



Senate Meeting

03/22/21

Virtual

5:15 PM

I. Call to Order:

II. Roll Call:

III. Approval of the Minutes

a) Sarah: I would like to entertain a motion to suspend the rules so we can approve the minutes and the agenda

- Rachael: So moved

- Sierra: Seconded

- Discussion

1. N/A

- Rules are suspended.

b) Sarah: I would like to entertain a motion to approve the minutes from last meeting.

- Sophia: So moved

- Rachael: Seconded

- Approved

IV. Approval of the Agenda

a) Sarah: I would like to entertain a motion to approve the agenda for this meeting.

- Sophia: So moved

- Cora: Seconded



- Approved

V. Reports

a) President:

- Hello hello hello everybody
- I got my COVID vaccine today
 1. Arm a little sore, doing alright otherwise.
- I did all of the interviews for the environmental affairs position
 1. I would like to thank everyone for applying the position
 2. I hope everyone who is coming back next year, looks at the other positions as well
 3. I am very excited to see what happens with the organization.

b) Vice President:

- Since it has been spring break, I haven't been working on too much
- Just some things about the Arts and Performance chair
 1. Kelli Strickland is here to talk more about that.

c) Speaker of the Senate:

- Hi everyone, I hope y'all had a great break.
- I have not worked a lot this past week but before that I was working on the think tank discussion.
 1. I heard from Jared that someone even applied from another campus so that is exciting.



2. I do have a couple discussion points I will be putting in the Canvas for the senators to look at.
 - a. I am going to look at is to make a small post based on things we have talked about in the think tank.
- d) RHAA:
 - We are working on elections for next fall and starting to put that material together.
 1. More information to come from that from the e-board.
- e) Student Court:
 - The deadline passed to turn in election materials.
 1. The candidates should be certified on Wednesday.
 2. I am going to have to set up the next student court meeting and get logistics going for a debate since we have two candidates.
- f) Advisor:
 - Hello everyone
 - I wanted to give you an update on childcare since that is something we have been working on this year.
 1. Dr. King and I are taking the lead on establishing a childcare program.
 - a. We hope to have it go live by April 1st.
 2. It would use SGA funds for those who are using facilities that are not licensed daycares but home facilities.
 - a. The grant is being used to pay for actual facilities.
 3. It looks like it will be one big payment rather than monthly or weekly.



4. We are just working out all of the kinks to get it going.
 - a. Hopefully there will be marketing within the next week.

VI. New Business

a) Environmental Affairs Chair: Katie H?

- Introduction:
- Hi everyone, my name is Katie, my pronouns are she/her/hers.
 1. I am an environmental science major
 2. I am interning with Clean Water Action Council
 3. I really want to focus on policy
 - a. With that I want to be part of local government of some sort.
 4. I liked to go kayaking and hiking and all sorts of stuff in the environment.
- Q&A:
 1. Ted: What's one thing you have noticed in regard to sustainability that you would work to fix?
 - a. I transferred to Green Bay last semester. I haven't really totally been on campus too much, but I am really open to learning all about that.
 - b. One thing I am passionate and looking towards is sustainable justice and looking into those details.
 - c. I know Green Bay has a long history in environmental affairs and working sustainably.
 - i. I am really interested in working with all of that and to continue the goals of sustainability.



- d. I am also passionate about clean energy
 - i. I know there was a commitment to clean energy so just working towards that goal.
2. Sierra: What's your biggest strength you can bring into this position?
 - a. I am in a course learning about adaptative leadership so I think I would bring that leadership into this position.
 - b. I am learning how to be a leader and what my leadership style is
 - c. I am also very passionate about the environment and I bring a lot of drive to everything I do.
3. Jasmine: What are some personal goals you hope to accomplish in this position?
 - a. To further develop my skills for my career. I really want a career in government so being able to develop the skills
 - b. Working with multiple people and really understanding the community and work with the community.
 - c. Helping out and completing goals.
4. Riley: What's your greatest weakness and how would you deal with it in regard to your position?
 - a. Right now, I am really working towards work with multiple people and kind of all different age groups.
 - b. Right now with my internships, my supervisor is older than me so I am learning how to work with that relationship and understand how



to talk to people who may not have the same thoughts as you and I think that really translates well with my career goals.

