

Start Time: 7:00 pm

Speaker Monteforte- On your voting record notice that there is a start role at the end of the column. Please write a here, unexcused, excused next to that. Does that make sense? Excellent.  
Starting roll call, Finance

Chair Dougherty- Senators DeVivo, Neill, Zurvo and Fitzgibbons all excused.

Speaker Monteforte- Student Activities

Chair Benner- Senator Etter Excused

Speaker Monteforte- Uh, (Legislative Action)

Chair Rifken- All present

Speaker Monteforte- CODEEE

Chair Tepper- Senators Yuan and Habib excused, Senators Griffin and Sadeghi unexcused,  
CODEE is dissolved

(Laughter)

Chair White- all present (referring to Student Action)

Speaker Monteforte- PR

Chair Denton- All present

Speaker Monteforte- Academic Affairs

Academic Affairs committee- all present

Speaker Monteforte- Mike

White- Uh, The motion is to table approving the minutes

Unidentified- Second

Speaker Monteforte- so a motion has been on the table for not approving the minutes we will now vote on that.

Chair Rifken- Point of Information

Speaker Monteforte- Yes

Chair Rifken- the motion is actually to table the minutes so they are just going to be postponed till next week not today.

Speaker Monteforte- So a second so we are going to go through on that, Good, okay. Now moving on so we are going to table the minutes

All- Don't we need to vote?

Speaker Monteforte- Yeah so we are going to vote on it, as I said, right, yes. It's so hot. So, all those in favor of tabling the minutes until next week say I; All of those opposed, nay, all those abstaining.... Excellent, the minutes are tabled, now moving on to public forum with our first guest Mara Saule, Dean of Libraries, we would like to welcome you.

(Clapping)

(0:1:46) Mara Saule- thank you for inviting me and having me here, I spoke last night with President student advisory council so for those of you who were there last night a lot of this will be repetitious but what I want to do is really talk about really two in the library that are different but inter-related and that's- Julian was saying earlier one of his platforms was making a better Bailey-Howe and so the two initiatives; expanding our hours- which I want to thank you all for helping us and the renovation and potential expansion of bailey howe library physically. All in the service of making a better bailey howe, so as you might know last night was the first night that we opened the library at 7 am and closed at 2 instead of midnight. We did keep, have the library open before from 8 am to 2 am but just during finals week. And so and we also as many of you may know have a 24 hour study where the cyber café is, it's a small space, we are looking at how we can expand that but that's still open 24 hours. Again, this was brought on by your resolution and also our wanting to keep the library open later. We looked at the data from last fall and other semesters and the library use and the all night study use really peaked at around 2 o'clock am, the all night study and then, and then the use really went down, and so after 2am it looked like the all night study could accommodate whatever students were still left in the big Bailey-Howe. So that's sort of the rational for why we piloted a 2 am (close) rather than a 24 hours (0:4:00). 24 hours has some other issues. The all night study is security swipe, so only UVM, people with a UVM ID can get into that like at 2 am, 3 am, etc. We can't do that though to the library as a whole, at least not at this point, which means that it becomes a real security issue when there are only a few students or not very many students studying in the library at 4 am, and, you know, we can try to restrict people who are not UVM people from coming in but it can become an issue in terms of non-UVM people coming in and crashing the library and in some cases it would be a security issue. So we are doing, we are testing that out, again last night was the first night, you know, some of you at least were there until 1:30 or later and so we are going to keep track of how many people are in there from midnight until to 2 and then we already count how many people there are in the all night study every hour. And we have an electronic heat sensor counting system for keeping track of how many people come in and how

many people will leave so we have had in the past couple of semesters, during this time of the semester which is when it starts to get, the pressure is on, you know, and starts to get really busy; over 8000 people in the library a day, and we almost hit 8000 yesterday, so I don't need to tell you it's really packed. So that is the hours rational all. I don't know if any of you have specifically library hours questions? We will look at the data at the end of the semester, talk with you all again and see what the implications are and whether it really holds up that the use drops off at 2 am and so the all night study can accommodate. Alright, so.....

Speaker Monteforte- You are good, you can speak (referring to inaudible comment) Are you don't? Would you like to open up the floor for questions now or continue?

(0:6:23) Mara Saule- Okay, I guess I'll continue. So the other half of this, which is really not only exciting but really really pressing and necessary is renovating BH so that there are more study spaces, more group study spaces. We really want to move a lot of the lesser used books out. We have a storage facility behind East Avenue where the police are for the library research annex and also have like congressional papers and archives but also books that are not used that much and then we in the past few years have leased space out in Williston like in one of these industrial parks that is just a storage place where we can move materials so that we can take out the stacks and renovate the space for it to be student study space and collaborative works space. So both of those facilities are full. What we have started, just this year is a BH master plan process, so we got a request for proposals out to a variety of architectural planning firms to come in and over the summer do a feasibility study and a BH master plan. So a master plan or okay, when this lest say the main floor reference area books, we find a place to clear them out. How do we renovate that to be most useful for your academic needs and study needs. There is some places upstairs that we could renovate and we would just need to have a plan for how to do that At the same time we are looking at building an addition to BH, maybe further down, in the future, but also as part of this study for a learning commons. So having mutli-media development and production, more academic support systems, like an expanding writing center, tutoring, advising, career services might have an outpost there, study abroad counselors potentially, so that is still open for what is going to be in there. But we don't want the planning of a new addition bog down the renovation of BH; that needs to happen no matter what. An addition would be great, we will use that, but renovating BH is important so over the next few months, once we select an architect, we'll have a student advisory group to give input to the architect and the larger planning in terms of what you would like to see in BH and then also in the future an addition (0:9:12). There is a plan to renovate billings. That is moving ahead now for fundraising so I don't know when that will happen. So those are the two big initiatives, so extending hours, we will see how this works, and renovating BH so that there is, as much as possible in that box (for now) a better study space. I'll entertain any questions.

*Open the floor for questions*

(0:9:45) Chair White- Pass

Sen. Adams- I yield the floor to (inaudible)

(0:9:54) Jeff Whitmore- How you doing? My name is Jeff Whitmore. I appreciate the work that you are doing and I appreciate you coming and talking to the SGA here and I just want to say that I think, well I believe that the 2 hour extension of the library hours is certainly progress being made. I think that a university of more than 10,000 students that is increasing their class size by more than 300 students each year, it should also, it goes without saying to extent that a University, a public University library has a 24 hour library facility. I mean I know that Bates college, which has less than 5,000 students has a 24 hour library and granted there are privately funded and we are one of the only Universities that has a library that is not 24 hours and is a mid-sized school. I definitely think going until 2am is progress, I think an all night library should go without saying for a university, as an outgoing senior I really don't have much of an interest in this anymore but and granted there may have been research that says the flow peaks at 2 but that is because you have a 50 x 20 yard area for students to use. I think the security issue, my freshman year and sophomore year, I believe my sophomore year, there were just turnstiles in the library. If you have to swipe to go in, if that is a security issue, than we can easily mark off the central floor and the basement and open the first floor to students, but I think this university is doing a huge disservice to the student body by not having a 24 hour library area and I think 2 ours is progress and you know, while research might have shown that it peaked at this time, it's because there really not much service that exists. The cyber café is not adequate.

(0:11:33) Mara Saule- No, it's not. No, I totally agree that the cyber café is not adequate; we have done a lot of research on other institutions. There is a clump that are not open late, a lot of them have 24/5. We didn't find a lot of them that had 24/7 because the use, as you can imagine, Friday and Saturday night really drops down. So there is a mix but certainly staying open later and in many cases 24 hours is something we should be looking at doing. Again looking at some of the constraints around staffing and all that but hopefully the University will invest in that.

(0:12:30) Sen. Lott- Two questions: one, If the library would be open 24 hours a day, would it be all floors, like complete access or would it just be the first floor?

