

Senate 4.6.22

Sun, 5/8 9:47PM 1:52:13

SUMMARY KEYWORDS

students, disability, student, questions, elevator, sga, tempore, university, building, people, campus, concerns, brendan, issue, classes, vote, resolution, person, parking, uno

SPEAKERS

VPLA Goldstein, Senator Lemons, Senator Dazet, Senator Wilcuts, Senator Moss, Senator Deffendall, Senator Hymel, Advisor Courseault, Senator Metzler, Senator Smith, Senator Crenshaw, Senator Curson, Senator Fornatoro, Guest- Melanie Champagne, Senator Reames, President Lemelle, Pro Tempore Mott, Guest- Amy King, Senator Sattar, Senator Sakib, Senator Hunsaker, Senator Gaines, Senator Martinez, Vice President Charles, Senator Nguyen, Senator Sorlin, VPP Mailhes, Senator Helbing, Parliamentarian Hinnawi

- V** VPLA Goldstein 07:06
I call this meeting to order at 5:04 pm. The Pro-Tempore and Parliamentarian are present so, we can now call roll. When I call your name please respond as present or present by proxy.
Dwayne Crenshaw?
- S** Senator Crenshaw 07:26
Here
- V** VPLA Goldstein 07:29
Tara Curson? Tara Cur-
- S** Senator Curson 07:36
Here
- V** VPLA Goldstein 07:37
Thank you. Candice Dazet?

S Senator Dazet 07:40
Here.

V VPLA Goldstein 07:43
Lukas Deffendall?

S Senator Deffendall 07:44
Here.

V VPLA Goldstein 07:51
Julia Duong? Brett Forantoro?

S Senator Fornatoro 07:57
Present.

V VPLA Goldstein 08:00
Mary Elizabeth Gaines?

S Senator Gaines 08:02
Present.

S Senator Nguyen 08:04
Azizah Hinnawi?

P Parliamentarian Hinnawi 08:07
Present.

V VPLA Goldstein 08:12
Jenna Hymel?

S Senator Hymel 08:17
Present.

V VPLA Goldstein 08:18
Daniel Hunsacker?

S Senator Hunsaker 08:18
Present.

V VPLA Goldstein 08:21
Twanna LeBeau?

S Senator Smith 08:23
Present by proxy.

V VPLA Goldstein 08:26
Cooper Lemons?

S Senator Lemons 08:27
Present.

V VPLA Goldstein 08:29
Oscar Martinez?

S Senator Martinez 08:30
Present.

V VPLA Goldstein 08:32
Chloe Metzler?

S Senator Metzler 08:37
Here.

V VPLA Goldstein 08:40
Jordan Moss?

S Senator Moss 08:40
Here.

V VPLA Goldstein 08:42
Brandon Mott?

P Pro Tempore Mott 08:43
Present.

V VPLA Goldstein 08:45
Henry Nguyen?

S Senator Nguyen 08:46
here Abigail Reames?

S Senator Reames 08:52
Here.

V VPLA Goldstein 08:55
Mohammad Mouhiuddin Sakib?

S Senator Sakib 08:57
Present.

V VPLA Goldstein 08:59
Naw Saffrin Sattar?

S Senator Sattar 09:02
Present.

V VPLA Goldstein 09:04
Da'yanah Smith?

S Senator Smith 09:05
Here.

V VPLA Goldstein 09:07
Mahaut Sorlin?

S Senator Sorlin 09:09
Present.

V VPLA Goldstein 09:10
And Isabel Wilcuts?

S Senator Wilcuts 09:13
Here.

V VPLA Goldstein 09:14
So with 24 of 25 senators present we meet quorum. Are there any corrections or changes to today's agenda? No objections to the agenda. It's approved. Are there any senator communications or announcements?

