM) fields.

Graph (including CS)

Source: "Women, Minorities, and Persons with Disabilities in Science and Engineering," National Science Foundation.

**Percent of B.A.'s in a Field Received by Women**



## Graduation Rates for Bryn Mawr Students with Majors in STEM

Science Departments	2011-2012 Graduates	2012-2013 Graduates	2013-14 Graduates	2014-15 Expected Graduates
Biology	26 (8.5%)	22 (6.7%)	21 (6.6%)	36 (10.1%)
Chemistry	9 (2.9%)	20 (6.1%)	14 (4.4%)	15 (4.2%)
Computer Science	4 (1.3%)	5 (1.5%)	5 (1.6%)	8 (2.3%)
Geology	10 (3.3%)	7 (2.1%)	7 (2.2%)	10 (2.8%)
Mathematics	21 (6.9%)	40 (12.2%)	43 (13.4%)	41 (11.5%)
Physics	7 (2.3%)	8 (2.4%)	7 (2.2%)	7 (2.0%)
Total # of students with at least one science major	76 (24.8%)	97 (29.7%)	93 (29.1%)	110 (31.0%)
Total # of graduates	306	327	320	355

### Appendix B: Selections from Bryn Mawr College's Four Priorities for 2013-2015

#### **Priority #2: Connecting the Liberal Arts to Professional and Personal Growth**

Support the development and growth of the Leadership, Innovation, and Liberal Arts Center (LILAC). Putting students' liberal arts education at the heart of its work, LILAC will help undergraduate and graduate students forge connections between their work at the College and the world beyond Bryn Mawr. Having a comprehensive, successful, and innovative approach to preparation for life after Bryn Mawr is crucial to attracting today's students and their parents. Specific areas of foci include:

- >> Helping students understand the meaning and importance of a liberal arts education and provide them with the tools they need to articulate how their particular Bryn Mawr education (i.e., their curricular plans) provides outstanding preparation for the pathways they choose beyond Bryn Mawr.
- >> Providing more opportunities for students while at Bryn Mawr to apply their education beyond the campus (e.g., praxis courses, experiences through the Civic Engagement Office, internships, research and laboratory projects, study abroad) with a particular emphasis on building the internship program. Design these opportunities as part of a thoughtful plan for helping students achieve their personal, intellectual, and professional goals.
- >> Integrating students' experiences outside of Bryn Mawr into their plan of study while at Bryn Mawr. Through curricular offerings and co-curricular programming, better prepare students for off-campus experiences in advance of their participation, and provide them opportunities when they return to process, understand, and integrate these experiences into their curricular pathways.
- >> Supporting workshop programs—and developing new ones—that expose students to areas of knowledge they would not otherwise encounter in a liberal arts environment, but that may be helpful to them in particular career pathways, such as the Job Market Boot Camp offered in the summer of 2013.

- >> Help students understand the meaning and importance of a liberal arts education
- >> Supporting a state-of-the-art career and professional development program within LILAC that is well integrated into all aspects of students' experiences, that supports them in exploring different kinds of career experiences, and that continues to serve them well as alumnae/i.
- >> Providing LILAC programming and support faculty in developing curricular work to develop students' professional skills, including, but not limited to, oral presentation, professional writing, self-presentation (in person, on paper, and digitally), networking, and interviewing.
- >> Developing a network of alumnae/i that can act as a resource for students through robust programs, experiential opportunities, and other forms of direct interaction.
- >> Ensuring that students understand the importance of technological skills for the professions they are pursuing, and providing students with the opportunity, through in-person and online offerings, to obtain these skills.

