



No. 7 | November 14, 2019

- I. Vice President of Student Life and Dean of Students Robin Holmes-Sullivan
 - A. First and foremost role is to be the Senior Administrator on campus to think about the student experience (focus is about outside of the classroom)
 - B. Is a member of the President's Cabinet to be a voice of the students and to think about how decisions can impact students and the student experience
 - C. Portfolio of department and services that make up things you need as students
 - 1. Campus Living
 - 2. Campus Safety
 - 3. Career Center
 - 4. Case Management
 - 5. College Outdoors
 - 6. Counseling Services
 - 7. Health Promotion and Wellness
 - 8. Health Service
 - 9. International Students and Scholars
 - 10. Inclusion & Multicultural Engagement
 - 11. Leadership & Service
 - 12. New Student Orientation
 - 13. Physical Education and Athletics
 - 14. Spiritual Life
 - 15. Student Activities
 - 16. Student Rights & Responsibilities
 - 17. Student Support Services
 - D. Our other partners have to be students and student gov. We

look to you for your leadership to help make decisions -
liaison between admin and student gov, collective
experience

1. Meet regularly with Helen

E. Vice President at U of O and USC, came to LC to be closer with students
and student experience

F. Large Scale Issues

1. Campus Engagement Survey & Focus Groups - focus is to send a
strong message that LC is your campus and it needs to reflect the
students we have here now. Our programs, services, and facilities
aren't reflective of the student experience. Would be great to say
that the student voice is reflected in this effort. There will be several
projects that'll be focused on (refer to the Campus Master Plan).

2. New first year experience. Helen has been providing names for
committees to ensure student voice is in place.

3. Policy Adoption around Reading Days. Students need to be
represented in policies that impact them, make sure that culture is
well in place. At least two meetings required. As policy changes
come along, the VPSL will come to ASLC to get student input, much
like what's happening. Want to make sure that the students know
that they have a voice at the table.

a) Vice Versa - If we make large changes, talk to admin/Harold
also. Reciprocal relationship. Focus is making relationships
and ensuring there's a good one between VPSL and ASLC.

G. Questions

1. Diana: What do you mean by new policies for Reading Days

a) Committee hasn't met yet so there will be more information
after they meet. This a reactionary decision to an activity not
being able to occur last year.

b) People from academics, student life, and students meeting to
come to an agreement on policy. Let's be clear on what
students need and want during Reading Days.

c) Sets a precedence that we come to you when there are issues
and make things more clear.

2. Hope: You mentioned impeded access between the students and
the administration.

a) Small things - regular meetings with ASLC
President (routine time to consult with

students), being at Senate Meetings as necessary

- b) Big things - Student Advisory Council to the President, launching in November, 12 students. Lots of access with students, getting used to a culture where students and admin have co-responsibility with running the institution

3. Hope: When we come to the VPSL with concerns and possible policy changes, should students come first or will administration also be reaching out?

- a) Housekeeping type items we don't need to be involved in, more about things that come up that potentially impact the college itself. That's why you have a faculty advisor.
- b) Robin tries to be as neutral as possible in hearing what students want. She provides advice if it puts the student or college at risk.

(1) EX: often regarding elections but it would impede on student rights so it's important to make them aware of that; anything that impedes action can cause concern.

4. Roland: With the projects you've talked about, how does that intersect with what's talked about in the Campus Master Plan and with tuition raises?

- a) When you do capital projects, you don't use tuition dollars to do that, loans are made. Two things will govern the projects that are decided and prioritized - the college's ability to borrow money and the ability of the board to fundraise.
- b) To be clear, just because we have listed all these projects, doesn't mean they can all happen. We are trying to do them all, but partly depends on what donors prioritize. We want to work on projects that students care about most to improve retention, which is why feedback is so important

5. Quentin: These projects are obviously on a large timeline, what kind of short term projects are being done to improve the student experience?

- a) I've heard that a lot, and I think its fair. I want to wait until we get the feedback
- b) For example (please note this is not a guarantee) is the Trail Room. It's a problem in many ways as a dining facility and a

great space that can be used as a facility for student spaces. It can be repurposed by making it into a student activities space for students/student orgs to gather OR The elevator in Templeton could be redone and make it more accessible. It's a high need. Accessibility is important and can be addressed. Learned that DSAs were important because they provided a covered, easy hangout space. Recreate that atmosphere before Templeton.