Mara Saule- Well one of the things that we are exploring is, you know the big open steps in the middle? And then there are fire steps at either end. The way out of the library, the emergency way out of the library is down the back steps and out the back. So we wouldn't really close off the bottom floor because that is where the emergency exit is and you need to have at least two points, it's kind of a code. With that said we hope during the feasibility study to look at how we could at least sequester of the top two floors. With the big steps, it is hard to see, you know I am not an architect, I am sure there are ways to do it with doors and pulling kind of things down but anyway, that is the problem. Actually we would love to be able to do that. The other issue is staffing, as well, I am not going to get into that. In order to keep it open 24 hours we would have to hire additional staff and additional students because right now in order to stay open until 2 am we are switching a staff member's shift from 4 to 12 to 6 to 2am. But again, if the data shows

there is a real need than I can bring that case higher up. And the staff issues are not necessarily a deal breaker.

(0:14:26) Sen. Osef- Hello again, thank you for coming. My first question is; alright, I am a second semester sophomore so I have been here for 3 semesters, I took the fall off, but I actually had no idea until last week that the cyber café was 24/7. So I was just wondering if you guys had any certain plan to better advertise or better inform students that that is an opportunity.

Mara Saule- I guess we could. Sometimes you starting thinking, there is a sign, it says all night study on the door of BH going into the all night study, but that is not easy to see. That is a point well taken about, as we publicize the extended hours we will publicize the all night study.

(0:15:17) Sen. Osef- Also, one more question. You mentioned renovation of Billings, or planned renovation. What would that renovated space be used for?

Mara Saule- So we actually are, our architectural planning is way down the road. So what would happen there is special collections in the ground floor of BH would move to Billings where the north lounge is now and maps in the Marsh room. Holocaust studies and the center of research on Vermont would move to the top, the enclosed balcony area. On one side, Holocaust studies, on the other side a center of research on VT on the other. And then in the rest of the building, the cook commons would stay because there needs to be a place to feed students at that end of campus, which is a little problematic when you have hot food being prepared about rare books and manuscripts but the architects will figure that one out. So the rest of billings down there would be special collections, manuscripts, etc. That will free up space in the off-site storage that I talked about so that we can move stuff, a.k.a books, from BH over to the (inaudible, possibly Ira?) Again we don't want to wait for billings to be done to do something in BH. So I want to make that really clear, this is not "hold on until Billings happens." We want to move on BH renovations as quickly as possible.

(0:16:56) Sen. Adams- You talked a little bit yesterday, during the talk, about the Dana medical library. I was wondering, it seems like more undergrads are using that space, so is BH putting pressure on other libraries?

Mara Saule- Yes, and in fact I did mention it last night, I mean, you need to go study where the study environment is best and if the study environment in BH is not good than of course you are going to Dana library. Dana is a med library, it is primarily clientele are the medical students so we do hear from them just about; there is not room for them because it appears to be undergrads there. It is open to everyone so there is no talk of restricting Dana but you are right; The domino effects of BH being noisy and students needing to go to Dana because it is quiet and a nicer environment that was built new in 2005. So there are those effects we also hope to ease when we create the acceptable study space for you all in BH.

(0:18:13)Chair Caster- Thank you for coming, I have actually been very much interesting in the library and have done a little bit of research. You had mentioned that there had been a planned renovation in this summer you were going to be putting out a request for proposal of a request for renovation, but in that library has been mentioned in the campus master plan however the library is absent from the Capital ranking proposal. And, so I was just wondering if you could clarify on that as the last time I have checked that in 2007 it was not there.

Mara Saule- Right but now it is number one, I can tell you that. Because they have just released, they just did a whole new capital ranking process and we wrote a proposal for a renovated BH plus a learning commons and the rankings were just kind of done and I don't even know if they have been discussed with the board yet although they are out there. And the learning commons, which includes the renovation is number one on that ranking list so, you are right, it wasn't on the list. This hasn't quite yet worked through the system but so far it is on top.

Chair Caster- So, just to clarify, there has been a new set of capital ranking proposals and that information has not been yet released to the public because it has to be finalized by the board of trustees.

Mara Saule- Right, it hasn't gone through the whole approval, etc. I can tell you that the learning commons is right up there.

(0:19:49)Sen. Daley- I am right here, I won't stand up and attack you. My first question was actually answered by Sen. Adams about the Dana medical so thank you for that Sen. Adams. But my second question is a follow up to that. I heard that, I forget that if it was from a librarian there of if I read it in Dana, that there are the same types of fundamental plans or preliminary ideas going on about possibly expanding Dana medical also....No? Okay.

Mara Saule- Unfortunately where Dana is on that corridor, you cant, there is a parking garage behind it, there was some swing space that the hospital had , you know when they made at the end of their care center and the health education center on the other side, some empty space that was just kind of boxed in, there was a wall, but now that's being, no it's across from Davis. But that is now being used for something for a hospital purpose. So one of the challenges with Dana is that it is kind of a condo arrangement. The hospital has one side, from Dana up. Dana is also the hospital library so. UVM has a health education on the other side and there is Dana in the middle so we kind of have these agreements between the three parties on how it is going to work. There isn't plans on expanding the medical library but we are also trying to free up space and renovate it and a lot of those materials of course in medicine, the print is really not the way to do research anymore.

(0:21:50) Chair Benner- First off, hi Mara, thank you so much for coming it. Okay, so one thing, what is; ballpark this if you need to, what is the current seating capacity of BH.

Mara Saule- 1,100 seats

Chair Benner- Okay and what would be sort of after the renovation the optimal seating capacity?

Mara Saule- We haven't worked that out. That is part of the feasibility study. So it depends on during the study how many print materials can be moved out in order to create more seating and more tables. So I dunno how much more, I can tell you for the learning commons right now were looking to double the size of bailey to the north towards Flemming. So there would be a lot more study space there but again that's total speculation how many seats there would be. The scary thing to me is that there a 1100 seats and there have been hours during the day when there have been more than 1100 people in the library which means there is not a seat open. There should be a certain percentage of seats open so you are not crammed next to another person.

(0:23:10) Chair Benner- Question that I am going to revisit, seeing as it is my favorite question to ask you, what for you would sort of be the tipping point of any sort of data in making the 7 to 2 for the entire semester, instead of just for the last two weeks.

Mara Saule- We haven't identified the tipping point, and we probably should as this goes forward. A tipping point, one way to gage it, would be when "does the all night study really not suffice for the students left in the library at 2." I mean this is all kind of a banded patchwork (inaudible) some more space later when the students would need it. That would be the logical tipping point because students cant fit in the 24 hours study. And that right now there are only 24 work stations in the cyber café. Its not a big space, as I mentioned earlier we are looking how we could expand into where reserves is now or maybe part of the McCurry Gallery. It would help a lot.

Sen. Lott- How much do you think this would cost and where are we going to get the money from

(0:24:51) Mara Saule- How much?

Sen. Lott- Actually both of them

Mara Saule- So, 24 hours, we would hire an additional staff member which would cost with benefits and stuff would be around \$50,000 a year, and not including summer. So for summer actually we are actually restricting hours so we can (inaudible). And a couple of new student works so probably around \$80,000 a year is a good estimate, or an estimate. The learning commons addition and BH renovation, that cost estimating will be part of the feasibility study. So what we are going to be looking at is a separate plan cost for the BH renovation alone and then how much the BH renovation along with the learning commons will cost.

Chair Caster- So to what extent are the renovations and changes with BH following the same sort of presented pattern as I remember reading the campus master plan said there was a land bridge that they had planned out, and there was that and

Mara Saule- The bridge to BH from the theater that was never built

Chair Caster- Yeah, is the land bridge and the theater proposed by President Fogel going to be incorporated into the renovations of BH and to what extent would that sort of detract from resources for making the actual library better.

(0:26:37) Mara Saule- The theater never got that far, so it was Fogel prosing the theater but it didn't make into the whole Davis complex and actually my saying "come on, the theater is coming so close to bailey howe" We had been trying to do renovations all along and I was thinking, okay lets get a bridge, not a little bridge but a big bridge that has some functionality to it to connect the theater to BH but it never got far enough to be a plan. It was more of an idea and now even if the theater were built, we are looking at a more substantial change to go the other way.

Chair Benner- So what were your thoughts, I think in like mid March when the admin released their proposed cuts, what were your thoughts on the potential getting rid of the cook chem. Library?

