



UNIVERSITY OF WISCONSIN–LA CROSSE STUDENT ASSOCIATION

2244 THE U 1705 BADGER STREET LA CROSSE, WI 54601 (608) 785-8775

Student Senate Agenda

Date: **October 16, 2019**

Time and Location: **6:00pm Student Senate Chambers; The U**

I. Call to Order

a. 6:05

II. Land Recognition Statement

a. We would like to recognize that the University of Wisconsin-La Crosse occupies the land of the Ho-Chunk people. Please take a moment to celebrate and honor this ancestral Ho-Chunk land, and the sacred lands of all indigenous peoples.

III. Roll Call

IV. Consent Agenda

a. **Approval of Agenda:** Senator McLain: I move to amend the agenda. I would like to add the resolution about undergraduate research. Seconded by Schock. Passed
b. **Approval of Minutes:** N/A

V. Guest Speakers

a. Counseling and Testing: Dr. Gretchen Reinders & Dr. Crys Champion

Reinders: Hello everyone, I'm Gretchen Reinders and I am the director of our Counseling and Testing Center here on campus. Thank you for letting me come to your meeting today... And I use she/her pronouns.

Champion: I'm Crys Champion, I use she/her pronouns. I'm a counselor and the assistant director of the Counseling and Testing Center, licensed psychologist.

Reinders: Thank you so much for letting us have some time today, we mainly just wanted to come for a couple of reasons. Anyone involved in SUFAC, that's what I get to talk for on an annual basis. Mostly about budget dollars and staffing levels and what your segregated fees pay for and I really appreciate that time. It's a much smaller group though and it's very focused on budget, and so I'm coming here and I asked Crys to join me so we could have a little more face time. We need to do that more with our student body, and as leaders and representatives of our student body we wanted to make sure that you knew who we were hopefully, and to answer some questions if you have any. We're prepared to, actually I'm always over-prepared so I have too many things that I could talk about, so instead what I would love to do is introduce myself, make sure you know that we exist, and tell you a little bit about what we're noticing and what prompted me to ask you for this meeting time. Anything to add?

Champion: I just wanted to add that one of my main goals as assistant director has been clinical demand issues. I wanted to point out that we know that access has... it's one of our main priorities, it's one of the things we hear from students about a lot is access to our services and what that looks like and so we're happy to answer



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any questions or talk with you about what kind of changes that we've made to try to reach that need.

Reinders: What prompted me, other than just wanting some facetime and being really delayed in coming to Senate. Also, I didn't think I knew that you could just ask to be here. My fault. I'll blame Larry for that one. I know you all are busy, I know you all are doing a lot of work, and a lot of our work is very student-focused obviously but it's also very particular, it's confidential and so when we get to talk to students it's in a different role. We wanted to talk to you as representatives... the reason that prompted me to really reach out was also because of, I'm hoping you're at least aware somewhat of the UW System Board of Regents and the work that's being done for behavioral health. There's a behavioral health working group that I am on and all of the campuses are represented and there is enormous awareness and motivation towards better addressing across the UW system as a whole, La Crosse included, the mental health needs of our students; because what we know and what you probably know is that we have seen exponential growth in demand for mental health services. The reasons for that are a multitude, but one of the reasons I believe is that we've done a good job of reducing stigma so students are talking a little bit more and there's more help seeking. We also know that a stigma still exists, of course, we know there are students who aren't seeking our services that we want to better reach, and we also know that because of the demand and with having the same staffing level in the six years that I've been here, until two weeks ago it changed, but having the same staffing level with a growing demand of 20-35% what happens with that is access problems. I'm really excited to tell you that the system as a whole is working on this, that UWL has a voice, in fact we actually have representation on all three of the tiers and the executive oversight committee. The short version is that we're looking at not just crisis intervention and those very immediate needs that we often hear about with students, which of course happen, but what we're also talking about is targeted maybe at-risk populations who might need specified services or alternatives to traditional and kind of Western medicine approaches, and prevention. Which I'm really excited is included so we mainly wanted to let you know about that and that's one of the reasons I came here as well, and like I said to hopefully answer if there are any questions that anyone has about our services, what we're noticing, and what we're doing about it. We wanted to be able to answer those and then I selfishly have one question for you all which is if you find this at all fruitful I would love to make this more regular and I should do that myself, but I'll only do that if you think it will be fruitful. Anything you want to add? So I know there's a lot of people in this room and you might not even know what your question might be but does anyone... so I'm open to... Crys and I are easy to contact via email especially if you do have any questions. Is there anything that you would really like answered right now?



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McReavy: With the addition of new counselors, let's say that there's a student on La Crosse campus who wants to access mental health services like a meeting with a counselor, what is the current wait time at the moment for those students? Has it improved since we've added new counselors?

Reinders: We've been at the same staffing level since I started in 2014 until two weeks ago, so I can't answer what has changed with the one additional person in the last two weeks, but I'm hopeful. Obviously any new clinicians means we can see more students. The current wait time, so now we have someone starting who shifted it from three weeks up, but it's still much longer than it's ever been intended to be.

McReavy: Would you say closer to three weeks?

Reinders: For non-crisis, I want to make sure I clarify that. You all need to know that. For new folks who have never set foot in our doors who are looking for an individual therapy visit that's a slightly different request than someone who is needing more urgent services so we offer that same-day access everyday. Does that answer your question?

McReavy: Yes, thank you.

Reinders: Clinicians tend to answer questions with "It depends" I know that's not always helpful to people.

Senator: Is there a limit of the amount of individual therapy sessions a student can have at UWL.

Champion: One of the things that we do to maintain access to the broadest number of students possible is that we do have a limit of ten individual sessions per student per academic year. That is a broad recommendation or a broad guideline that we as clinicians can adjust based on student needs. For example, if a student comes in and they see me and it looks like I would say maybe three or four sessions and we can make a big difference on this problem for you, I don't recommend ten sessions. I want you to go home to your mom right? I want you to not tell me about it right? Let's do four sessions, let's get something done and go do that stuff and then maybe we'll talk later and see if that worked. For a student who we anticipate is going to need more than ten we may not be the best place for them, we may not be able to maintain the regularity, the frequency of service, the length of service that they might be able to provide. If and emergency happens for example, if I've seen someone seven times and they experience a death, I'm not



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going to say “Sorry we only have 108 more minutes to work on that” Right? I’m going to be compassionate right? We’re changing gears here. So, that ten sessions is our broad guideline, but we have some clinician discretion about whether that’s actually what each individual student needs. Does that answer your question?

Reinders: And on average, if you look at all averages from one session to maybe twelve or fourteen, the average is about four sessions for most of our students. Great question.

Senator: How many counselors do you have and how often do you hire?