- c) Hoping Templeton will be 2-3 years, not 5-7 years
- 6. Diana: Without the Troom would there be a different dining area?
 - a) Looking hard at the dining issue. Robin visited the Bon Appetit offerings at other schools nearby. The company needs a different space and a different operating model. We could implement a "POS" type of dining. Also put a coffee place across from Watzek.
 - b)
- 7. Cas: Short term seems to revolve around dining options. If we weren't able to restructure Bon, could the meal plan be made more affordable? Or work more efficiently?
 - a) Absolutely. It's a consistent feedback. Bon Appetit would also like this change. Students can decide when and how they use the funds.
 - b) What we want and what the students want match with what the vendor wants. However, it may not be more affordable. It makes it harder to lower prices with lower enrollment. We could make it more attractive so more people (other than CAS) also utilizes the services.
- 8. Cas: Follow up, right now the Bon has a monopoly on food, I've heard that food trucks used to come to the South Campus, and people found that really popular. Could we bring that back?
 - a) The Bon doesn't get to dictate this policy. The campus does. Robin has been mentioning it to Helen for a while and she's in support of it.
 - b) The Bon is not a non-profit, they have to make a certain amount of money. We agree not to let another coffee shop come in in exchange for their service. The vendor has the exclusive right to sell food but the campus can make changes to bring things like food trucks.
- 9. Hope: When we were talking to Wim, he said a big part was the

short term changes, but that full turnovers are easier, what's the plan for making sure little things happen?

- a) The role of the VPSL is to articulate, argue, and convince on behalf of the students that the greatest priority is such and such to the Executive Council. At the end of the day, the President has the final approval.
- b) Even if it's not reasonable that it may happen and is clearly a high priority and should be worked on.

II. Legislation

A. SB027

- 1. Alex: Removes Chief of Staff from Constitution. Most cases, the duties were moved to Auditor or VP.
- 2. Roland: Is there anything included that if someone is gone from their seat, someone takes over their responsibilities?
 - a) Alex:
- 3. Cas: How does the Auditor feel about the bill?
 - a) Katie: Good with the change, falls under record keeping. Only concern is moving attendance enforcement to the VP.
- 4. Roland: What happens
- 5. Mikah: What is the rational with having the VP also oversee the ASLC website?
 - a) Alex: That is what was current. Just took out Chief of Staff
 - b) Mikah: Ok, we shall leave it

B. SB028

- 1. Motion to vote was confirmed unanimously.

III. Accessibility of ASLC (motion to move after)

A. Helen: This has all been very sudden, and comes on behalf of the students.

- 1. Tuesday QSU sent out their weekly email which is typed in colored fonts. SOC Nick Gothard mentioned that the colors were inaccessible and urged them to think of accessibility when sending out emails.
- 2. Wednesday Nick sent an email to the DSU about working on an accessibility guidelines with them.
- 3. Thursday, insinuated that the DSU had agreed to work with him on this, and then a comment that the DSU hadn't responded which individuals felt came across chastising and implied they were disorganized.
- 4. Friday, the DSU had a leadership meeting where the team was made aware of the event. The email ended up in the "Spam Folder" but the

group pointed out that they had not yet agreed to work on the project. QSU was also present and shared their experiences with each other. Both were upset by the interactions.

5. The DSU would like this to be a discussion in the Senate because it shows a pattern of ASLC targeting student unions. The DSU is already working hard to fight battles. ASLC was previously the only buffer between admin and disabled students, and now they don't feel safe among this group. They are asking that there be laws in place to punish this kind of behavior.
- B. Hope: The incident that happened, I felt that the exchange that happened was brought forth by students on my behalf, I never got to give my opinion. I didn't feel like Nick's statement was directed at us, the back and forth could have been interpreted differently by everyone. This was brought to the attention of our DSU Presidents who are working on a lot, for our leadership to push for action means there was a lot of passion about the issue. The DSU leadership, without talking with me, talked with QSU. Actions were made without input from me. Personally, I really hear the response of the person who talked to Helen, there's a lot of frustration. I personally never felt attacked, or that Nick was attacking DSU, this is my personal opinion.
- C. Cas: What should the nature of this discussion be?
 1. Hope: I didn't bring this up, I didn't introduce it to be discussed at Senate, I wish that I had known it was being brought forward. I was more frustrated with Wim that night.
- D. Madeline: something that was brought up was the pattern. Can you speak to that?
 1. Hope: I don't know what specific patterns they were talking about. I know that there is a pattern of disabled students on campus being sidelined. There is a lot we can do in making our resources more accessible and we have spaces to have those conversations like EIJC. I think we have been working on communication avenues but communicating with administration has been a huge part of that battle.
- E. Cas: Question for Nick since this started with the email. You mentioned that accessibility of orgs will be taken into account for budgeting next year, comes across threatening, can you explain the thought process?
 1. Nick: primarily with that email, in conjunction with other student organizations this semester, was to make it clear about the allocations and the concerns that have been brought it. It's clear that

the way I intended it was not perceived that way. Regarding accessibility, the reason I emailed the QSU, someone came up to me concerning the colors in the email. I emailed them, as a courtesy because I adore QSU, that they could be one step ahead. The information I have in my head doesn't always translate.