(0:27:47)Mara Saule- Its going, and we have been working with the chemistry and physics faculty for over a year. Chemistry and physics, probably as much if not more than medicine, has really gone all online. In terms of being a library of resources it really wasn't serving that function because everything is online. We spend a lot of money on online subscriptions and resources for chemistry and physics and so to staff a library where the material isn't being used, I mean it is used as a study space for graduate students of chemistry and physics and some others so that is moving ahead, that library will be closed July 1 and the staffing for that is part of the cut.

Sen. Campbell- Thank you for coming I was wondering if there had been any motion to compromise and simply include a better 24 hour learning area in the proposed renovations.

Mara Saule- Oh you mean in the...

Sen. Campbell- So that you would not have to have an extra staff because you would just have a better 24 hour learning area.

Mara Saule- Well it would still need to be staffed

Sen. Campbell- But you wouldn't need to.

(Inaudible conversation)

Mara Saule- So you want to have, if the learning commons happens, a significant 24 hour learning space in the learning commons. Um, and that will be part of what we work with the architect on and say in the learning commons we want to have spaces that we can close off and have be open 24 hours. It doesn't answer the staffing question. So there will clearly be an



ongoing cost that has not been identified but the staffing, if it were just the BH would be a cost issue

(0:26:59) Sen. Campbell- So are you suggesting that if the whole library stays open 24 hours we would only have one staff member present?

Mara Saule- Oh no. That is the problem. We couldn't only have one staff member. You see you have to have at least one staff member who is full time and a couple of students because you would have someone sitting at the circulation desk just watching the comings and goings etc. And then we want to have people who walk the building making sure everything is okay and safe and stuff like that. And so we couldn't only have one staff person because that person for example might need to go to the rest room or might feel ill or you know, just one person isn't enough. There could be one person and a couple of students.

(0:30:53) Chair Rifkens- I have two questions here, my first one is really logistical; Are weekends still the 7 to 2 am

Mara Saule- They are on Sunday which is the busy night. Friday and Saturday it closes earlier, at midnight. Friday and Saturday, I mean you can imagine the use really isn't there. So its open Sunday thru Thursday until 2.

Chair Rifken- My next part of my question is for the cook library, is that still going to be an optional study space. Because, I know from my experience, I have used that space to study for exams before and I have seen a lot of other undergraduates from my other classes up there, and I don't know.

(0:31:51) Mara Saule- My understanding is that is really a building that is used by arts and sciences faculty so that cook space is going to the chemistry and physics departments and my understanding is they are looking at making that into a study space, I am not sure what is going ot happen, It's not under our management anymore.

(0:32:16) Sen. Mansfield- Thank you for coming in, really appreciate it. My question is have you considered use of reference materials in this; are students allowed to access reference materials at the 24 hr access café. Because I know that I have had trouble needing reference material because everyone is on top of the same books at the same time and I was just wondering what the logistics of that might be.

Mara Saule- Do you mean like reserve materials?

Sen. Mansfield- Yes, the reference books that cannot be taken out of the library

Mara Saule- What we are looking, one of the things, I just had a conversation with the head of circulation the other day about it, and he expressed the need to have access to the reserve books,

and they are like right by the all night study so we were thinking, is there some way to expand the all night study to include reserves so that there is access to those books.

Sen. Mansfield- So this would also include reference or is that not what you were going to do with the 24 hour

Mara Saule- Well we haven't factored that in. A lot of the reference material is online. (Musical Sound) Does that mean I am done?

(0:33:49) Mara Saule- I guess lighting did strike. So when we expand, you know I think that is a good suggestion, taking a look at what reference books might need to be over there too. (Inaudible). We don't know what kind of materials you need or what the crunch is or what books and reference materials you might need.

Speaker Monteforte-Senators I would just like to say that we do have a lot of people on the public forum still and a lot on the speaking order so please keep your questions relevant to our discussion. Senator Goodnow

(0:34:31) Sen. Goodnow- Well after that point I will make mine really quick. One clarification, you might have addressed it in Chair Benner's question. So is 24 hour library in the works or are you looking for data that will clarify. So if that is the case, what exactly, is it the same data that you addressed for Benner's question with or different data. Are you comparing it to another college of the same size or...

Mara Saule- No, I mean it is just hard to compare because of staffing and funding, etc. If the data looked like an all night study could not accommodate during this 3 week crunch period; because we really don't see an issue in all night study until this time period, then what I would be looking for is data to take to the provost to say "we need additional resources because we need to keep the library open" whether it be for those 3 weeks or for a longer time in the semester. So I would say it is not in the works but we need to have the data to show whether it is necessary and that includes the benchmark data from other institutions.

(0:36:06) Sen. Osef- Hi again, in reference to Senator Lott's question previously you said that it would cost an additional \$80,000 to hire another staff member?

Mara Saule- No. It would be about \$50,000 to hire a staff member. That is because there is a salary and then almost half of it is benefits and then additional costs for additional students. And it wouldn't be necessarily the same for students (referring to salary and benefits)

\*\*\*\*\*Due to technical difficulties, the audio recorder stopped working for about 5 minutes.

Sorry for the inconvenience. All time stamps from here on will be referencing the second part of the recording of the meeting\*\*\*\*\*

(1:31) Speaker Monteforte- Can we give our attention to our presenter

Jorden Jensen- Okay, well, I hope you guys are having a good night. My name is Jorden Jensen and I am here on behalf of Vermont refugee resettlement program (vrrp) in Colchester Vermont and I am here to talk about forging some kind of relationship between UVM and VRRP. I just started interning there in the last few weeks and as far as I know there isn't a relationship between it and the university and I think that there is a lot to utilize. I thought I would start here and run some ideas by you and here and see what kind of feedback you have. First I want to briefly go over the program. What we do, the structures that are already in place to help resettling refugees and we will take it from there. I know you are all students and probably know a lot about this. The United States obviously has a specific way of defining what a refugee is. They can't take everyone in, so its, they describe it as people who have special humanitarian concern for the US, and they don't really tell what that means but obviously its people who have reasons to fear for their lives and fleeing their countries and go to different countries to resettle, very often choosing the US. So that is that. VRRP takes refugees in from countries around the world, mostly Africa of South East Asia. So in the office we have quite a few translators who speak a variety of languages to try to cover all of those bases. I mean people arrive in the US and they don't speak English and they have to find employment and enroll in school so that is something we have to take into consideration. So this is basically what I wanted to focus on the most. Our priority encompassing all the different offices within VRRP is to understand that there is no generic experience for refugees. People are coming from different countries, they are fleeing their home countries for different reasons; they have kids; they don't have kids, they have belongings, they have nothing. And they, it's a challenge you are dealing with human beings and its difficult. So it's difficult and it's definitely a challenge to incorporate all of those needs when you are trying to resettle someone who lived in a camp for ten years into the North end, so things come up. And you know, languages and religions, cultural practices, all of those things really quite amazing. It is easy to read this and not really think a lot about it. But for example Friday morning I drove a man around and showed him around and he, it's really amazing, they show up here and they really don't know where anything is, obviously, and to try to find a job and figure out the bus schedule when they can't even read it, figuring out how to get food stamps, where the food shelf is, getting their kids enrolled in school, all of these things. Meanwhile they have to go find employment within 6 months of arrival whether or not they speak English or not. You know it's a challenge and on top of the trauma they have experienced already in the camps, fleeing their country. It's a lot to take in, for anyone. What we do at the office is really try to understand everyone has a difference experience, we need to treat people like individuals, and not try to sort of call everybody a refugee and assume everyone has had the same experience. This can be cheesy but these are just a lot of things we tend to keep in consideration when we are resettling people. Addressing human culture is a lot more than eating different food and speaking different languages and wearing different clothes. This is included in the packet. If you read over every single one, when I first read it it made complete sense. What each one of these things would come up. I mean, he was in the car for an hour and things came up. It was so obvious what the