Reinders: We’ve hired many in the past six months and that followed a period of time in which we had not very many for several years. The new hires were replacing individuals who had left. There were essentially four bodies that were here last year that are no longer here, and we have filled those and then the one additional that’s new. We’re hopeful within the next year to come back to you and say that we have three more clinicians, that’s something that I’m hopeful for. So the frequency of hiring up until this last spring was not at all and now it is, I don’t even know how to answer that, when someone exits obviously we try to fill that by the next semester, if they started they usually give us a lot of notice. We also use contract staff as needed if we have a vacancy that doesn’t fill so that we can maintain the same staffing level. I laughed at the number of clinicians and I’m trying to remember how many heads and bodies we have, because we have two people doing contract work that are filling one person’s position and I don’t actually know, is it ten?

Champion: Just about, because it’s like 9.75 or something like that.

Reinders: It’s about ten. It’s about one clinician for every 1500 students if that helps. Sita I think you have a question.

Agterberg: I was wondering if you have, based on the committee, have you all come up with any solutions to shorten the wait time at all?

Reinders: Do you want to answer that?

Champion: Sure, this is the kind of stuff that I get excited about because I’m a really strategic thinker so I get excited about thinking about creative ways of expanding our services or changing our service delivery. If we do what we have always done the wait times are not going to get a lot better. If we provide services the way we have provided them, if we hire two or three more people, we would have to triple staff to get wait time to where we actually would like it to be. So,



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we have done several things over the past five years, since 2015, things like the way that we schedule those initial appointments where we have many more of them at the beginning of the year then they taper off over the course of the year. As we have higher demand at the beginning of the year. College counseling is the only mental health service really that has all of its population show up one week of the year and then go away nine months later. So, we've started kind of reverse surge pricing we do surge scheduling at the beginning of the year. We have done things like institute something called phone screening so if a student calls in and that wait time is not appropriate for them like you mentioned, they can talk with a clinician about what's going on with them and get into an appropriate appointment time based on the level of urgency that they're having. We have increased innovative service still in great models like Let's Talk for example. Let's Talk is a consultation service. Some students don't need to wait for an appointment to establish care with us, they get to come in to talk with a counselor to consult, get a question answered and go home. We also would be interested in hearing from students about what they would like us to do differently. On some campuses for example there's a large number of same day appointments available, but they may come with single sessions. So if students for example would prioritize timing over length of treatment, that might be something we could look at. We are trying to get innovative because if we do things the way we have always done them it's going to be difficult for students to get help.

Reinders: We've increased our group service offering because that can be very affective for a lot of people if there are any concerns and we've added in the last year with a lot of success a three-session workshop that's very skills-based and kind of like a class, not with homework or anything. Rapid fire so, three sessions within ten days, within really a calendar week if you will. That can be a starter for individuals especially if they're waiting for an individual appointment time, about 15% go through that and say "actually I'm good" so adding services like that. Your question to me was about the behavioral health group as well. We don't have solid recommendations from the three different tiers yet. I'm on the executive board to the committee, ask me in about a month and I'll have a better answer to that, but I can tell you that there are system wide things that we're looking at. For example, system wide purchase of an online, not online therapy but, an adjunctive supportive service for any student who has a UWLAX.edu email where they could go through modules to learn more about stress, depression, anxiety, coping skills. Kind of some self-help but in a very structured and carefully validated format. If we purchase as a system for all 180,000 students then all will have that same access, we could get to that open data, it would be available for online-only and distant students that kind of thing. We're also looking at shared psychiatry within the system because psychiatry is at an ultimate shortage on every single one of our campuses, yes even Madison. We're



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looking at whether or not we could have some tele-psychiatry shared amongst the campuses. Those are some early suggestions that have come up just from counseling center directors. Ask me in about a month, if you want me back, and I'll give you a better update than that.

Moralez: What is the office doing to meet the needs of students of color and marginalized students on this campus that could be representation of counselors, other initiatives, and do you think that an adequate job is being done.

Champion: I'll take that, having been in a role as an underserved population specialist for the past few years. The center started realizing about 7 years ago that we weren't meeting proportionately the needs of our underrepresented students or probably in a culturally congruent way with those needs. One of the things we did was hire a counselor with specific outreach directives for liaising with student groups, liaising with offices that work with students from marginalized or underserved populations. We instituted Let's Talk for example in collaboration with our office of multicultural student services where we get a counselor outside of the office. It's hard to demonstrate to students because in many ways of the private nature of our work (the things that happen behind the scenes for us in terms of our cultural competence or the type of services that we do deliver. For example, a student looking at our website right now can see that there's not a visible first name of our staff members, as of right now we don't have for example any male-identified clinicians for our contract staff. As we hire please know that we broadly search for our positions that we in fact, when we were hiring specifically for a DNI liaison position, we kept that search open in order to not hire someone who wasn't the right person for that position. We went lower staffed for a moment longer than we would have preferred to in order to get the right person in that position. What I can say, when we don't have that equal representation, is that we do have staff who are aware of that. If I can't, for example, say that this person has lived your experience, I can say that they understand they haven't lived your experience and they are clinically competent enough to make some changes and difference for you to relate to you on an effective level.

We hired and it hasn't been for lack of effort that representation isn't there. Is that fair to say?

Reinders: Yeah, I want to answer that, I appreciate the hard question. I don't think its really fair, I don't want to sell our staff short or send the wrong message and I don't think that we're sitting on our butts. I don't feel like I could probably ever answer that question by saying we're doing enough. I hope that doesn't feel like a flippant response, but I think there is always more we can do. I appreciate the



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feedback. I know we're probably past time, but I feel like there's one more hand and I can't leave a room with that hand.

Paulson: Who are the majority of your students that are coming in? Are they people that live on campus?

Reinders: Great question. It's very representative of our campus, I think it's less than a third, it's more off campus than you would think. I can tell you that it's mostly undergraduates much like our campus is and it's spread out among the different class standings as well. 20-27 for each freshman through senior, a few grad students and such along the way. I have to get back to you on that, I have that number it's in our annual report which is available online if you want some really awesome reading before you try to go to sleep. Just kidding, it's really great, I work hard on that, so I have that data it's similarly representative of our students. I actually think it's less than a third that live on campus, I'm going to get back to you on that.

Agterberg: I'm sorry, I'm just curious is there any push to hire counselors of color?

Reinders: Yes, very much so, as we. There are certain things I can and can't say, but as far as hiring. Like Crys said with the DNI position and how we needed to put that on hold not to hire a body but to hire the right person it was very intentional. We have our ways of trying to retain and trying to recruit and we draw regionally a lot. For our most recent searches which we have had several I can just speak for myself personally as a hiring manager that I've expanded what I've normally done or been encouraged to do including lots of personal emails and messages and finding extra list serves and advertising different places than the usual places to try to broaden, consulting with that team about language, just knowing my lens is my lens and trying to get feedback outside of our department on what language are we using that actually draws people in versus says "Oh hey, you're diversity so you're going to work with these students." Just being very intentional about everything from the questions we ask to the job postings themselves. So yes, and we're still not super diverse and we're wonderful there are great people around us so I hope that comes across as well.