F. Luca: I appreciate that you are all talking about this, I want to emphasize that we stand with DSU. From our perspective, given the limited interactions we have with you, it didn't seem this particular interaction doesn't support the hard work the organization is doing. When interactions do come across poorly, it's sad because it feels like the rest of work is not significant. We recognize that the color wasn't accessible, and appreciate being informed about it, but it is also such a small change and bringing up the budget felt unnecessary and not appropriate to just throw in at the end. Especially since we already struggle to receive funding and operate on our minimal budget. We're hoping a norm is established for how we operate and communicate with each other. Thank you to the work done by all the student unions represented here and Senators.

G. Cas: How do we see this conversation moving forward? Do we know what they want?

1. Helen: At the core, the issue is that able bodied people are deciding what is best for disabled students. They wanted it to be on our radar and continued to talk about it. Meetings are scheduled to take place. It's not the end of this conversation.

H. Quentin: we don't have enough time to continue this discussion, can we commit to continuing this discussion next week?

I. Roland: can we also make a commitment to bring these things up at the Ad Hoc Committee Meetings? Next week, everyone has to report on this and the work that's being done

1. Jacob: Will the four chairs of the ad hoc committees commit to discussing and reporting on this then?

IV. Ad Hoc Committee on Systemic Barriers Report

A. Training:

1. Zoe: Been emailing with the YWCA about training, they're booked through 2019, but we could have a training in 2020. We're thinking of having an official training then a few optional ones on different dates.

2. Caroline: Since we're doing the make your own training, we were asked to determine goals that we should determine beforehand. Let us know what an ideal training includes.

B. Outreach:

1. Quentin: we talked about a few things, including outreach to different affinity groups. Looking at systemic barriers and how to address them - including within the election committee context. Found in the old Constitution that Senate was required to come up with an Engagement Plan. Might bring that back to the beginning of each semester, starting legislation. Meeting Tuesday in Watzek if you have ideas.

C. I&A:

1. Francis: Set an official time for when we're meeting: 5-6 in the ASLC Office. Making posters with QR code to submit anonymous feedback.
2. Mikah: are your meetings open to the public?
3. Frances: Yes, can send you date and times
4. Mikah: Will advertise

D. Diana: Are these committees permanent?

1. Jacob: They technically end at the end of the year since they're ad hoc.
2. Allison: There is no written expiration date, but you can write legislation to put it into another committee. Like the Textbook Subsidy Committee was put into CSRC.
3. Caroline: I'm hoping this doesn't have to become a side of ASLC and is rather implemented across all aspects. I think given the multiple issues that have come up, this is a systemic issue and everyone should be addressing it within their roles.

V. Cabinet Reports (motion to move)

A. Helen:

1. Working with DSU on this issue
2. Continuing to talk to Robin
3. Met with Wim about better utilizing student organizations and student leaders and making Executive Council more effective

B. Katie:

1. Investigation with EIJC into CO
2. Survey for student orgs about barriers to accessing Senate, meeting with Outreach subcommittee
3. Survey for faculty about communication with students

C. Shannon:

1. AES working on getting rep for SAAB board

D. Elizabeth:

1. Met with Mark Figurora, Dean of Equity and Inclusion where SSS and the school's ADA Coordinator were discussed.
2. The EIJC is working on a mixer for leadership groups on campus.
3. EIJC would like to use a space on the wall to decorate.
4. If you have questions or concerns, please contact the EIJC.

E. Mikah:

1. Working on Textbook Subsidy for the Spring 2020
2. Coordinating Watzek Recess in connection with Student Activities and Watzek Recess
3. Harold and I met with President Wiewel to discuss civic engagement initiatives
4. Helen and I met with Stephanie Fowler, Chair of the Board of Trustees to discuss the ways we can include student voice in decisions as well as discussing the concerns.

F. William:

1. Funded SLS alternative Spring Break trip
2. Reformatting grant application
3. Making a step by step paper for how student orgs can access their budgets from WebAdvisor

G. Mary-Claire:

1. VP apps due next Monday, make sure to read the information packet when its released
2. Potential for marking your top 3 when voting

H. Allison:

1. Updated how you submit bills. One will show changes using Adjustment mode (comments, suggestions). Second is the final version of the bill.
2. CAC is getting rid of the Judiciary Branch since everyone else is on the Executive Branch and there's no real difference.

I. Nick:

1. SOC is working on the application and discussing.

VI. Senate Reports

A. Doing Online

VII. Advisor Report

- A. Thank you for your engagement. Robin and I wish you could take the place of the US Senate ;) You all deal with a lot in a respectful manner. If you need further support for these processes let me know.

VIII. General Discussion

A. Stipend Payment Schedule

- B. “Representative” vs “Senator”
 - C. SOC Union Representatives
- IX. Final Remarks