adjustment was for him. So a little bit more, VRRP is a field office for the US committee of refugees and immigrants. There are about 12 offices around the US and so one happens to be here. Resettling refugees, so this is what the office does: we pick people up off the plane, we are pretty much, ya know, in charge of their journey through the US for the next 8 months. That includes applying for a social security number right away so that they can enroll in school and find employment. English training and tutoring is a big issue for finding employment and enrolling in school. Medical evaluations, that happens within the first 30 days of their arrival so, it mostly deals with physical ailments, psychological things we don't deal with but that is a huge concern. Finding permanent and affordable residency, they are given 900 dollars when they come here, and that's an increase, they didn't even used to get that much, and then there is an additional 200 for emergency funds. So it is really a challenge, especially in Burlington, if you live off campus you know that rent is outrageous in this city. So it's very difficult to find apartments for people and then we introduce them to cultural norms, that's an ongoing process that certainly lasts longer than 8 months. Refugees and the office, we all keep in touch and so obviously things come up after the 8 months we deal with them accordingly. So this is what is in place now. We have case managers and these are the people who speak multiple languages, travel all over the worlds, they pick people off of planes, they hook them up with host families where they live for the first two weeks. They are able to find housing, they coordinate English training, the coordinate the medical evaluations, housing, schooling, social security registration. They basically orchestrate the beginning for all of these people. There is a special office just for employment, you know, building a resume, introducing refugees to the into the American work environment; it is just overwhelming, for a lot of people, understandably so. And then the interview process. I actually sat with this guy from the Congo through an interview and its, I don't know, think about it. Its a lot. And then English training, there is in-house tutoring and then there are English training courses that are held in the (inaudible) basements, donated spaces, people's homes, wherever. And then there are also volunteer opportunities. You can host refugees as soon as they get to the US, for about 2 weeks. It's not something generally that college students do, it's a lot of commitment. You are basically incorporating them into your everyday life. You are introducing them to the place they are going to live for the next 50? Years. A family friend, this is a great option for college students, its about a year commitment, at the minimum, the longer the better. You get to know these people. You get to know their kids, their family, their extended family. You take them grocery shopping, you show them Burlington you talk to them about how they are feeling, how they are doing what they are going through. You eat with them, you read with them, you tutor them, you do all of those things, basically it's a very personal lessone between the refugee and Burlington; English tutoring and then fundraising and donations which we take. And there is also in the packet there is a list of the welcome kit, the things that we like to have, what you can donate in terms of furnishing an apartment, personal items, clothing, you know they are coming in with nothing so everything that you have, they need. So think of that. And so this is the MOST important part, and this is why I came. In what ways can the UVM community become a substantial part of this progress, and how can we make

this transition easier for the refugees. These are some ideas I had, (in packet) I am not sure, and you know I wanted to bounce these off of you guys and see what you thought. So, utilize social networks in organizing events, spreading awareness. There are a lot of tables in the Davis center and it is easy to walk by them and eat their candy and keep on walking and that is the thing I really want to avoid doing because it is such a pressing need and something people coming here really rely on. Making volunteer opportunities known around campus and more accessible. I don't know if people have any ideas on how to make that happen. I do want to talk to (inaudible) about there are ways to incorporate volunteer opportunities into curriculum. CUPS I guess it is called, I have never heard of it. And that would be an ultimate goal, down the road. Donation drives and pick ups, organizing a drive on campus for specific items. Anybody with a truck or a big jeep? I don't know, picking up furniture and bringing it to apartments. That would obviously require a lot of organization but that is an idea. Refugees often access the Chittenden emergency food shelf and I was just on their website today and I guess prices for gas and food and everything is up and donations are down and the holiday season is over so that is another, completely separate project in itself but for refugees who are relying on food stamps and food shelf items that is a big one. This is something I thought would be cool, a benefit concert or something that would incorporate music with UVM bands or local bands, it's kind of a cool place for music. I went to a youth group a couple weeks ago and a lot of them play instruments, they want to get involved so that would be a way to really, I really want it to be a community thing. These are your neighbors. I mean, I live on Hyde Street so they are my neighbors. When you think about it that way it sort of puts a different tone. It's not about charity it's about doing the right thing which is what I really want to emphasize. Anyway, one on one English tutoring, there are different orientations sort of taught periodically taught at the office sort of letting you know what the process is like, what to expect. There are classes that you can be a part of. I have been speaking with my boss about possibly having students tutor or you know help students in the classes in high school depending on what stage they are at with their English or adjusting to a different culture. That could be very beneficial. Family friends which I spoke about. A Community garden, I don't know what UVM has for land, I don't know there is probably a lot but, food, I don't know bring everyone together on a Saturday morning planting stuff and having access to those things and then we also have world refugee day on June 18<sup>th</sup>. A lot goes on with that but I mean it is still in the beginning stages of planning. So those are my ideas, I don't know if anyone has any questions or comments or anything they have to say.

*Open the floor for questions*

(15:52) Chair Caster- Hello, thank you for coming. I guess some useful information, in terms of how we get help with our experience; UVM is trying to make a new sort of program for general education and one of those outcomes of general education is service based learning, which is sort of directly applicable to this. An in terms of volunteer opportunities, I think this is wonderful. I think that we have a lot of majors here like community development and applied economics. I know that we, COLA and Senator Lederer-Plaskett had discussed voter registration for refugees

and citizen programs and stuff like that and I would advise you to contact individual departments and see if there are any program opportunities. And again I can give you contact information

Jorden Jensen- Thank you

(16:53) Sen. Zow- Hi, thanks for coming. First, I am an international student at UVM and I am from Shanghai, China. I am working for a program called cultural cats with my English professors, probably I can help you to connect with her (leader of cultural cats) because she is like doing a lot of communication with new students who are not native English speakers so UVM probably wants to offer more international students in the future and another thing; there are a lot of volunteers. There are really interested in helping those international students so yeah, FYI. Just telling you.

Chair Tepper- I would like to yield the floor.

(17:40) Jeff Whitmore- I think you have some really great ideas up here. I think some people you could reach out to are the office of international education. I don't know if you mentioned that. They have a lot of students that have come from different countries and spent time here so are maybe familiar with the culture. I think that you should look at SGA recognized clubs, for language clubs, business clubs, I don't know if you are trying for tutoring. You could reach out to accounting club or something. Just putting flyers up for relevant majors, like CDEA and (inaudible) a lot of successful students would (inaudible).

(18:38) Sen. Adams- Just to echo that, there are a lot of clubs, there are a lot of community service clubs, but also in student life, leadership and civic engagement works really close with them and they send out an email with volunteer opportunities. And there is also like a service trek for incoming first years.

(19:06) Sen. Lederer-Plaskett – Hi, I just wanted to suggest you look through some of the groups that multi cultural based clubs on campus, I personally spent my freshman year working as a ESL tutoring for a Haitian family but there is a much wider range there and I was connected through a couple organizations so there is a lot to be found. There were also a lot of people there who, I learned ESL and got a lot of experience through that.

(19:53) Sen, Matthews- I am actually the inter-fraternity council vice president of community service and philanthropy so.... I can get you an email (inaudible). I can give it to the sorority council as well.

Sen. Dougherty- I would like to yield the floor to

(20:23) Puja (spelling)- Puja. Hi, I am also familiar with a group called connecting cultures on campus. I don't know if you have heard of them. I think it's the behavioral.. I don't know what organization it is but I know they do the psychological aspect kind if issues you talked about with refugees. So

Jorden Jensen- I mean it's hard. It's sort of an area that sort of unravels itself years later and it is difficult

Puja- I think they do counseling with them

(21:06) Sen. Zow- I just have a question like, do those new people from the different countries not speak English at all or just some basic?

Jorden Jensen- It varies, you know, it is pretty easy to pick up on a little bit as you sort of move along but it depends on what camp you were in and if you had access to any educational tools at all which a lot of them did not. It definitely varies.

(21:46) Sen. Daley- along with clubs and society, part of the 1<sup>st</sup> year experience, is you have the opportunity to live in a residential living community and a lot of these communities are (inaudible) For example I live in health and wellness, for instance, every weekend we go and green up Burlington or work with the food shelf. So maybe getting in touch with reslife (inaudible).

Speaker Monteforte- Any further questions? I would like to thank you for coming. Now I would like to invite up member from the Universal Design for Learning advisory council.

(22:53) UDL- Good evening everybody. Thank you for letting us come in to present. We are the members for universal design for learning team. And without further adieu I would like to present Charlie Rathbone who is going to provide you with a brief presentation here.