Fisher: I just have one more question. Did you have a specific goal then for counselors of color that you wanted to have?

Reinders: Like a numerical goal? A number? No, my gut says no to that because if we want to find the right people. We'd like to diversify our staff in a multitude of ways, not just with racial diversity of course but other representation. So no, I



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don't believe we've ever even talked about a number. Also, this is new to us to get new staff to be honest so my last hire up until this recent slough of hiring was nearly five years ago and I've only been here for five and half years so I haven't had a lot of opportunity to do that. Totally took more than ten to fifteen, sorry about that. So maybe the answer to "Do you want this to be regular?" Might be a no, I'll get back to you on email on anything I didn't answer and thank you so much for you time. I really appreciate it.

Agterberg: Thank you so much for coming in. We really appreciate you answering our questions.

b. WTC Sustainability Coordinator: Casey Mehaan

Hi everyone. Can everyone hear me? I'm the sustainability manager at Western. I wanted to make it an open dialogue about what that position means. Before we do that I want to start by defining what sustainability means at Western. Lot's of times we think about sustainability as caring for the Earth and that's a piece of it. It's about building through our daily practices and the education offerings we have within a resilient and just community for everyone to thrive. The operative word for me is thriving. Sustainability is about us, not just middle class white dudes are thriving. My job as sustainability manager is really to think and connect the dots and think our world back together. My background is much more higher ed. Really what I do at Western is help think the world back together. What do our facilities do and our instructors and our senior leaders. How are there actions putting us in line with the narrative that we want for thriving that are taking us away from that narrative? I work across the college to help align that effort. My PHD is on the people side of climate change. I sit with facilities and give them advice with what I see. And give them advice on how to run a cleaner campus. Right now we're on a trajectory to be carbon neutral by 2035. I work with our academic deans and also faculty with helping them incorporate sustainability into their curriculum. Whether it's welding, or nursing, or history, I help them figure out how to put sustainability into their curriculum. I work pretty closely with senior leaders to help develop a comprehensive college wide strategy for sustainability. We based that on the UN sustainability goals. Our plan is built around that. There's some planetary goals and some fair economies and living wages and things like that. I also work with student affairs. I do a lot of marketing and work a lot with our outreach team. I do a lot of speaking in the community. The more we can market that the more funding we get for that. I wear a lot of different hats. Yes, please, questions.

Agterberg: How are you funded? Through segregated fees?

Mehann: Hard dollars from the college. They have a position, I've been in La Crosse for five years. I've been in this position for two and a half year. We're really different than UWL in that our sustainability drive comes from the top and it's much harder for me to get grass roots from our students and get them involved. I've been here long enough to know it's kind of the opposite for UWL. My position is funded, it was funded from our president and it just stuck around ever since because we've been able to show it brings value.

Wolfe: Is it just you?



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Mehann: Yes. And it's killing me. I'm a department of one. It used to be a larger department, and we're struggling with that as well it's been sort of widdled down. Just shifting presidents and shifting priorities. The department has been shifted around a little bit. Officially it's a department of one, so there is an energy specialist on campus and she does a lot of... she really knows what she's doing with that.

Wolfe: Okay, so you mentioned that your position adds value to the students. We're looking at an enrollment cliff... how does it add value?

Mehann: To be honest, it adds more value to our bottom line. We've avoided paying about 2.6 million dollars to utility. I report directly to the Chief Finance Officer and he sees the 2.7 million and he says we should keep the position for a while, as far as value for students, this is something I've really been working with our administration to help them see. There is some growing amount of research that is starting to show that millennials and Gen Z really want to be part of something bigger than themselves. People are choosing colleges based on greenness and the sustainability efforts of the school. They are choosing colleges and careers with in companies that have a strong sustainability effort.

To be honest that's the thing that brought me here. I'm from Janesville WI. There's a position at Western, that fell in line with what I believe and I thought wow they're doing some really cool stuff because I think I could benefit there. I think there's something there as far as value in recruitments or if not students definitely in staff. Although I don't have any hard numbers.

Stock: You mentioned sustainability is woven into your coursework. I'm having a hard time understanding how that works.

Mehann: There's two ways, first of all not unlike UWL or any other college across the country, Western has a set of core understandings that every graduate is supposed to walk away from the college knowing. Five or six pretty general things, like any other college. We've got the same thing going on and we did a revamp of ours about three years ago. And within that we have two understandings and one is what sustainability means to their new profession that they are going into and a resilliance one. Resilliance is sort of the new buzzword and sort of recognizing that climate change is happening and there is no getting around it now and we sort of have to do stuff that our society. Resilliance is this idea of how do we adapt to this new way of living. All of our students have to have some exposure with what that looks like. I do work one on one with a lot of faculty. One group that I worked with was our nursing faculty and they are super compassionate folks and very strict. Totally like, this is what we do. I change it to let's take a look at the UN sustainable goals. And let me help you connect these dots, you're really passionate about good health and wellbeing, that's the third UN sustainable development goal. And they're like "Yeah absolutely!" so then we connect the dots. "Well how does that connect to climate change?", "How does that connect to some of these other things? We know for example, as climates warm up around here we're seeing an increase in tick-borne diseases, right? Lymes disease, anaplasmosis,



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Powassan is now a new tick-borne disease that's coming across the river in Minnesota. They're seeing really high spike levels of those in the hospital so nurses need to know what to do about that, right? How do you diagnose that? There are ways into every single subject area. Climate change is one of those, it's sort of like the meta story for humanity and it connects everything. It's not too hard once you can get peoples' ears for them to understand how it connects to them, so that's sort of how we do it. I also run... I helped cofound an organization that UWL is involved with. It's the Driftless Region Sustainability and Education Project, it's essentially between Winona State, Western, here, we're trying to get Viterbo involved. It's a chance for faculty to come together in May and I lead a two day workshop on how do you incorporate sustainability into your curriculum and so we get faculty from those different areas. The last two years we've met here I think this next year we'll meet at Western, but it's just another avenue to help people think through that. But it's a slow process.

Nader: Since this is obviously a position that we've said we would want in UWL, what would be the process or what recommendations would you have for the building that position? Since it's pretty much based on one person putting a lot of faith in that

Mehann: Yeah, it shouldn't be. One thing that I think might be useful is again using this, don't limit your vision of what sustainability is. Keep it broad because it really is a broad thing, there's all sorts of alliances and partnerships that a person like this can form across the campus, so even if they're embedded I think it would be really cool to have a sustainability department embedded with a multicultural department. Because social justice and sustainability are inseparable and climate justice, you can't take one from the other, they're absolutely inseparable. So, why do we treat them like they're three different things? It's again the idea of thinking the world back together, so make a department that has all of those things combined. If you can somehow do that people can split resources or whatever and maybe take a little pot of money from each one to combine to get enough to make for one position to work across or with all those different units. That would be one suggestion.