- Discussion:

1. Katie seems to have a lot of experience with environmental affairs. Not at the university but within different organizations she is a part of. I think she is a great candidate.
2. I agree with what Sierra said and along with the experience she shows enthusiasm for it too which is important, especially with a bunch of people leaving.

- Vote

1. 7-0-1
2. Approved

b) Arts and Performance Chair Proposal

- Guest Speaker: Kelli Strickland

1. Thank you so much for having me, I am really happy to be here.
2. First let me offer some mighty admiration for Robert's rule of order and I wish I had half of that facility during board meetings so on that count, good work.
3. The proposed chair I feel like is in alignment with what I have been working on since I came to campus.
4. I can talk a bit about how the Weidner has been shifting since I came to campus in 2017 and how I view this position would facilitate that.



- a. When I arrived one of the strongest charges I had was to increase student involvement at the Weidner.
 - i. We have done that in a variety of different ways.
 - ii. I think about performance opportunities for our music and theater students.
 1. We are always looking for new ways to collaborate with the theater and music department.
 2. A new way is with the Weidner Philharmonic is a collab between the music department and the Weidner to reseat an orchestra in Weidner Family Hall.
 - iii. The next project I started was getting more students in seats.
 1. Just increasing student attendance at events.
 2. Starting PhlashTix again
 - a. \$13 student tickets to every performance that takes place.
 - b. That program has been wildly successful.
 - c. It came to a screeching halt on March 12th, 2020.
 - d. We saw a 300% increase in the first three months of that program.
 - e. We would have been on track to exceed our



goal of 1000 tickets.

3. I have had conversations with Dr. King about starting that up in the fall again.
- iv. The last piece that I have been focused on is getting students working in the center.
 1. We started our peep program
 - a. Production and event execution program
 - b. We started with 7 and we anticipate it growing to 30 next year.
 - i. These students are doing press release, social media, running the live streams, setting up and breaking down the events.
 - ii. Next year when we resume live events, they will be working in front of house positions, the student matinees, etc.
- v. A new development, where I think the chair position will be so valuable. We have made a lot of headway with the student life piece, a lot of headway without academic partners.
 1. The chancellor and I have been working on a way to promote all public programs on campus that are seeking a public audience under our culture and ideas.



2. There are activities that happening campus that are meant to have a student audience exclusively but there are also events where student groups bring in an artist or a professor talking about a new book.
 - a. They are also trying to reach the community.
3. We would amplify the events to the general public.
 - a. The Weidner would be a one stop shop.
4. When I am out in the public and I am talking about what the arts does for a community, I talk about social and emotional wellness and belonging.
 - a. The arts is a really powerful tool to helping people build bridges with those who have different backgrounds and experiences.
 - b. There is a lot of data that points to this.
- b. This particular role in student government can be really instrumental in helping the various entities that are engaged in the arts.
- c. Another thing I talk about when it comes to the arts is the sense of civic pride.
 - i. In our case, it refers to some sort of municipality. I think the arts can create, not just where I go to school, but my school
 - ii. Seeing themselves reflected on stages and in the music they are hearing.



5. I am so excited that Sarah has brought this idea forth. I am so impressed with her perseverance with keeping this going.
 - a. I feel like we can see the light at the end of the tunnel.
 6. I want to offer personally, that I will do anything in my power to help the person in this role succeed.
 - a. I look forward to having a go-to and liaison to how students are feeling on campus and how we can better serve them.
 - b. A recognition of the role to show that it is important to us as a campus.
- Second Reading:
 1. Sarah: We are not specifically changing anything, this is just going over what someone does.
 - a. Putting this into the constitution will come with constitutional review.
 2. We read it last time and I can quickly go over what it will do then we can discuss and then vote on whether we approve putting this chair in the constitution for next year.
 3. **See Arts and Performance Chair Document.**
 4. Discussion:
 - a. Sarah: How do you guys feel? Does anyone have any differing opinions since you have had a few weeks to think about possibly adding it.
 - i. We do have money carved out in the budget for this chair so



the Student Gov budget would not be an issue for this either.