(23:12) Charlie Rathbone- just a moment. So senators, thank you very much for letting us have a few moments on your agenda here. We will try to be brief and to be clear. We are a grant, the Universal Design for learning on campus. we are a 3 year grant, ending September 2011, I was, I guess I still am a professor here at UVM retired here from active teaching a few years ago, and then a week later signed onto this grant. The purpose of this grant is to help faculty, volunteering UVM faculty, become better at teaching. And so we have done a number of presentations around the UVM community. This is the 1<sup>st</sup> time a we have done a general presentation to a large group of students. We have done presentation to committees that have had student representation but we need you. And so the purpose of this evening's presentation is to share a little bit about what UDL is about and then at the end tell you why we need you and how I hope we might be able to work together. So UDL had its origins in architecture. There was a man by the names of Ron Mace who at the age of 10 contracted Polio and spent pretty much the rest of his life unable to walk. So he spent most of his life in a wheel chair. He became an architect. He became really interested in the idea that upfront, like in the library, if we designed our physical spaces so that people with certain physical impairments could easily use those spaces, everyone else would also be able to use those spaces. So one of the really interesting ideas of UDL is this idea that we design spaces for a very broad broad range of users. So Mace went on to found the center of UDL in the UNC in the early 1970s. In the next 15 years or so he developed the 7 principles of

design focused specifically on architecture. You can see on the power point here what those 7 principles are. They are adequate use, physical space and flexibility use, they should be simple and kind of an intuitiveness about them so you don't have to figure out if there was a small cl.....

PUJA- *sighs*, you know what, I have had people talk at me all day and frankly your presentation is putting me to sleep.

Charlie Rathbone- You don't like the powerpoint?

(26:37) Puja- It is kind of boring.

Charlie Rathbone- Well how about this, (turns on media display) (27:00-28:44)

(28:45) Puja- So I and Charlie are actually both members of the UDL on campus and we are here to basically tell you, to inform you about what the UDL is and to ask for your support. Basically UDL is the how of how learning happens- what makes learning affective versus boring, that I am sure many of you experienced in your classes day to day; you zone out and are not affected. So we are trying to really go deep in terms of why are we paying lots of money to go to UVM? What really allows us to learn.

(29:28) Charlie Rathbone- These next three slides, The work that we are doing for UDL is grounded in most recent research on how learning happens, cognitive theory, the neuroscience of learning. Not going to spend any time on these slides except to say what I learned in school as white matter is actually, it may be white matter but it is also an incredible interconnection of all parts of the brain with each other. It's actually not true that we only use parts of our brain, we use most of our brain all of the time, we just don't use it particularly well. We also know that learning has a lot of variability in everyone's ability to learn. We think that the principles involved in this Universal learning UDL grant can invoke interest and passion both from a teaching point of view and from a learning point of view. And we finally know that while learning has a bunch of different definitions, one thing we are actually sure about is that it is brain change. So that when you are learning, when people are teaching effectively and even ineffectively its changing these little spikes going off of these dendrites, are what happens when you actually go into a state of rest. And the brain kind of goes back and goes through the program of what happened during the day. These neuronal connections are made. And so learning is not to be taken lightly, and we think we can do a better job with it.

(30:57) Puja- so as Charlie mentioned, UDL is really based in research in cognition and neuroscience. The focus is allowing all individuals regardless of background, race, gender etc. to excel at UVM. It's all about providing rich supports for learning and at the same time taking away the barriers in the curriculum. So in UDL speak we don't say that the student is disabled we say that the curriculum is disabled. We think that learning should be accessible and allow for a lot, actually everybody to succeed.



(31:36) Charlie Rathbone- So it comes right out of how we know the brain learns. So quickly we are going to show you that there are 3 principles in UDL and learning. The first one is representation and we work with our volunteer faculty. One of the things we try to get them to do is to represent their content in more than just text or words but in many different ways. That is one of the reasons we chucked this media clip into our presentation also we are trying to do some more visuals in terms of these slides. So representation is the first principle, connected to the recognition network in the brain and when faculty begin to broaden their ways of presenting things,.

Puja- So like Charlie said, different ways of presenting will let different peoples brain stem, the oldest part of the brain, to be stimulated. You will be able to recognize the material that your professors present. Not just if it is in text but maybe if it is in photos, video, audio, maybe tactilely. So representation, Its all about different ways to represent to materials.

Charlie Rathbone- The other side of that is how many ways do faculty allow you to show your stuff. In other words, what is the breath of ways that students are allowed to show faculty what they know in their courses. We call that expression in action. So it is linked to the strategic part of the way the brain processes info in our frontal lobes. Our thinking our dealing with short term memory. And it is designed to enable faculty to work with students, are there different ways that students can show you that they are learning what it is that you are teaching.

(33:30) Puja- So again for expression it's about using this part of our brain (points to frontal cortex and parietal cortex) expression is all about how you express what you know. And when you use this part of your brain, and everyone uses it differently. The learning sinks in. So not only do you have to stimulate this part of your brain but this part as well. And that is what brain research shows. When you stimulate multiple parts of your brain an engage in certain concepts, the learning goes deeper. So expression is all about how do you express what it is you know.

(34:01) Charlie- The 3<sup>rd</sup> principle, probably the most important one. And it is the degree to which students can engage in the concepts presented in the classroom. Engagement is an internal engagement. It's the interest of what is being taught. There is also that external engagement which is all about, does a professor connect the content to content to what has been taught before in the course, And allow you to link what you already know, prior knowledge that you bring. Engagement is centered in the limbic system, the seed of emotion and feelings.

(34:55) Puja- So engagement is sort of the most exciting one. That's all about emotions and its like what actually makes you remember something after you leave class or after you take a test. And like Charlie mentioned, if you trigger past memories, the learning goes deeper. So what we talk to professors about learning engagement, its about taking the learning deeper for students.

(35:20) Charlie- And everyone of the 3 principle is multiple options, it's multiple options. There are different ways of representing material. Different ways of showing what we know and different ways of engaging. That's all we do, really when we sit down with faculty we have a

consulting relationship with them, we go over syllabi, we go over work that they have put together for classes, we talk about classes. One of the really interesting things and its not uncommon I think is that faculty don't have any place to talk about teaching actually because it is not one of the most important things that is emphasized so we have long conversations with faculty about how they could be doing their work better. It turns out the faculty have limbic systems too and care about and have emotions about their own perceived success or lack of success. Our Grant has 5 pieces to it. The one we have been talking about is the last one, it says consultations with faculty. But we are also heavily involved in revising campus accessibility map- its old, there are a lot of new buildings. Buildings are constantly under renovation. There is actually going to be a fly over this spring once the clouds go away to create a new map and we are thinking about, you know the map of UVM resides in about 5 or 6 different places, all of which control parts of it. What we have been responsible for is getting all of the people that deal with the UVM map together in the same room to say you know what, we have to start talking to each other. So the new map as we move ahead, I think will be some kind of google map that is an open access map where students who see that the library has finally got a door that is open can put that on the map for everyone and see that is pretty cool.

(37:19) Puja- So we have done a multiple number of presentations on campus, resource staff, the President's assistant accessibility task force, student ethics committee, Academic Support Programs. We have done training at the CTO and the (inaudible). So that kind of encapsulates our reach on campus so far, and really what we are, in the best of worlds, what we are looking to do right now is reach out to the students, because we haven't gotten in touch with you guys yet and we are looking to ask for support. So we would like to propose a resolution.

(38:00) Charlie- Yeah, we would like to actually, well actually we read the resolution and would love to meet with the academic policy committee and show you our resolution. We would like to meet with you and hand you our idea with what a resolution might be that comes out of SGA that says you care about the quality of teaching at UVM and that you want to go on record as supporting. Its all in the resolution. The point of this is (inaudible) but we need students to say its important. You are the body that could help us to that. Questions?

*Open the floor to questions*

(39:09) Chair Tepper- Thank you so much for coming out. I only recently found out about UDL and I wish I had sooner. My question is, if you're funded by a grant, ending is sept, are you looking for other ways of funding? Or will that grant be renewed or how is that going to work?

(39:34) Charlie- We are looking for more funding, and we saw that, we have done presentations all over campus and the idea of UDL is now insinuated in a lot of different places on UVM and there is kind of a conversation going on about it so I think that will continue past grant but it would be nice to be able to continue at a more way, this being one of the ways

(40:03) Chair Tepper- Other question, in terms of making the classroom a more supportive environment for students, I know that there has been some talk about sensitivity training for teachers to go through in terms of international students. A lot of students in (inaudible). I was wonder if that was going to be incorporated as well.