Fiegle: Could you elaborate more on social justice and sustainability being inseparable.

Mehann: My work is all in climate change and mitigating climate change and thinking about how climate change impacts society. If we think about the impacts we're seeing with climate change right now in this area and more broadly around the world, it is disproportionately impacting those populations that are either in poverty or just disenfranchised populations more than anyone else. Yet, it's the



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people who are in power that are the ones who are really causing most of the problems. So right there is a social justice issue. So that's where it's really inseparable. Our work to mitigate climate change is really about alleviating, down the road, billions of peoples' suffering and any work we can do in that is to those ends. It's also recognizing that power dynamic and... so climate justice and environmental justice is really about spreading out the benefits of the environment so that everybody can enjoy them, but also spreading out the risks so that the same people aren't getting the shaft everytime because that's basically what's happened. If you look at who's living next to the power plants and landfills it's not middle class white folks like me. So, that's a problem, we need to spread those risks out and let everyone enjoy the benefits of a healthy environment. Again, look at the islands that are going underwater in the Pacific that's very much populations that don't have a whole lot of resources to draw from but they're the ones that are really having to deal with it. That's how it really connects. Any other questions?

Myers: What are some of the big projects you're working on this year?

Mehann: You may have heard about our food dehydrator project that we've got going on. We've got a preconsumer foodwaste dehydrator that our student government actually partnered with our facilities and they purchased this foodwaste dehydrator, it's maybe about this big [gestures], and it sits in our kitchen and our chef comes in and does all of the primary food prep for the day he puts all of the peelings and stuff into this machine and hits go and it comes out nine hours later looking like coffee grounds. It's a biomass, so instead of what used to happen is we would take all of the peelings and just put them in the landfill and they would break down there. Anytime food breaks down in a landfill it creates methane which is a really powerful greenhouse gas, plus it costs a lot of money to dispose of, just because food waste is really heavy. What we did was last year we bought this machine so now we're kicking out all of this biomass, in the last year we put out about 3,000 pounds of biomass. We've kept about 9,000 pounds out of the landfill and turned it into this 3,000 pounds of coffee ground stuff and we're trying to figure out what to do with it. We thought that we were going to be able to grow plants with it, so the whole idea was we were going to take that and put it into our greenhouse to grow the microgreens that then get served in our cafeterias. Turns out that doesn't work so now we're onto plan B, well actually plan D or E and trying to figure out what exactly to do with it. That's sort of a project right now that we've got people working on. It's sort of an ongoing project working with faculty and trying to help them get up to speed a little bit. I'm also right in the middle of doing our campus STARS report. UWL, at one point you did STARS, you were a STARS Silver School. STARS is an acronym for Sustainability Tracking Assessment and Rating System and it's a



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wholistic report that campuses fill out that looks at sustainability across your entire campus. Not just what are your buildings and operations doing to be sustainable, but what is happening with sustainability in the curriculum, how is leadership handling sustainability, but also how are they being transparent in what they're doing? How are decisions made on campus? Who gets hired? Where does purchasing come from? Is the purchasing that you're doing fair trade? Is it using slave labor in any ways? All that type of stuff. It's a pretty in-depth report and I'm right in the middle of getting that ready to go, it'll probably take me until June to do that and then we'll submit that and hopefully ratchet up. Right now we're STAR Silver, I think we'll probably get to STARS gold by June. That's the goal at least. That's another sort of big project, those are things that I focus on on a broader scale and then day-to-day theirs fires that come up that I just need to put out or little initiatives that I want to jump in on. The big things right now are just the STARS report and figuring out what to do with all of this stuff.

Wolfe: In line with that STARS report, are all of your buildings metered individually?

Mehann: Yes. Yeah it's pretty slick, our administration has gone crazy with the operational side of stuff. We have nine LEED certified buildings. Four silver, four gold, and a platinum and that's nine out of twenty-two buildings total across six different regional campuses across fifteen counties. Almost half our buildings are LEED certified and all individually metered. We're now trying to move away, I'm doing everything I can to push for electrifying everything and getting away from natural gas because right now our natural gas use, we don't use much of it, but our natural gas use is in another two years will probably be larger than our electricity use. If anything does come up feel free to reach out and if you ever want to come down and just check out Western we're four blocks away. Come on down, I'd be happy to give tours of the campus or just talk more about sustainability in general. If you do, we do have a website: westerntc.edu/sustainability and that gives you access to some of our initiatives. There's a PDF on there that gives our latest marketing stuff on what's happening with Western's sustainability so if you've got more questions that would be a great place to turn. Thanks for your interest and let me know if I can help you out in the future.

- VI. General Student Body Open Forum: N/A**
- VII. Officer Reports**



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- a. President Sita Agterberg:** Student Reps met this weekend, it was a short meeting. We didn't go up to Superior, it was over the phone and we didn't really discuss anything. There's some stuff about a new higher ed act that will probably be coming up in Senate soon. It's out of Tennessee. We're just supposed to write a resolution about whether we support it or not. So, look for that. Second thing, LeaderShape. It's a program that goes on over spring break. We have a capacity to send two students to it. It's really helpful if you're a first or second year. It's all free so everything is paid for, it's about leadership styles. I never went so I can't talk about it too much, but I know that people felt like they've grown from it. If you're interested let me know. Third thing has to do with later, I emailed faculty senate about open forum resolution and they support it so that's good. SCC specifically said that the exec committee would be talking about it at their meeting next Thursday. With that, Joe Gow will be having his regularly scheduled open forum on November 14th, from 3:30-5:00 P.M. If this doesn't go anywhere I think it would be a good idea to advertise this open forum. That's it.
- b. Vice President Dana Nielsen:** I just have a couple things. One, our guest speaker for next week is Senator Schilling which is very exciting and I have been talking to some of her staff and they asked if I would give them a list of any specific topics we would like her to touch on. I'm going to send around a list so if you have anything you want to hear Senator Schilling discuss you can write it down and I will make sure that they know that. Also, You Can't Say That! Can You? Is the free speech event next Tuesday I sent that flyer to you last week. I can send it again. Please go, it will be very informative for all of us as senators to know so we can inform our constituents what their free speech rights are. Encourage your constituents to go. During discussion if you could say your last name, so our secretary knows who is speaking. Please say your last name before speaking.
- c. Chief of Staff Mark Moralez:** If you want to be put on the speakers list please raise your placard then I will point at you or nod. I don't want to skip anybody so just make sure that we make that eye contact and that we have that confirmation. Also, I went to Faculty Senate last week and a few weeks ago the student senate passed a resolution about adding additional language to the syllabi. Faculty Senate talked about it, they approved it, so that's all a go. That's all I have right now. LeaderShape is cool. I went four years ago. I am old. It was a really cool time. I made a lot of friends. I went as a first year, I think it was better that I went then instead of now. It's free, it's six days over spring break so unless you love spring break... It's a good way to spend spring break and I learned a lot about myself and my leadership.
- d. State Affairs Director Alex Becker:** I have no report, but I want to thank everybody that came to the lobbying and civic engagement event last night on Monday. It was a really good event.
- e. Local Affairs Director Bennett Thering:** I haven't talked to you guys since the off-campus housing fair happened but it went really well. Sorry I couldn't report about it last week, I had to leave the meeting early. It went really well, it seemed to have a lot of people. I don't think it was marketed as well this year. Partially my fault. This year I was tossed into it, not knowing exactly what that would entail. Since there is going to be some institutional memory here, if you're here next year I want you to push this position to market better just so it reaches more students. And then, last night I went to GENA which is the Grandview Emerson Neighborhood Association meeting. Always a good time. We