#### **Priority #4: Supporting and Showcasing Science**

Currently we have launched many new initiatives in the sciences: a special science Posse, curricular innovations in preparation for the new medical school requirements, new configurations of intro courses, new capstones, revised graduate program curricula, etc. These innovations are sorely in need of new spaces that better reflect recent advances in scientific research and pedagogy, with the overall goal of advancing knowledge via a liberal arts education. Given this, we will focus on:

- >> Developing a specific design (moving beyond the concept plan) for the renovation of Park Science Building so that the renovation of the space reflects our current and future research and teaching goals.
- >> Continuing to measure and document the success of our new science initiatives to better express how and why we are so successful in preparing

#### Appendix C: Description of Current Initiatives and Grant Programs

##### **Sherman Fairchild Grants :**

To further help students learn about the full breadth of possible careers in the sciences, Bryn Mawr has received a \$300,000 grant from the Sherman Fairchild Foundation to develop and pilot a series of three- to four-day, project-based, intensive non-credit seminars. In addition to a core project, each seminar will feature guest speakers in non-academic STEM careers, and professional development and job networking opportunities.

Each intensive will focus on one of three broad categories.

1. STEM and the Community: Participants will explore how science improves the health and lifestyles of various communities, including urban and rural populations;

2. STEM and Innovation in the Private Sector: Participants will explore how science is used in business and corporate contexts to solve real-world problems;

3. STEM and the Arts: Participants will explore careers in science writing and journalism, as well as film/video production and the arts.

**Source:** New “Intensives” to Highlight STEM Careers Outside the Academy  
[news.brynmawr.edu/2015/01/29/new-intensives-to-highlight-stem-careers-outside-the-academy/](http://news.brynmawr.edu/2015/01/29/new-intensives-to-highlight-stem-careers-outside-the-academy/)

**TIDES: Teaching to Increase Diversity and Equity in STEM** initiative, launched by American Association of Colleges and Universities (AAC&U) through a grant from the Leona M. and Harry B. Helmsley Charitable Trust.

Project Goals:

- Develop a sequence of computational modules for a blended approach to developing physics majors’ computational skills and test them in both a dedicated course and as self-paced resources distributed across the curriculum
- Develop and incorporate stories that highlight the careers and work of non-Western, women, and under-represented minority scientists as a means of engaging and retaining a more diverse student body
- Organize workshops for Tri-Co faculty and beyond to adapt the approach for similar computational skills development programs in biology, chemistry, and geoscience

**(“First in the World”) FIPSE: Fund for the Improvement of Postsecondary Education (FIPSE)**

Goals:

- Increase STEM completion rates for low-income, first-generation and under-represented minority students by addressing a key stumbling block: marginal mathematics preparation. Difficulty with the required mathematics is one of the top reasons why students of all kinds drop out of STEM programs. Low-income, first-generation and under-represented minority students are more likely to enter college with weaker math preparation and less confidence in their skills than college students generally.
- Develop a blended, “just-in-time” approach to math fundamentals coaching that provides students with the support they need *while they are taking introductory science courses*. Science curricula generally follow prescribed course sequences, and traditional “remedial” approaches to math preparation risk increasing a science major’s time to degree by delaying the entry point for starting the introductory sequence. This risk is particularly acute at small institutions like ours, which often lack the demand and the staffing to start sequences in both the spring and fall semesters.
- To develop and test this approach we will:

- Develop a suite of online, interactive learning materials on the mathematics concepts and skills commonly encountered in introductory chemistry, physics and calculus courses
- Develop “playlists” that align these materials with these courses at each partner college
- Provide faculty and academic support staff with the pedagogical training needed to effectively use these materials to provide a blended, just-in-time approach to math fundamentals support
- Pilot these materials and the approach in introductory physics, calculus and chemistry courses at Bryn Mawr in 2015-2016 and at partner colleges in 2016-2017