(40:27) Charlie- now you are talking back when I was young, I won't go there.(side convo to pat brown). no we have had no connection to that, on the other hand, the fact that the limbic system is very much a part of the feeling brain as well as the thinking brain and we are totally down with that in everything we talk about. So there will be no further work without emotion connection with learning concepts.

(41:26) Sen. Etter- I was just interested in where is the grant coming from and might that be where you are looking to get another grant from.

(41:32) Charlie- The grant currently comes from the office of postsecondary education in part of the office in Washington. That whole funding stream is gone, and the money have been put into the fund for postsecondary education better known as fpse. So there are, the money hasn't disappeared but the grant stream has so we are currently writing another fpse grant to see if anything will rise to the surface.

(42:05) Sen. Benner- Yes, 1<sup>st</sup> of all, this is super cool; Thanks for coming and I do wish you had explained more of the neuroscientific part of it though. First off, a question you may have discussed but how many faculty members have you worked with on this?

Charlie- 15

(42:21) Sen. Benner- 15? Okay cool, is it possible to give an example of a class lesson or even a syllabus that is sort of an example of someone that is adhering to the principles of UDL.

(42:37) Charlie- Like a before and after?

Puja- actually our website, which has a before and after of a syllabi. You can see that on our website.

(42:57) Sen. Matthews- what is the value of the current grant?

Charlie- The current grant was a little over a million dollars.

(43:08) Sen. Adams- So this is by far the best summary of the class prof. Rathbone taught a long time ago. How do you determine which faculty you work with and are there particular depts. That this idea really resonated in?

Puja- So it is all self referral, they refer themselves, we have a process they go about doing that. And then we work with them collaboratively with them on their courses and we have had a

range. We have had engineering, English, exercise science, nursing, psychology, library education.

(44:09) Speaker Monetforte- Thank you for coming in. I would now like to invite up our next guest from Woman Helping Battered Women.

(44:41) Sen.Lederer-Plaskett- Okay this is about What we are voting on tonight, building a campus stocking policy. I am going to pass around a sheet basically on what other campuses use and how to improve on those and build our own.

(45:31) Darrell- So I went to the rest room and I came back and I was like “oh my god I am in trouble” I don’t have bells and whistles tonight. My name is Darrell (last name) and I am a public relations specialist for Women helping battered women. Just a show of hands, who thinks there should be a stocking policy on campus? Oh, alright, then I actually don’t have that tough of an audience tonight. I am just curious, are you aware you don’t have a policy on stalking? Okay. do you know why not? Okay. So I don’t have a long powerpoint, it is like seven slides so hopefully we can move through it because I have been sitting through all of the rest of them as have you. So Basic points, I did present at the dismantling rape culture conference and I was pleased to present and really pleased with the number of people that came to my presentation and I am also a survivor of stalking so I feel I have a little something to add to this that is personal as well as professional. I do feel that not having a stalking policy is not being proactive and I do feel that you would be reactive if you were going to have something that precipitates into one. I would encourage you to think forward. Also Early intervention with stalking makes a huge difference. Stalking doesn’t end without intervention so the early intervention, education on campus and victim support will change the experience of the victim completely. I am not going to spend a lot of time on these slides. This is the VT statute. I don’t know if you are familiar with it or not. (Title 13, chapter 19, section 1061-1063) It’s a legal def, and unlike most crimes that only consist of a single act, it’s a series of, it only has to be two or more, that are relative in time proximity that in individual could be perfectly legal like sending a Birthday card, standing outside across the street from where they work or class or whatever. Just note with this, the victim involvement is very heavy, have to have involvement to be able to move forward with the case. So consideration of the victim is very important. I don’t want to educate you 100 percent on stalking but there were a couple things I wanted to just mention with 3 slides devoted to this. I think this is the most victim friendly, and it’s a behavioral definition (inaudible but in the handout she had) so that person can be the victim or connected to the victim. So it can be someone close to them as well. And again this is just really addresses the very personal nature of the crime as well. What may have meaning to the victim may have no significance normally someone else. SO some of the really kind of classic cliché things that you hear actually really are true. And in my own story definitely getting flowers was one of them. It sounds like it would make you happy but Getting flowers was powerfully effective, a lot of meaning attached to things for me and the people in my work space and until they were out of the building nobody was actually comfortable. Getting to on campus. So I don’t love stats, I don’t like slides that have

stats but I think it is important to look at a few. Primary targets, college age women 18-29 years old. This is a gender neutral crime so I am going to address a couple different things. But we do know that the highest risk group for inter relationship violence is 16-24 yr old women so we have stats on that. The primary targets are young women but there are male victims of intimate partner violence, definitely, acknowledging that. The stats that I have, obviously its all right here. I think the unique aspects for campus life that make it a great environment for stalking are that it's a closed environment, meaning you have crossing paths more often. schedule is easy to determine, having a social atmosphere, students are predictable, residential life, it can happen within the community with both being students or just the victim. campus life can make it difficult to recognize, define and address. One thing I would really like to stress is not to forget that It is potentially legal. So if you think of stalking and you think of it as a potentially mild thing. I went to a stalking conference in Chicago one time and there was, it is a misdemeanor in VT , no is going to do any time for stalking unless aggravated, and there are a number of things you would have to do to get it to be aggravated. So we got it as a misdemeanor here. If I was were to get stalked again I would choose a different state to do it because there would be different consequences, not that I would want to do it again. One of the things he really stressed was that people, if they approached every case of stalking as a potential homicide they would (inaudible). We tend to give stalkers the benefit of the doubt to early on, which decreases the opportunity for early intervention. So it may look like like unwanted phone calls, emails or texts, waiting for someone outside of classrooms, or work, repeated requests for shared social time. Or you could be in a relationship, and reel like boundaries are being crossed and they are either jealous and are justifying why they are checking your phone or email so. early intervention is really critical. This slide and the next one are the two that really speak to why it is so important. I think these are considerable consequences and I don't believe that there is ever just one victim, I believe that we are all affected. PTSD symptoms (listed in handouts), severe anxiety, panic reactions, sleep and eating disorders, loss of self esteem, how dangerous is stalking? These numbers speak volumes in terms of damage. Psychological assault is definitely there. 81 percent of women are assaulted in relationships. So this slide, bare with me, it is not actually a factual one. I like teddy bears, I like flowers, I like chocolate, I don't like chocolate that much, I don't want any more flowers, I don't like those flowers. I don't want any more teddy bears. I said I wanted to break up, was that a threat? You are scaring me, what does that mean. Why won't you listen to me. Please stop sending me these things .this is creepy, it seems like you are everywhere, are you ever going to go away, am I ever going to be safe again, just a few final points, I have tried to address the importance of why we should have a stalking policy here on campus and I know you are going to have questions and I am sort afraid of questions. Moving forward, I don't know, but if you pass a resolution, that its non-binding and it has symbolic value. So that would be great. But I think that it's a great initial step and what I would propose or offer up as the next steps is that you should work with others to achieve this policy goal. And I am also going to ask the Presidents commission of status of women create a place to send your feedback and details of the policy if you were to want to pass this and I think that this is a safety

issue for all, especially females on campus. And lastly, to wrap this up, I would offer that if a policy is drafted our legal advisor to take a look at that. I think that Rich Longe is a person who is at Champlain college, they have a stalking policy. Not every campus does, they do. I know that they had an incident. They did have a professor experience stalking and I don't know if whether the policy was in response to that or what. But he would be a resource and certainly has been helpful with me. Also if you are going to follow through on this, I would say campus education would be one thing and another thing would be marketing which may be an odd combo. If no one knows about the policy, it won't have the desired effect. I have the building a stalking policy, information.

*Open the floor to questions*

(57:47) Sen. Benner- First off, thanks for coming it, I really appreciate it. Especially the part at the end, it really got me. A couple questions. You talked about stalking being something possibly resulting in death. Do you have any sort of statistics on how often it is lethal?

(58:25) Darrell WHBW- I don't have exact data, I could get it for you

Sen. Benner- Okay, excellent, that would be gruel (cool and great combo?) That is something I am interested in it, that I know very little about.