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were all in little chairs. All these grown people in little chairs in an elementary school that was fun. There wasn't a bunch of relevant stuff for the university. But there was talk of a bike share program. They were wondering what students could contribute to that but I wasn't really sure. They seemed to have a focus on sustainability with their motive. So they were thinking these bikes would be thirty minutes for a free ride, I don't know how that helps people get to work and stuff. But, just keep that in the back of your head. It might come to surface, it might not.

- f. **Inclusivity Director Faith Fisher:** We have some more information about the Women of Color scholarship and what fundraising we would like to do. So, we decided that what we would like is to have an event that celebrated the twenty fifth anniversary of the diversity org seats in senate but then also make that a fundraiser. And that was the idea we came up with, but there's always room for change. Sita and I want to contact past alumni who have been in those seats to see if they would be willing to contribute to the cause. Don Greengrass has offered to give a matching gift for what we do make and we would like to have it at the Greengrass Café is possible. And also, the inclusivity statement I talked about last week, Senator Cayo is going to be bringing that to the DOC meeting tomorrow, so if anyone who goes there would like to contribute to that it would be great. And also, the diversity org senators stay after just to come talk to me.
- g. **Public Relations Director Olivia Ahnen:** Mark your calendars because November first will be our fall event. Probably something outdoorsy, maybe a campfire. There will be s'mores. I still have to figure out the details exactly. For right now I don't have a time or location enough to tell you now, but at least mark the day down and it will probably be in the evening to night sometime. So, look forward to that. And then, people on the marketing and special events committee please stay after for a few minutes. It's easier to schedule a meeting time in person than in over email. That's all.
- h. **Sustainability Director Samantha Wolfe:** I want to start by saying that I also went to LeaderShape last year and it was really fun and Mark is right, the food and the snacks are amazing. But besides that it's actually really fun to meet students that are on campus and also share some of the same visions that you do and you probably will come back to campus with a team of people. I know I did and I ran with one of them for President and Vice President. All in good fun. It was fun, let's do the plastic bag thing.

- VIII. **Advisor Reports:** I think some of you have seen the table downstairs. They're trying to hire census workers for this year. Fifteen dollars an hour, I think they're going to be here through next week. I think most of this will happen next semester and not this semester so if any of you are interested in that. We are moving storage cages so some of that is a bit of a mess and everything. They will be moved to 150 so that will be happening here pretty fast. Before I say anything here about me being out of town next week, the Green Fund has a balance of \$185,000 right now. And, the University is concerned that if we don't spend some decisive parts of this money that they're going to have to stop charging the fee. Which is not a good thing. Alright, so, try to figure out how we can do some larger projects. So looking at LED light sin the residence halls and LED lights in the rec. But if you have some big things, that's what we need. As far as the three to five thousand dollar things, that's not going to cut it. We need to make a statement. And yeah, I'm out of town next week but I'm always available.

McReavy: The gender-neutral bathrooms in the basement of Whitney have been completed but there aren't any signs or advertising to let students know they are there so what is being done to let students know?



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Dr. Larry: I wasn't sure that both were done, maybe one is done and then when both are done we will start putting some signs up about them.

AGTERBERG: Do we have to walk through the custodial area to get to the new storage cage?

Dr. Larry: No, but you do have to walk by the custodial office. We are moving the service cages. It makes sense, we are taking over the cages. That allows the testing center to expand in Centennial.

IX. **Committee Reports**

- a. **Thering:** SUFAC if those of you that aren't familiar, SUFAC is the body that determines what gets money and what doesn't. How much money gets dispersed places and how much doesn't. So there's allocated fees and there's non-allocable fees. SUFAC has almost total control of allocable expenditures. Not things like the CTC, that's non-allocable. But say, Student Association. They have a budget and SUFAC has control over that budget for the next fiscal year so SUFAC right now has been meeting for three weeks of substantive discussion. We are going through capital fund request right now. We just got all the requests in and we are putting questions out that we would like answered. On Monday, we are coming to the conclusion on those one time purchases. So, for example sports equipment, a printer. Student Association is asking for a new printer. Before we are doing that, we were doing carry-over requests. So, I didn't report on this last meeting because I had to leave early. But carry-over requests are money that was left over in those accounts and they have requested to be able to get that back for this fiscal year. We have concluded those carry-over requests. We meet every Monday at 5:30, and it is open to the public.
- b. **Nielsen:** JPB is the Joint Planning and Budget committee. I'm on the executive team for that and we're thinking of making a strategic team on how to prevent or plan for the enrollment cliff that is coming. We want to put a team of people together who can help us plan and budget for that since less students means less money for our University which means we're going to have to make changes. That's all I have.
- c. **Wolfe:** Green Fund Ad Hoc met on Friday and we talked about more projects and assigning things and looking at bigger projects now.
- d. **Schock:** BRASSO still has a permanent seat on the body right? No? Okay. Then never mind. We're just working on budget stuff.

X. **Organizational Reports**

- a. **Evans:** BSU's bake sale is tomorrow at the Clock Tower. 10:30-2:00. Buy stuff. Everything's a dollar.
- b. **Hook:** Indigenous people's day was on Monday. Myrick Park had a really good turn out and then NASA put on a movie called Older Than America it's a really good movie. I would recommend it to all of you. We had a pretty good turnout for that as well. And then tomorrow to continue the celebration, Greg Dale is coming and presenting at 7 p.m. and he is going to discuss considering Indigenous Day and talking about resilience and all that stuff and problems they face today and talk about his work as well. If you do look his name up he has a lot of cool art out there. If you can make it you should come. I'll tell you later where it is when we do announcements at the end.
- c. **McReavy:** Last Friday was national coming out day. The Pride Center celebrated that by tabling at the clock tower. I saw a few of y'all there. I did not come out because that's about six years over-due. It was a pretty good event. I yield.