- b. Sarah: Does anyone have any last minute points of discussion? Are we ready to vote on whether or not we are adding it.
 - c. Riley: Call the question.
5. Sierra: I motion to approve the Arts and Performance Chair
- a. Rachael: Seconded
 - b. Discussion:
 - i. N/A
 - c. Role Call Vote
 - i. Passes 8-0-0
 - ii. Arts and Performance Chair approved for next fall.
- c) Possible Extra Senate Meeting
- Sarah: This was something we talked about before spring break.
 1. We have a lot we need to do and we only have two senate meetings left of the semester
 2. There is a lot we still need to do.
 - a. Approve constitution and approve an entire new exec board.
 - b. The next few senate meetings are going to be long.
 - c. Having an extra meeting would make some of those meetings a little easier because we wouldn't be going as long as a period.
 3. It is up to you guys.
 - a. We don't have to do that but it is an option we are throwing out



there.

- Discussion:
 1. Sarah: We would really like your feedback on this.
 2. Cora: I think it is a good idea. We definitely have to make sure that everyone can meet and that is my only concern.
 3. Sarah: We would most likely do them Monday's still at like 5:15-5:30.
 - a. We have to do some tricky business with doing an exec board meeting to keep in line with our constitution, but it would be quick.
 - b. We can always figure out times as well.
 4. Jay: I am in favor of having extra meetings. I don't have an infinite amount of time after these meetings since I have meetings after this one so it would be helpful to make it a two hour meeting instead of four hour meetings.
 5. Sarah: Does anyone have big time constraints on Monday's that are not senate meetings?
 6. Addison: I would like an extra meeting as well.
 7. Sarah: It is my understanding that everyone would be available on a Monday that is not a senate week.
 - a. Is there anyone who said we shouldn't do this and do one long meeting and get it over with? That is also completely fine.
 8. Sarah: It sounds like everyone is in agreement about having an extra meeting.
 - a. We are not doing any formal voting.
 - b. Mark: Our options would be a week from today or April 12th.



- c. Sarah: Any preferences?
- i. Jay: I would prefer next week because I know I wouldn't be able to make the 12th.
 - ii. Mark: Question for Jared, in terms of timeline for things with the election. Is there any reason we would be pushed towards one day or another?
 1. Jared: I don't believe so.
- d. Sarah: Look for an announcement from us in the upcoming day or two for when the next meeting will be. It definitely makes it easier on everybody.
- e. Mark: I will put a tentative meeting out there for everyone so you can remember to keep it on your calendars.

d) Constitutional Review

- We have been going through the constitution throughout the past few weeks making changes.
 1. We are now bringing those changes to the senate for approval.
- See Constitution Document.
- G: Ted I was going to say for every portion that has an actual change that is not the grammatical errors, just read that paragraph or that section. If it is small just point it out. That might make it smoother.
- Preamble:
 1. Grammatical errors.



2. At the end of the paragraph we adding a line about referring to the main campus.
- Section 101.B
 1. We added to the senate
 - Section 102.B
 1. In the constitution it says the term ends May 1st. Is that correct?
 - a. Mark: What does it say for exec board? The two should be in sync.
 - b. Ted:
 2. Changed wording on removing someone from senate.
 - a. Riley: Just a minor point, in line two of section B, it should be add to its membership not their membership.
 3. Clause E
 - a. Added in article citation
 4. Clause G:
 - a. Changed wording
 5. Clause H:
 - a. Added SUFAC
 - b. Reese: You have to say the SUFAC still in the constitution. Obviously not in casual conversation.
 6. Clause K:
 - a. Specifying Spring and Summer Breaks
 - Section 103



1. Took out resources and outreach and added in arts and performance.
2. C:
 - a. Every fourteen calendar days instead of 28 days.
3. D:
 - a. Removed sentence to maintain neutral and nonpartisan organization
 - b. Riley: I think that there could be a case made for keeping that in there.
 - i. Just because we connect elected officials doesn't mean that we are partisan. I think it would be worthwhile to keep that in there.
4. E:
 - a. Write up for Arts and Performance
 - b. Removed Resources and Outreach
5. Section 104
 - a. Adding 'the' before SUFAC
 - b. Removed 'G'
 - i. Reese: It is to make sure it doesn't happen and I don't think it is necessary. The recommendations happen during the committee meeting itself. If the committee objects to something it happens organically during the meeting.
 1. It just hasn't ever happened outside of the committee meeting, so it just doesn't seem necessary anymore.