## Appendix D: QSem syllabus comparison to trig coursework

### QSEM Syllabus versus a typical Precalc curriculum

Topic outline	4	7
Introduction to Quantitative Reasoning (Qsem)	Extracting math from a word problem	Statistics & Probability
News forum	Estimation	Examining Distributions (unit 1, module 1) due 11/7
<b>1</b> Point distribution for Qsem grade:	Range	Examining Relationships (unit 1, module 2) due 11/9
60% Quizzes (6 quizzes; each worth 10%)	Rate	Sampling (unit 2, module 3) due 11/12
10% Final exam	Unit conversion - metric system	Designing Studies (unit 2, module 4) due 11/14
10% Reflection papers (2 short papers; each worth 5%)	Unit conversion - English system	Review for Quiz 5, due 11/16
15% Homework	Unit conversion between systems	Quiz 5, due 11/19
5% Collaborative in-class contribution	Dimensional analysis	No class on Wednesday, November 21
	Review for Quiz 2	Thanksgiving Break! November 22
	Quiz 2	Simple Probability
	<b>5</b> Proportions and equations	Random Variables (unit 3, module 6) due 11/28
	Proportions	Sampling Distributions (unit 3, module 7) due 11/30
	Conversion factors	Estimation (unit 4, module 9) due 12/3
<b>2</b> Preliminary surveys & placement - September 5	Fish problems	Hypothesis Testing (unit 4, module 10) due 12/5
Sign up for your section	Finding slopes	Review for Quiz 6, due 12/7
PISA math attitudes survey	Graphing, point-slope	Quiz 6, due 12/10
Math experience survey	Graphing, slope-intercept	Inference for Relationships (unit 4, module 11, through checkp
Diagnostic problem set	Graphing cost equations	ANOVA (unit 4, module 11, checkpoint 3) optional
	Review for Quiz 3	
	Quiz 3	<b>8</b> Synthesis
<b>3</b> Algebra review	No class on Friday, October 12	Multi-step word problems
Scientific notation		PISA post test
Exponents	<b>6</b> Data sets	Course evaluations
Logarithms	Data sets	
Order of operations	Mean, mode, median	<b>9</b> Final exam
Fractions and decimals	Distributions	Q test
Percents	Fraction review	
Percent change	Pie charts	<b>10</b> Reflection paper articles
Review for Quiz 1	Histograms	Thin Ice
Quiz 1	Review for Quiz 4	Stereotype Threat & Women's Math Performance
	Quiz 4	Stereotype Threat to Workplace Diversity
		Claude Steele on YouTube
		Frontline interview with Claude Steele
		Math gap in high school girls - MIT
		Math gap bridged - Kellogg
		Gender gap - Math competitions - Stanford

Continued: A typical Precalc Syllabus (Example from Rutgers)

1.1	Review material to be spread over first month	<b>EXAM I</b>			
1.2					
1.3				4.1	Exponential Functions: The Natural Exponential Function
1.4				4.2	
1.5				4.3	Logarithmic Functions
1.6	Modeling with Equations	4.3	Logarithmic Functions continued; Laws of logarithms		
1.8	Coordinate Geometry; Lines	4.4			
1.10		4.5	Exponential and Logarithmic Equations		
1.7	Inequalities; Solving Equations and Inequalities Graphically	4.6	Modeling with Exponential and Logarithmic Functions		
1.9		5.1	The Unit Circle; Trigonometric Functions of Real Numbers		
2.1	Functions; Graphs of Functions	5.2			
2.2		5.3	Trigonometric Graphs; More Trigonometric Graphs		
2.3	Getting Information from Graphs; Transformations of Functions	5.4			
2.5		5.4	Finish Trigonometric Graphs; Material on Modeling Logs and Exponents		
2.6	Combining Functions; One-to-one Functions and Their Inverses	Pages 357-366			
2.7		<b>EXAM II</b>			
1.11	Modeling Variation; Modeling with Functions pp 213-222	5.6	Harmonic Motion		
pp 213-222		6.1	Measuring Angles; Trigonometry of Right Triangles		
3.1	6.2				
3.2	Quadratic Functions and Models; Polynomial Functions	6.3	Trigonometric Functions of Angles		
3.3	Dividing Polynomials; Begin Rational Functions	5.5	Inverse Trig Functions and Their Graphs; Inverse Trig Functions and Right Triangles		
3.7		6.4			
3.7	Finish Rational Functions; Material on Linear Modeling Pages 130-139	6.6	Law of Cosines; Trigonometric Identities		
Pages 130-139		7.1			