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XI. Unfinished Business

a. SA1920-012: Resolution to Approve At-Large Senator Appointments

i. **Nielsen:** Before we start discussion I'm going to make a couple modifications if there's no objection. A couple of these At-Large seats I've decided to appoint these Senators to actual colleges. So that's just what I'm going to make clear in the resolution.

ii. Discussion

Wiza: Can we change Association to Administration please?

Nielsen: I'll take it as a friendly.

Nieder: Do we have to change that last therefore since they are not all At-Large? As a friendly.

Nielsen: Yes.

Lichtfuss: I should know this answer, but what are the requirements for each college and where are we at?

Nielsen: CBA is three. We are full at three. CASH is four we are at four. CSH is eight and we are two short which is where the At-Large are coming from.

McClain: I think that last whereas also needs the At-Large change.

Nieder: Also the first whereas.

Nielsen: Actually, I'm going to leave that one and the one below.

McClain: Call to question.

Seconded by Wiza.

Passed.

Swear in new Senators.

b. SA1920-013: Resolution Supporting the Student Call for an Open Forum

i. **McReavy:** Basically, just a reminder this resolution is supporting the protests and the petition going around calling for an open forum regarding the title IX process. Not specific investigations that are going on. We did hear from the Senate Executive committee for faculty senate and they did make a request to add something to this resolution. They wrote a friendly amendment that the open forum would be a place for conversation and demonstrations would need to take place outside of the open forum. I'm kind of conflicted about having specific language in this resolution against demonstrations just coming from a place of this was brought forward in support of students who have been demonstrating. I'm conflicted about putting this in here, I have an idea on how to phrase it but I just wanted to bring it to discussion on whether we should put that language in there. I'm just a little uncomfortable with situating this resolution against demonstration. What are your thoughts?

Discussion:

Nielsen: Would you mind reading their recommendation again?

McReavy: We would like to add a friendly amendment that the open forum will be a place for conversation any demonstrations would need to take place outside the open forum.

Nielsen: Any discussion on the resolution as a whole? And if anyone would like to make an amendment to add that language in there we could discuss that. We don't have to I'm just saying that's what can happen.



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Lichtfuss: I think it could be wise to actually have this to go through. I think the chances of this open forum actually happening are very, very slim. In the recent events of Chancellor Joe Gow releasing the email with the links and stuff, he's very much like, "Here's all this. We're not having it." I think one of his biggest fears is demonstration. Contention kind of deal. He doesn't want that along with the whole ordeal with the investigation and messing with that. So I think it could help by adding it. I definitely want to hear other people's opinions.

Hook: I just have a question for the author. Did you have any wording in mind? What are you thinking more directly over this recommendation? How you would like to see it played out if at all? I yield to the author.

McReavy: So, like I said. I'm not sure exactly how... I'm still not sure whether this should even be in here. That's why I'm asking for the feedback. The wording that I've come up with that feels less uncomfortable to me than other wordings I've come up with is "Whereas this forum would be a place for questions and dialogue as opposed to demonstration." I like that because it feels neutral to me. I guess I wanted to phrase it in a way that didn't feel like we were trying to shut down demonstrators or that we were telling students they didn't have a right to be upset because the whole motivation of this resolution is supporting students who are upset and have a right to be.

Myers: I agree with senator Lichtfuss. Personally the statement they are trying to add is the faculty senate, I think it would be a good idea to pass it. They are just saying that conversation should happen. Which I agree with the freedom of speech conversation. I feel like it's not necessarily harmful to say conversation as opposed to questions and dialogue. What was your idea?

McReavy: I was going to phrase it as "Whereas this forum would be a place for questions and dialogue as opposed to demonstration."

Myers: I feel like conversation, those things fall under conversation. I agree with Lichtfuss, they are afraid of more media attention and more attention than they want. And obviously demonstrations are able to happen on a public platform and make it more of a limited platform and make sure that it's a conversation instead of people getting upset.

Neader: With that then, can I move to amend the document to add that whereas?

McReavy: I would put it as the last whereas.

Discussion:

Schock: This is something where I agree. It's hard to draw the line and tip toe back and forth of what do we tell students to do and how to feel. And there's a couple points I think. I agree with the sentiment I think it's important to have that dialogue. However, I don't like the idea of faculty or administration telling us how to ask for an open meeting. If they want to ask for it themselves I think they should be upfront with it coming from them. I don't know if it should be on Student Association to demand that of students especially if it's a student's idea. I would also wonder what does demonstration entail? Is it chanting or interrupting? Because that could be disruptive or is it holding signs? And if during that open forum, if people end up getting removed in some capacity, I worry that Student Association would somehow be implicit in that removal. With media attention, I think faculty should be more concerned with how their



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students feel instead of how they look at a regional or national stage. And I think it should be their job to care about their students.

Cayo: I agree with senator Schock. This language makes me really uncomfortable especially since this resolution was made to support students. Having any language from any administration at a time like this just makes me feel really uncomfortable. Also, if Chancellor Gow were to go through with holding an open forum about this topic, in the advertisement they could say no demonstrations if that really bothered them. I wouldn't be opposed to just removing "opposed to demonstration." And just having the whereas say "Whereas the forum would be a place for questions and dialogue." But I would be uncomfortable with saying that Student Association opposes demonstration.

Nielsen: Are you making a motion to take that out?

Cayo: I would love to make a motion to take that out.

Discussion

Lichtfuss: I think we should either get rid of it or specifically state, as Schock was saying what demonstration is. I just want to point out again that, I don't know. I don't think it's going to go through at all but I don't want to change our beliefs just on the basis of getting it through. Do we compromise what we stand for just to get it through? Or do we just say "We want this for students in any way shape or form and that's what we stand for." It's really hard to say and I'm not taking a stance but I'm putting the dialogue out there. I think if we actually state what demonstration is not prohibited then here's a better chance of it going through. But I don't know if we should compromise that.

Wiza: I agree with Cayo, we should remove that language as opposed to demonstration. Who are we to tell the students? I personally want to join, them and I want to yell at Joe Gow too sometimes. I think that that language is hurtful. It could hurt student senate and it could hurt student association and it would be better for us to remove it and support students with this resolution. This resolution is saying we support our students who are passionate about this. We support this open forum and saying that we oppose demonstration, who are we to tell them what they can and cannot do? If they want to hold signs, go for it. I support that.

McReavy: I just had a question as to whether, I'd like to yield to COS Moralez, if we don't add this to the document, do you think faculty senate will still support?