6. Removed J for same reason as removing G.
 7. Changed wording in L
- Section 105
 1. Changed wording in A to reference by-laws.
 2. Morgan: I have a question about taking out the only on campus being taken out because in our by-laws it says that we have to have on campus students. There is no way to tell.
 - a. Mark: The software that does the election, does check housing status so that only students who live on campus have the ability to vote for RHAA so the computer does the work for us.
 3. F: The position was abolished last year so we didn't know who it should be changed to. There wasn't a director anymore so we didn't know what title to put there. That is what that is from.
 - a. Mark: Gail is still the director of residence life so that can still stand.
 - Section 202
 1. Took out resources and outreach, added in Arts and Performance.
 2. In B, the administrative assistant was added. We updated the responsibilities by combining it with Resources and Outreach.
 - a. We did those in the bylaw edits as well.
 - Section 205
 1. C: Adding some sort of timeline so that the process is timebound in some form. This is more of a question for G and Mark.



- a. G: I don't know how we could realistically put a time stamp on it since it could happen at any point.
 - i. In the past when it happened, it happens as quickly as possible. There was an emergency senate meeting called for it.
 - b. Sarah: I think there was a timeline on it before and it got switched to being as soon as reasonably possible for the reasons G just gave.
 - c. G: Initially it was fourteen days but we wanted it to be as soon as possible.
 - i. It had come up with that situation my freshman year so I just assumed that it would be like that if it came up.
 - d. Mark: If you wanted to add something for accountability, you can add something about talking to speaker and advisor.
 - e. Moved SUFAC chair to the bottom of the order of succession list.
- Article 3
 1. Elect new Chief justice by the end of the year
 2. Expect associate justices to attend both executive and senate meetings.
 - a. Mark: Would you want to add in Chief Justice or designated justice in case chief justice could not make it. So at least someone from court is there.
 3. Took out budget for Student Court.
 - Article 4



1. Changed GPA requirements based on each position.
- Discussion:
 1. Sarah: This is the first reading so if you don't have anything right now that is okay since this is the first time we are seeing it. If you do have any questions or comments feel free to bring them up.
 2. Mark: Ted, going back to the term of the chief justice, section 3.01B
 - a. The election of the chief justice. In the past, it has been a lifetime appointment and the term doesn't end at the end of the year. We should define an end date (when the student is no longer enrolled or something of that nature.
 - b. Or do we want to define the terms and change it.
 - c. Jared: This is a tricky one. There could be a difference between just chief justice and acting chief justice I suppose. So you keep the lifetime appt unless you want a set end.
 3. Ted: Do we want Chief Justice to be a one year thing or as long as you're enrolled?
 - a. Jared: I think as long as you are enrolled is fine.
 - b. G: Theoretically, couldn't you keep re-electing the same one?
 - c. Ted: If they are doing a good job, they would get picked again anyways but it would be easier to get a bad chief justice out of the role if that would be the case.
 - d. Reese: I would say that if it isn't broke don't fix it. It seems like it has



been working pretty well so far. It seems to me like changing it for the prevention of this tyrannical chief justice of the future is kind of silly.

i. It seems fine the way it is now.

ii. What I am really saying is whatever Jared and the rest of the justices think I will definitely support.

e. Mark: Chief Justice is usually the person with seniority so there is some value to the election of the justice.

- Sarah: Thank you for sticking through this first reading and keep in mind things we discussed because we will be voting on this next time we meet.