## Appendix E: Different On-Campus Engineering Groups/Resources

### Bryn Mawr Engineers & Makers

Saturdays at 3, Maker Space Room Park Chemistry 178 , Key in Park Physics 346

**Heads:** Lindsey Marinello, Alena Klindziuk, Julia Lin, Julia Kim, Taj Meyer, Xinyue Zhang

**Facebook:** <https://www.facebook.com/groups/BMCEngineersandMakers/>

BMC Engineers is an on-campus organization dedicated to expanding engineering opportunities on Bryn Mawr's campus. Support and materials are provided for students to lead their own intermediate to advanced projects. In addition, fun introductory

workshops are provided for students of all levels in electronics, 3D printing, robotics, mechanical design, and model rocketry. We are also starting a collegiate section of the Society of Women Engineers at Bryn Mawr to provide students with access to a network of regional partners. Thanks to the help of Instrument Shop staff and faculty, we now have 3D Printers and more for student projects! ?? lmarinello

**Sudo Hoot** meets Sunday at 3pm, Dalton 25

**Heads:** Calla Carter, Lizzie Siegle, Rachel Xu

**Facebook:** <https://www.facebook.com/groups/SudoHoot/>

Sudo Hoot is a club for all Mawrters interested in learning how to use creativity and problem-solving skills to make apps, websites, and much more!.Learn basic computing skills. Great for coders, makers, artists, writers, entrepreneurs, and everyone in between! ??cjcarter

**Pyrobotics Lab** Park 230, maintained by CS Professor Doug Blank

Introductory robotics meetings taught weekly - times TBD. ?? xzhang ??lmarinello

This laboratory contains a number of great resources for students interested in learning basic computing and getting involved in robotics. In the past, persons in charge of this innovative lab space have won a Grant from Microsoft for the development of custom robotics software and pedagogical tools for students, which are now available online (The Calico Project).

**The Machine & Instrument Shop**, Park Physics Basement

**Science Support Services**

From the BMC website: The Instrument Shop, led by Richard Willard and Rob Cunningham, works with faculty and students from the idea stage to implementation in the lab on all equipment built and/or purchased for research and teaching. Staff members also offer teaching demonstrations. 3D Modeling software and handbooks are also available for reference.

The Science Support Services Department (SSSD) is a go-to, problem-solving group that works to accomplish the goals of students and faculty on class and lab work, research, design, and more. SSSD oversees the instrument shop, inventory control, stock room monitoring, and Park Science building package receiving.

**The Electronics Lab** First floor, Park Physics.

Used for Physics 201 (Electromagnetism) and to support Faculty research, this lab contains materials for students to test and develop electronic components.

**4+1 Program Adviser - Professor Mark Matlin**

[Appendix F: Further Info about the Machine and Instrument Shop](#)

Q. Why does the Machine/Instrument Shop not sufficient to be a Maker Space?

Well, the machine and instrument shop is often servicing faculty needs by creating customized parts. That is, when they are not actively involved in overseeing the current renovation process in park. To say that they are busy is an understatement!

That being said, they are very willing to help students on an individual, as-needed basis when it comes to designing and fabricating parts for projects. In addition, they can point students in the direction of resources such as 3D design software and provide some additional guidance.

In the past, a machine shop class was taught. However, due to the demands of the jobs in the machine shop, this is no longer feasible because there is physically not enough space. With only a certain number of machines, teaching this class would require interrupting the fabrication process of each ongoing faculty project, setting up student projects for one class period, and then re-setting the faculty projects after class has ended. This is prohibitively time consuming.

**Q. What makes a Maker Space?**

A Maker Space would provide extra machinery and equipment that could allow the teaching of machine shop skills. It can also provide much more than that, such as a host of electronics, 3D printing, and other materials in an open but secure space for students to work on projects in groups and store their work, or even host community service projects related to STEM. This room would be an open, collaborative space that allows students to showcase their work.

Currently, BMC Engineers has had access to various rooms on campus to use as temporary maker spaces. However, these are often hidden in various corners of Park and are not particularly noticeable or welcoming to the average person. In addition, they are difficult to access because they are often locked.