Darrell- Can I comment on that? If that is your gage for what is going to motivate you I would really hope that you weight more heavily things besides homicide.

(58:48) Sen. Benner- That is not, that is just something about which I was curious. Second thing, I was wondering, I saw a slide that said 83 percent of stalking incidences are not reported? I am sure many are not but I was just wondering where that number was from.

Darrell- I can site it from this article now?

Sen. Benner- I am just curious as to how it was gathered that precisely 83% were not reported. Again I am not trying to attack you.

(59:21) Darrell- I think that the point is that it's a high number, okay? And I can point to the resource from where I got the figure but are you doubting the veracity of it or are you asking, I think it's a high number.

Sen, Benner- Again I am just curious. (she asks if he wants to see it in an inaudible comment) Absolutely, after.

Chair Dougherty- I would like to yield the floor.

(59:54) President Golfarini- Thank you for coming, I have a quick question. Do you know currently what UVM policy is on this matter and why there is no policy? It seems like something tons of Universities have and it seems like something not too difficult to set up.

(1:00:11) Darrell- I agree, I was contacted by the DRC to do my workshop, and I was contacted by Sarah Worthen and she surprised me in telling me there was no policy. There were a couple of different action steps to be taken potentially part of the presentation and one was the role of the bystander. And the other was the development of (inaudible) and there wasn't time to cover everything.

(1:00:47) Sen. Adams- I was just wondering besides raising awareness of the issue, what is the benefit of raising the policy other than the Burlington law. And also, in terms of that, is it not also considered harassment and covered under the harassment policy?

(1:01:08) Darrell- Not entirely, they might not want to go to police. So having a policy on campus allows them to have more options. And they can go to the campus judicial and simply access the victim services, What is available to victims makes all the difference to somebody. So you can rely on the legal system if you want but what is the downside of having a policy on campus?

(1:01:49) Sen. Adams- You talked a lot about support networks. Would you see this policy sort of coupled with increased staff support systems on these issues.

Darrell- I think making use of some of the resources on campus and making sure that is some sort of education in the different support systems. Even involving the registrar, sorry I do have a list of the services (reads off the list of student services on campus) Just more options, looking for list of variety of options on campus that could be involved, So I think that really there is tremendous opportunity for it not to be such an isolating experience for somebody. I think that could make all of the difference. We may have successful intervention but the support they have makes all of the difference. If someone believes they have no support it is going to be less likely they will take action.

Sen. Campbell- pass

(1:03:38) Sen. Zow- I have a point of information for Sen. Benner. Cause of his second question, 83% of data because a lot of sociologists did a survey to all of the people and they answered probably 83 percent of people said they didn't report it to the police but they did a survey but they didn't report it. So just fyi.

(1:04:14) Sen. Osef- Thank you very much for coming and I too like Chair Benner was moved by your last slides, you could hear a lot of raw emotion in your voice when you were presenting it and I was just wondering, I think that stalking is awful and tragic, is there anything being done to lobby in Montpelier to make this a felony instead of misdemeanor.

(1:04:41) Darrell- Not to my knowledge. There is a lot of attention right now to the s1 legislation and prevention work down in school.

Sen. Matthews- pass

(1:05:21) Sen. Keene- thanks for coming in, this is very personal matter on your part and I very much respect the fact that you are very open with us. There is one question I want to ask you. When one does feel stalked, if certain actions of others are crossing a line. When they if a policy were to be put in place, what do they do about the stalker? How do they gather evidence or prove that they are.

(1:06:05) Darrell- So documentation of incidence is really important, and if there is a way to capture any of that, obviously you can't take a picture of the person, But if there is electronic contact, log that, witnesses, and being consistent on being on top of it, saving documentation, and also depending on what the victim chooses to do. They can give that to authorities or not.

(1:07:15) OLD BUSINESS

(1:07:17) Chair Dougherty- Bill creating an open access programming grant. Let's just read the bill (Recites the bill on an open access programming grant). In summary, the bill is for creating a grant for non-SGA recognized clubs to ask for money to pay for public events, speakers, etc.

*Open the floor to questions*

(1:09:39) Sen. Matthews- I mean, right away, what are the requirements are for applying for the grant.

Chair Dougherty- good questions, So the individual or society would come in with their form presenting the reasons why they are holding the event, why it is opened to the entire community, and pose their case to us.

(1:10:20) Sen. Adams- So we don't usually allocate money for food. Would we be able to do that?

Chair Dougherty- I didn't even think about that, probably not. Unless it is needed for Religious reasons.

(1:10:49) Chair Rifken- are they able to reserve room space as well with this.

Chair Dougherty- yes I think, I would like to yield the floor to Senator Adams

Sen. Adams- All of the students mentioned are already able to reserve rooms. So I can give you guys, as former chair of activities committee, a lot of clubs really do come up for recognition because they want money for an event that they planned but it is only a one time thing and draining active organizations financially. So they keep applying for money they don't want or need. Its sort of meant to overall better support those groups.

Chair Dougherty- this also will not have any financial drain on supplemental, it is actually adding more money.



(1:12:59) Chair Caster- This is excellent, students pay 77 dollars, so you are pretty much raising fee for non student clubs as well as the club students who use it. This was my worry.

Sen. Etter- yield to Caster

Caster- I would like to yield the floor to the President

(1:13:54)President Golfarini- Just one more thing to add. A huge thing I have been getting lost of emails and thoughts about is from the Greek community as to why they don't get funded so this would solve this problem, (Inaudible) I yield the floor back to Senator Etter.

Sen. Etter- where is the money coming from? Do you have an idea of how much the fund will have in it

(1:14:45) Chair Dougherty- it would come from the increase in student activity fee raised 5 dollars, adding approximately \$30,000, also we are rolling over 150 plus budget of \$30,000, well have plenty

(1:15:23) Chair Tepper- what will it cover?

Chair Dougherty- Its strictly for bringing groups here, ex. speaker for public

Chair Rifken- pass

(1:15:53) Sen. Matthews- correct me if I am wrong, would we be approving allocation requests or would it be all in the Finance committee.

Chair Dougherty- It would be just from the Finance committee but those are open meetings.

Sen. Benner- All of the money coming from the 5 dollar increase will go to the grant?

(1:16:38) Chair Dougherty- No it goes to the supplemental fund as a total which has 6 parts.

(1:17:14) President Golfarini- when people go to apply, how do you rank it? How much money? Do you have a framework; how will people asking for fall versus spring funding.

(1:17:53) Sen. Adams- we avoid that by dividing down month by month, obviously this being a new fund makes it difficult, but supplemental fund money can be moved around to fix issues.(Referring to framework) the finance committee has allocation hearings

Other questions asked; Is this a one time application? Yes but they can re-apply. Do they have to have a specific event in mind? Yes. How can we give money to groups who do not follow all of the SGA club rules? They can apply for public events (answer referring to Greek life). Is it only for clubs of UVM students? Could a non- UVM student apply? It will be part of the bylaws, only

UVM students can apply. What about Residential Learning Committees could they apply? They can't be recognized because they are part of reslife.

Friendly Amendments- rewording, grammatical errors.

(1:26:20) bill passes.

(1:26:56) Sen. Ledder-Plaskett- Presenting the resolution about stalking policy. (Reads the resolution) Speaker did a really great job, national issue, an issue that has expanded and increased, been around a while but not in just the last 10 years has there been a name for it (referring to stalking). Biden when to UNH to talk about it. Its an epidemic on campus, needs to be addressed and it is nationwide. I hope I provided enough information to back it up, I would go so far to say you all know at least one person so has gone through it

(1:32:55) QUESTIONS

Please have stats to back up your facts.

motion for an informal poll to include a rising threat/ growing issue. Sections removed.

What data do you have on the UVM campus? There is no data. How do we know it is an issue without data? It's a nationwide problem. What about UVM? Because we are not that different from the national norm.

Several Senators agree with the need but ask for a restructure and motion to table the resolution. Senator Ledder-Plaskett declines the restructure however the resolution is tabled until the next meeting. (02:02:35)

EMERGENCY BUSINESS, none

(02:03:04) NEW BUSINESS

Chair Benner- bills recognizing, psych club, amnesty international and students for justice in Palestine.