1. If you do have anything you think about later, do not hesitate to reach out to Ted and his committee.

e) Student Bill of Rights: Second Reading

- [See Student Bill of Rights Document](#)

- Discussion:

1. Riley: I think on the whole the document is very good. I just struggle with section 8. I am not sure what we would call severe or offensive since that is kind of broad. Some specificity would be needed there so we are not infringing on first amendment rights there.

2. Emily: My big question is what happens if these rights get violated? Is there a complaint board? Does it come to us? Who deals with it?

3. Ted: Emily, I don't know at this point. That is something as a group we



could decide on. In terms of any serious action being taken. We would need coordination with University administration. Mark, do you have anything you can speak to on that?

a. Mark: I am thinking of multiple mechanisms you could make use of. There is a complaint process. You could take it to the chancellor or faculty senate depending on the nature of the issue. The right to due process is something that is spelled out more concrete and that is my job so you could also go to the dean of students.

i. So in terms of who you take it to, I don't have a good answer yet.

4. Ted: What we could do is add in to the next page of this document or the back side of it, give resources of where to go to report violations of this.

a. Emily: Would we need a hearing to decide if it was a rights violation before we go forward and have the student do an official complaint? Would they take it to student court and have student court direct them?

b. Ted: My issue with that, I want as few places dismissed or undermined as possible. If we were to allow student court to allow the ability to say "no this wasn't discrimination have a nice day" that might not be the best thing ever.

i. I think student court should be involved in some way as some sort of backing force behind the complaint. It would



certainly give student court justices some more things to do in non-election times. Although the point of this isn't to give them stuff to do.

c. Sarah: I think Student court should have some part. Especially since student gov is writing and passing this piece. It would be nice in a situation where one of these rights was violated, to have a joint set of opinions from both students and administration.

i. Student Court shouldn't be the end all be all but having their opinion would be very helpful.

5. Ted: Like I said we can discuss this further. Jared, if there is anything you can think of on how Student Court could be involved in this.

6. Mark: So what I suggested in the chat, this goes back to the work on the Ad Hoc committee about how students don't know where to go with their concerns.

a. Students are told to take things to the Dean of Students office and Dean of Students tells them where to go.

b. Ted: Having people go to Dean of Students is probably a good idea and then being told what direction to go so people aren't confused or overwhelmed.

7. Ted: Moving back to what Riley had brought up about first amendment violations. Mark, is there any university policy or stance on severe or offensive behavior.



- a. Mark: you do hit on somewhat recent change that the regents made about behavior can not be disruptive.
 - i. The idea that if someone has a guest speaker and they don't agree, it doesn't become a shouting match.
 - ii. You can have your free speech outside of the event.
 - iii. In terms of how you judge the speech, it is contextual and it is going to be hard to define in a document like this.
8. Ted: In my opinion, severe or offensive language is the language that disrupts or interferes in classroom or campus events. It is not going to be specific phrases or words that are end all be all it would be based on the context of the event.
 - a. Is there something that you would want to change it to?
 - b. Riley: I think if it was defined as disrupting class or events taking place.
 - c. Ted: That's what it goes on to say in the next line about it.
 - d. Riley: It still seems a little vague to me.
9. Ted: Is there a way to change it later?
 - a. Sarah: The easiest way would be to table it and bring it back at another meeting.
 - b. Mark: What you could do is make an amendment and vote on it tonight if you wish or you could make an amendment and table the vote until the next senate meeting.



10. Sarah: There needs to be a motion on the table regardless of what we do.
- a. Do you want to table it, do you want to make an amendment to it?
Vote as is? What do you want to do?
11. Tristan: Riley makes an interesting point. Coming up with exactly what that amendment would be does need more consideration. I don't think we would be able to come up with anything unless Riley has already thought of it. I don't think we would be able to do it tonight.
12. Cora: I guess just a question; do we want to include anything that would disrupt or prevent event or class from occurring or be more specific about it?
- a. Ted: Personally, I don't think you are going to reasonably be able to make clear lines regarding this topic without leaving giant holes for speech that directly goes against the previous seven rights that we have just laid out.
 - i. I think within this, there are caveats that nuances provided that contextualizes what this means, that yes, there is a right to free speech and x y z, but that doesn't have a place in classroom or campus events.
 - ii. That isn't saying that you can't go to the bell which is the free speech zone whenever you want. This is classroom and campus events.
 - iii. I think how this is written is about as good as we are going to get. Obviously there is bias, I wrote it but that is my two



cents.