Moralez: By support, do you mean sponsor? I yield to Sita about that. Double yield.

Agterberg: Based on the email she sent, any demonstrations would need to take place outside the open forum. They wanted to fully support the resolution with that. Whatever language we choose that they are talking about. We wouldn't have a full endorsement of the faculty senate executive committee. But, it may change based on what faculty senate itself does.



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McReavy: I think after listening to comments others have made, I'm now more uncomfortable with this. I don't think it's Student Associations job or appropriate to put it in the resolution. I don't think we have any say in whether or not students choose to do that.

Myers: Okay, I've thought more on it with definitions. What is demonstration? I think questions and dialogue count as demonstration and by coming up with this open forum it already counts as demonstrations so I think just, take it out.

Yuengst: I yield to Sita. President Agterberg.

Agterberg: Oh my gosh. I forgot what I was going to say. I yield, I'm sorry.

Yuengst: I also agree that we should take this out. I'm in agreement with the rest.

Lichtfuss: Yeah, so, this forum is not a right. So, it's ... we do have the right to put the parameters on what this is. It's not like we are entitled to this, so that being said we should just take this out.

Called to question.

Seconded by McClain.

Passed.

Discussion on original amendment.

Lichtfuss: I just want to make sure this isn't redundant in any way. Nope, I like it. I approve.

Schock: Called to question.

Seconded by McClain.

Passed.

Resolution as a whole:

Neader: Call to question.

Seconded by senator Wong.

Passes unanimously.

c. SA1920-014: Resolution Approving the Fall 2019 Election Results

- i. Nielsen: Last time we discussed this we didn't really discuss it at all since I thought there would be changes and we would figure out who the grad senators will be. Unfortunately, that has not changed at all or been decided. One person reached out and said they were interested, I haven't heard back from them but I told them if I didn't hear back from them by the end of this week I would find other options. I wrote this initially to make sense for that situation.

Discussion:

Neader: I think it's worded well. Just pushes the graduate part off to a later date and we can move forward with the senators we have now.

McClain: Call to question

Seconded by Fields.

Passed.

Swear in new Senators.



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d. SA1920-015: Resolution in support of Kayde Langer and the University of Wisconsin Eau Claire’s Inter-Tribal Student Council

- i. Hook:** This resolution is in reference to some activities that happened on UW-Eau Claire’s campus where Native student Kayde Langer’s door was vandalized with just a lot of racist remarks saying “go back to the res red n-word”. This is a resolution in support of that student, in support of Inter-Tribal Student Council, and also stating that Student Association condemns that type of behavior here and elsewhere as it does happen, not just on Eau Claire’s campus but it happens on our campus and many other places.

Discussion:

Haume: I would like to state my support. I think if the students we are representing can’t feel safe or supported in the situation they are studying in, no aspiration for their goals can truly come to fruition. It is our duty to meet those needs for our constituents. I definitely support this and I don’t know if ALANA is... but if we could be added as a sponsor? Thank you.

Hook: I just want to state, that these are words, they are important words and I would like you all to approve them. On paper is different than in action. So even with this being discussed, even if it’s voted through, if you see something you should say something. You should not be a complacent and you should not be a part of anything like this. I would also like to look further into resolutions that could go further than just words.

Yuengst: I yield to Olivia.

Woodmansee: If you scroll down to therefore be it resolved, I think this is an excellent resolution and I think that it’s great that you state your support however I think it would be a little bit more impactful if you actually sent it somewhere. Perhaps to Eau Claire, perhaps to their administration, perhaps to somewhere their administration can see this is a system wide. Perhaps if you want to send it just to student representatives, I don’t know what they would do with it. But sending it in solidarity, they could do something. I think it’s great that you have this but if you implemented some action behind this as well it would really strengthen the resolution as well.

McClain: Building off of what Olivia said, this was a discussion that came up at Reps and I agree that the idea to forward this to Eau Claire and the UW System Reps to show that UW La Crosse is in support of Native students on campus.

Nielsen: Would you like that to be an Amendment?

McClain: Sure.

Hook: I’m not sure the preferred language, so I just yield to anyone who has the ideas.

Schock: I have suggestions for the preferred language just to get us started. Therefore be it further resolved that this resolution be sent to UW-Eau Claire administration, UW – Eau Claire Student Association, and Student Reps. I think that’s a good start.

Discussion:



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Yuengst: Can we also add chancellor Jane Schmidt? And Eau Claire's Intertribal Council?

McClain: Call to question

Seconded by Lichtfuss.

Passed

Discussion:

Cayo: Could we add dean of students LaRue Pierce and could we also remove UW-Eau Claire administration, since it is redundant language?

Seconded by Wiza.

Perkins: Call to question.

Seconded by Fields.

Passed

Lee: I think it's great to add this therefore to show that even though this issue is on another campus because even though this issue is on another campus it is something that could impact our campus. This is a whole UW system situation.

Wiza: Call to question.

Seconded by Fields.

Passed.

Discussion:

Wong: Call to question

Seconded by Yuengst.

Passed.

e. SA1920-016: Resolution to Create a Student Safety Ad Hoc Committee

- i. This is part of a motion to commit or file it away so it's on record. I've had conversations with the detective to come up with a plan of individuals from senate. It is a holistic idea. I will say those, we added domestic violence, sexual assault, to the list of things we want to cover. I do want to say for anyone who is joining the initial focus will be on ALICE training since that is what the ball is rolling on. I love the idea of knocking em down. Once we get on with that, then creating those connections on campus.

Discussion:

Perkins: I would like to co-sponsor it.

Wiza: Call to question.

Seconded by Fields.

Passed.

XII. New Business

- a. Nielsen: The resolution to recommend finding an alternate time for undergraduate research. If the authors want to introduce this while I get sponsors.

Schock: This idea was born out of, I don't know who has done research or who has been to the symposium in the past. But they usually happen in the spring in the middle of the



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day on a Tuesday so they go from 11-3. It's really inconvenient for students who have done all that work and then have to present that research that they have to do all that work and then miss class if they want to get caught up. It also prevents faculty and their advisors from attending because they have class. Anyone who they want to invite, it's in the middle of the day. It's a resolution requesting a change from that middle of the day structure on a weekday. It's intended to be sent to Faculty Senate, officer Betsy Morgan who is the provost and the undergraduate research committee.

Discussion:

McClain: I would like to add that we emailed some of the clubs that do research and the Archeology and Anthropology club emailed me and told me that for their honors thesis that their seniors do as a requirement to graduate is that the seniors present their thesis at this symposium so if it's a requirement for one class that's causing you to miss another I felt that was a good reason to change the time.

Neader: Question, I think we should support this but once they do try to find a time, is it possible to do more than one time? Offering it at a later time in the day, like 5:30? Would that be possible?