Chair White- two amendments to the constitution that will discussed presently.

(02:03:32) EXECUTIVE REPORTS

(02:03:35) Speaker Monteforte- Nick gave a presentation on his new rules of the meeting addressing roll call, dress code, terminology of the meeting, Public forum, meeting behavior, possible time limits on presentations laptop use, absence due to sickness, speaking order rules and attendance. Senators had questions about public forum time limits, dress code and having to say why they abstain.

(02:28:00) Vice President Vitagliano- Pretty lengthy report, sorry. Presidential committee meeting today, very tedious timeline. Student forum coming up for that, May 2<sup>nd</sup> from 3:30 to 5 pm. with 3 minute time intervals for students so sign up. Discusses the problem of only having one undergrad on the committee.

Swipe card access to the sga room after hours- 8 to 8 the room is unlocked to everyone, the office will be locked after that and people will have access to it with the swipe card. The reason this is set up the past month 4000 dollars has been stolen from the galaxy space, this is a way to hold students accountable.

The schedule for the office kitchen cleaning was discussed. Student Action is in charge this week. P.R. and then the Executive branch following.

V. President Vitagliano encouraged senators to get involved in other committees. Don't feel confined. Next I would like to announce the elections chairs as Amanda Adams.

The plan to vote on gen ed will be May 19<sup>th</sup>

Next week I will go over the plans of the summer, both individual work and cooperative work with juaire. Looking at replacement for the lynx or renewing it. The lynx is the best option for what we have right now, the main consideration is that the students participating in clubs have a lot of forums. Needs to be a domain that allows that.

Please read over the procedures Speaker Monteforte is sending out. That is all I am going to say tonight

(02:35:18) QUESTIONS

Lynx stuff, are you looking for an alternative? The lynx has a 3-5 year contract so we have to decide for the next year.

(02:37:17) President Golfarini- Talked about respect, redundant questions, the Bailey Howe renovations. The Executive meeting went well. I finally got on the list serve. The president search doc is coming along great. Tom Campbell is now taking charge of that. Second to last ting, dale Osef has been names senator of the week, he is making a video about SGA for every orientation session. Finally, in case you didn't know tomorrow is random acts of kindness day

ADAMS; hand washing shout out to mensah?

(2:39:49) QUESTIONS

Was the hand washing part of your email a shout out to the former President? Yes. I also think it is important to stay home when you are sick?

(2:40:28)COMMITTEE REPORTS

Finance- 2 supplementals, 3 guest reports, Chair Dougherty plans to sit down with the President and V. President to talk about the summer stipends next week.

(2:41:18) Student Activities- A few bills are put on the bill for next week (inaudible) possibly they won't all come to order next week. The committee decided liaison groups to better the lynx. Met with potential new clubs, ex. global issues groups. The committee is also looking at club advertising. (after Sen. Adams brought up IEEE and Arrow) These two clubs are going to be split in two, engineering clubs paired as one never wanting to be one.

(2:43:33) COLA- Talked about priority registration; no updates meeting will be May 10<sup>th</sup>, south prospect is worried about the naked bike ride, where it starts and finishes. Residences have issues. Spring move-out project, for all the students who live off campus (May 25<sup>th</sup>) trash collectors come around and help students move out.

Sen. Adams; Sean and I are looking into it, 18+ nights were eliminated, problem for sass, cant salsa dance,

(2:47:15) CODEE- my committee is all here they are just hiding in my hair. Jordan appreciates the pub forum, meeting with white will be talking to other sgas of other colleges and how they deal with it. Feb 3<sup>rd</sup>, CODEE is hosting Alana breakfast

(2:48:57) Student Action: sup yall, its 10:30 do you know where your committee is? Student Action talked about Culture Cats, Cigarettes, Buses, Ticks me off email system [ticksmeoff@uvm.edu](mailto:ticksmeoff@uvm.edu) (May 3<sup>rd</sup>) 11-1pm. and Environment in the lake. Also, the naked bike ride needs volunteers, email Ravech.

(2:52:59) Public Relations Talked about getting an ipod or iphone app, the company overshot or budget by 4000 dollars. In contact with another developer who made the iUVM app. Tabling with budget increase is coming to an end, dying out, have gotten a lot of feedback and will start to process it. I (Chair Denton) am meeting with the cynic each week to tell them what SGA is doing. We are working on a video with Treasurer Juairé to get club signers used to seeing him, possible making videos for the President and Vice as well. VESOP, Vermont student opinion poll was supposed to happen this year but they are not sure if they want to wait until next semester to send it out to get better feedback. Can count the budget survey as a VESOP.

(2:57:40) Academic Affairs- Chair urges senate to question what they hear. Chair and Sen. Campbell have meeting with Jane Knodell tomorrow. Discussed course evaluations enhancing course descriptions, talking to the Provost more about university wide changes (BH renovation). Talking to her about renovating the library. Chair urged AA committee to come up with a mission and vision. Update on the emergency education meeting (Sen. Daley) the meeting talked about the "outcomes based approach." The faculty senate approving this measure would give the go ahead of phase one of implementation techniques, and really details of the approach.

QUESTIONS- what will you talk to the Provost about? We will talk about the library renovations, the Presidential search committee; why is there only one undergrad on the committee, choosing a President focused less on expansion and more on education.

#### (03:05:42) SENATORIAL FORUM

Senators discuss the dress code, and Speaker Monteforte's new rules. Speaker Monteforte talks about constitution committee sign-ups. Senator Ledder-Plaskett voices her frustration about the behavior during public form and the accusation that she uses false stats. Her friend was supposed to come to the SGA meeting and talk about the amount of emails sent. Senator Adams discussed the storage for international students and the volunteering to help move their things into storage for the summer. V. President offered up an SGA van. She also talked about Elections committee and urged Senior Senators to join. Senator Tepper urged her fellow Senators to email Choffee? About not having more than one undergraduate on the Presidential Search Committee. She also seconds the idea of sending out legislation earlier so less are tabled. Senator White apologized for his "flippant" behavior, asked where the Executive committee was and feels bad they left. Amendments; discusses changing the constitution. Number one, to make it so we would be voting in senatorial elections as one vote. Secondly, last year, we struck down a bylaw about soliciting votes with computers, and he thinks it should come back. Speaker Monteforte gives the point of information that the executive branch are only obligated to be here for their report. Senator Osef asks for chairs to lobby their committees for pictures for the PR powerpoint. Senator Campbell seconds what Senator Tepper said about emailing in regards to the Presidential Search Committee, encouraging all to talk to people on the Presidential Document Committee. Chair Benner seconds what Chair White says about the Executive Board. Chair Dougherty suggests Senator Ledder-Plaskett search for primary sources for her stats. Senator Allston makes suggestions for the stalking policy. Senator Mansfield shares a personal experience regarding the stalking policy and supports creating a policy. Senator Adams provides other avenues for Senator Mansfield. She also talks about the inability on voting for the split. Chair Caster again clarifies that he does not believe stats are needed for the stalking policy

#### (3:27:56) SENATORIAL COMMENTS

Chair Caster asks for an umbrella to share for a walk to Redstone. Senator Campbell tells everyone about the Top Cats Senior show on Friday. Senator Osef suggests people really take advantage of the extended hours in the library. Senator Ravech tells everyone to volunteer for the naked bikeride. Chair Tepper discusses a human right movement in Montpelier on Sunday. Senator Adams voices her opinion on how mean people were to Speaker Monteforte. Senator Ledder-Plaskett announces that Hillel is hosting Shindlers list on Wednesday. Also she is looking for a roommate. Also, she has a guinea pig needing a home. Senator Osef pleads for full committees to let him take their pictures

Final Roll Call

Chair Dougherty- Senators DeVivo, Neill and Fitzgibbons all excused.

Speaker Monteforte- Student Activities

Chair Benner- Senator Portman, unexcused

Speaker Monteforte- Uh, (Legislative Action)

Chair Rifken- All present

Speaker Monteforte- CODEEEE

Chair Tepper- All present

Chair White- Goodnow and Sow both unexcused

Speaker Monteforte- PR

Chair Denton- All present

Speaker Monteforte- Academic Affairs

Academic Affairs committee- all present

Meeting Ending 11:21 pm.