13. Riley: I think instead of severe or offensive or in addition is adding disorderly. That seems to be what we are getting at without impeding on freedom of speech.
 - a. So adding disorderly would make it better.
14. Ted: Add disorderly before language.
 - a. Any issues with that?
15. Tristan: I don't have an issue with what Riley said I think it is a good addition. My concern was with social media and what goes on privately. Does this cover that or do we leave that out?
 - a. Ted: I think that might fall under number 3. I don't know though. Any thoughts on that?
 - b. Sarah: I agree, that that would fall under 3. It is also an area to get tricky to outline and I don't think we could make specific outlines or guidelines.
 - i. Unless there is a scenario that has taken place privately or social media that the student has the right for it to be taken seriously, even if it didn't happen in a public space.
 - ii. I don't know if it can be outlined further than that since social media and private places are harder to control or outline.
 - c. Tristan: I see your point Sarah and I appreciate that.



16. Ted: Anything anyone wants to discuss with this document?

- Vote

1. Sarah: I entertain a motion to approve the student bill of rights in full

a. Riley: so moved

b. Sophia: Seconded

c. Discussion:

i. N/A

2. Vote:

a. 8-0-0

b. Student Bill of Rights has been passed.

VII. Standing Committee Reports

a) Academics and Governance:

- For the third time it is me again.
- These two pieces have been the entirety of what I am doing.
- I don't have much else to report on.

b) Environmental Affairs:

- I do not have anything to report.
- Thank you again and I am happy to virtually meet all of you guys.

c) Equity and Diversity:

- I have a committee meeting tomorrow
- On the LIT front, we are going to schedule another meeting with the chancellor



sometime soon

1. We have been getting a lot of student input on different things they want to see changed on campus.
2. Maybe some more simple ones can be done through SGA (senators writing resolutions)
 - a. One we talked about today was getting more garbage cans on campus
 - b. Something like that, SGA could potentially have some power with.

d) Health and Safety:

- I had my meeting with my senators this week so we just had a quick chat and caught up.
- I have a meeting with Amy Henniges this upcoming Thursday

e) Resources and Outreach:

- I still have to speak to marketing
 1. I found out marketing and the individual departments they handle the tunnel signage so I have to talk to them about the tunnels not UNI POLI
 2. So I am going to talk tot hem and see what I can do
- Then I am going to ask Adam N about the super massive plan for housing.
- I also have to talk to my senators because the committee meetings are going to be off because technically we don't have a meeting this week.

f) Rec and Athletics:

- I have a meeting with my senators and Jeff this week

g) Union and Dining:



- The Tuesday before spring break we had a survey in the union on the new projects we are working on.

1. We are taking that data and hopefully applying it to the union

- This week was the official grand opening of the coffee house
- I have a meeting with my senators on Friday
- I have a meeting with Matt on Monday

h) SUFAC:

- SUFAC completed the allocations a while ago
- The org decision letters were sent out a week ago

1. We might get some appeals on those but we will do that not this week but next

VIII. Announcements:

a) G: Hello everybody.

- This is for any student employees on campus or anyone that works directly with students through their employment.

1. You are eligible for the vaccine through Prevea

2. I know a few people here have already got it

- a. So I am encouraging you all to schedule it or ask about your eligibility.

b) Joy: I just wanted to let you guys know we have GB Nites this Friday.

- We have three cute stuffed animals



- We have the free ice cream cups
- We have lucky bamboo
 1. Super easy to take care of, mine is only dying a little bit and usually it is all the way dead by this point.
- Look for the event on student life Facebook page and sign up for a time slot.

IX. Adjournment:

- a) Motion to adjourn
 - Cora: So moved
 - Sophia: Seconded
 - Adjourned at 7:23pm