McReavy: I just wanted to voice my support for this. I think it's important to stand behind our students and making sure that their efforts and research and creativity is able to be appreciated. I know when I first applied here I heard a lot about how much this university values undergraduate research and how it is appreciated here. I think there's a dissonance with how the university advertises themselves with supporting student researchers and then having these events in the middle of the day when students can't even come to them. I am in support of this.

Myers: I also would like to show my support. I know that it would be really support for more people to be able to do research and it might compel people if it fits into their schedule better. I love research, research is where you learn.

Lichtfuss: Move to end discussion.

Seconded by Fields.

Passed.

XIII. Discussion

a. Sexual Misconduct: Faith Fisher

- i.** Hi everyone. So the discussion I wanted to talk to you all about is the recent sexual misconduct that has been happening on this campus. Not just the recent one that we all know about but the other ones, specifically with professors. We talked about how we have done things in the past like having a video that talked about how we need to hold our professors accountable and how can we hold them accountable but that's not necessarily, we don't have to go that route. We do not professors have to go to a module. But clearly, just one module is not going to change if a professor will commit those type of crimes. I wanted to see if y'all had any ideas.

Discussion:

Haume: Would it be useful to ask the peer health advisors that work in student life to create some kind of teach in or training for professors specifically? If we're at the point where we need to have repetitive training, maybe pairing with the individuals that work with Ingrid would be a good way to start that.



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Agterberg: in the past we have had It's On Us, a volleyball tournament. This is something we could bring back if we're interested in it. In the past, the local affairs director was in charge of it. We could do something about that as well.

Nielsen: I'm a huge fan of bystander training. I think it's really great to approach people as a solution to a problem rather than telling someone not to do something because the people who are prone to do bad things are going to do it whether you tell them to do it or not. Approaching them as a solution will tell them I can do something to alleviate this problem. It's a great way to get people interested in wanting to help. By having professors hold each other more accountable.

Schock: I think this comes from a point of view of being in the college of science and health. A lot of times when students are doing research, it can be late at night. You can be alone with someone late at night but making sure that, especially with power dynamics, if people are aware of those tools, whether it be Ingrid or just to further empower those students.

Moralez: I've been apart of this conversation in numerous places on campus in the last month or so. I'm wondering if there's a way to get these entities connected in some sort of way. I know there's a violence prevention committee. I have a intro to technical and professional writing right now and we're supposed to be drafting a memo. We're talking about this. In terms of a campaign on violence prevention, it's frustrating to be in so many places and all these people are having all the same conversation.

Cayo: I've been protesting at the clocktower, and a lot of the faculty have been trying to get involved. Psych department wants to have a listening session. Women and gender studies wrote a letter to Joe Gow. A history professor wrote a response. If it would be possible to ask them some of their ideas that they are having.

Agterberg: Can we get a copy of the letter from the women and gender studies letter?

Cayo: I bet I can.

Myers: I like the idea a lot. It sounds like there's a lot of different groups on campus. If we could come up with some sort of student pledge where the faculty signs on. Just a statement that supports this group.

Schock: We're already encouraging an open forum and I would argue that I think we should still encourage one with Joe Gow but get the shared governs together. Instead of depending so much on an administrations response, it would be helpful if we could do this to either host or encourage an open forum with that shared governs all within that same setting and room. I like the idea of having a pledge.

Nielsen: We can close this discussion.

b. Inclusivity Statement: K.C. Cayo & Cait McReavy

- i. Cayo: Could you pull up a copy of it? So last week we discussed the university centers inclusivity statement. A few of us folks were hoping on making a resolution encouraging people to mandate it in the bylaws and we were hoping to have Student Association throw their support behind it. I was hoping we could workshop it. This is what University Centers has and we would put Student Senate or UWL or whatever.

Discussion:



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Nader: I think I mentioned this last time, I would like to add condemn any violence and discrimination because discrimination is also harmful as is overt violence.

Lichtfuss: This might be my own ignorance, but I'm just wondering the relevance of sexism on there?

Fisher: Someone asked this last time, but the difference between gender identity and sex. Sex is what you identify with biologically and not socially. Sexual orientation for a partner, that has nothing to do with gender.

Lichtfuss: Would we want to amend that to biological sex.

Fisher: When people say sex it is implied that it's biological.

Nielsen: I can make a note.

Myers: It says Student Union and Whitney Centers. That makes campus feel small to me. Is it just those two?

Cayo: This was made for them, we would change it to represent the student senate or UWL. We will be changing that so it would be campus wide.

McReavy: In response to the sex versus gender thing. They are two different things. I just want to firm yes, sex and gender are two different things. For those who don't know I am the pride center senator. I might caution sharing them because the two separate things might be harmful. We're talking about maybe women but also non-binary, people fall under the LGBT community. I understand why they're in there but I think it could be harmful to have them both.

Haume: I think in relation to what was just said, it would be more beneficial to just write gender identity. Because then we're respecting how people choose to identify.

Nader: Could you scroll up so we can see that last sentence? I guess we probably have to rewrite that a little bit since it's coming from us as students? Maybe we could say something a little more action based? That's something to discuss at a later time.

Cayo: I've been looking at other campuses diversity and inclusivity statements. UW-Madison has one and one of the portions of it says we value the cont. Of each person, respect their ways in which they enrich the university. We could, if we wanted, just be that open ended. If we thought that was more inclusive. In other ways, we could just remove this language entirely and start from scratch or adopt something similar. We don't necessarily have to use those exact words. Experience encompasses all of these feelings.

Nielsen: I agree with that. I get nervous when we start listing things because it gets to a point where you're going to leave something out. So I like the broad language like identity because it encompasses all identities.

Lichtfuss: Would the desire be to copy that verbatim or, would we do something very similar? I have no clue on the idea of copyright and plagiarizing. I don't want to do that.

Nielsen: No more discussions, I'm going to end discussion.

XIV. Announcements

- a. **Hook:** Greg Deal is coming tomorrow at 7 pm in the Hall of Nations. He is a Native artist and activist. You all should come.



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Agterberg: They are looking for volunteers in the enchanted forest. It's super fun. It's through Wiscorp. I think it'd be really cool if senate showed up, it is, like 12-something. It's Saturday. It's from 10-3.

Fisher: There's an escalation film and workshop. So teaching the signs of dating violence. How to intervene and protect people from unhealthy and abusive relationships. It's tomorrow from 7-8:30 in the Student Union room 3110.

Nielsen: I'll mention, I lost a couple senators with some resignations, so that means that committee seats, there's some open ones. I'm going to be reaching out to a lot of you. Be checking your email.

Agterberg: There's also a search and screen committee for the director or residence life. If anyone is really into res life and is interested in helping out let me know. I will get you in contact.

XV. Adjournment

- a.** Motioned by Avery.
- b.** Seconded by Hook.