P

Pro Tempore Mott 09:40

Brendon Mott, Pro-Tempore I do have a communication from UNO dining services. I have a communication from UNO Dining Services. This doesn't really work for us because of the time. But if you know anyone who's interested, dining services is now having focus groups, but they are at 4:45pm on Wednesdays. So unfortunately senators really and all of us really can't participate. But if y'all know anybody who wants to like, basically be on the board of people who talks about like issues or good things like positive and constructive about UNO dining services, you can attend those meetings or have someone attend those meetings.

V

VPLA Goldstein 10:26

Are there any other Senator communications or non Senator communications and announcements?

P

Pro Tempore Mott 10:38

Brendan Mott, Pro Tempore. I motion to suspend Robert's Rules for 25 minutes while Amy King and I'm sorry, Melanie Champagne speak to us.

S

Senator Martinez 10:54

Oh, Oscar Martinez graduate at large I second.

S

Senator Hunsaker 10:59

Daniel Hunsaker, I Third.

G

Guest- Amy King 11:02

All those in favor? Raise your hand.

V

VPLA Goldstein 11:08

So we will suspend Robert's Rules while Amy King does the presentation and then they will resume.

G

Guest- Amy King 11:34

Thank you all very much for having us today and a little bit of context. And some of you may know or may not know why we've been in communication not only with the President, but with Brendan. Just some concerns had been raised to my office, and therefore through facility services. That are issues or concerns that have been reported to us that have been reported to

you all. That's the kind of complicated way of saying it by persons with disabilities or for persons with disabilities about campus access concerns. I spoke with somebody in August, and I don't remember who it was. I scoured my calendar and couldn't remember, about some issues that came up. I provided pretty extensive information. At that time, I felt that the person took copious notes. And I felt sure that that information might have come back to the Student Government Association, but I'm not quite certain it was because then similar issues were brought to my attention by Brendon. Because a resolution was being written by Student Government Association, addressing some of those concerns. Some of the information in the resolution that felt pretty strongly, it had a pretty strong reaction to and then as I reviewed it, and discussed with facilities and a little bit more with Brendan. You know, I thought maybe we should take a step back and kind of introduce who we are and what we do. And that what we do is actually grounded in federal law. And while, there are things we would love to see change. The law doesn't require us always to make those changes. That doesn't mean you shouldn't make good faith efforts. So I want to talk a little bit about some of those, those things briefly, and then turn it over to you for questions, because I think that's gonna be the most productive. That being said, my office, Student Accountability and Disability Services, provides and coordinates academic accommodations for students with disabilities. Because disability is in my title, I get probably all of the disability related complaints and concerns. And then I tag facilities that because I am not an architect, I have not studied the compliance laws that govern architectural physical building access. Although I've looked at them so many times, I feel that I'm fairly versed in them. But I always have to tag that in. So given that some of the concerns that have come up repeatedly, are about elevators, others are about parking spaces, and parking locations, and then there's some other items that have come up that we may touch on through your concerns. I want to first talk about elevators. Our campus was built, as you all know, a long time ago- 1958. Our buildings that predated the Americans with Disabilities Act, which was passed in 1990 but not implemented until 1993 aren't required to be retrofitted. That doesn't mean we're not going to do what we need to do from time to time when funding allows. But there's not a bucket of money. These are all federal regulations. And there's no federal funding for anything that we do. So that being said, elevators break. I have gone to hotels, I have gone to office buildings, those elevators are broken from time to time. Pursuant to Hurricane Katrina, which you all may or may not remember, I was here, I was at the University of New Orleans. The math building elevator, there was a sub basement and it flooded or something that happened with the electrical under the ground, not smart to put things in ground when [Inaudible]. And that elevator was out for a lengthy period of time, and a student filed a complaint with the Department of Justice. We went through a two year process with investigators and architectural plans and things like that. And there is a procedure in place for when an elevator goes out. So my question to you all, have you ever looked at the Disability Services website, when someone has come to you with a complaint or concern, and seen on the first page where you report access concerns? So that's gonna be one of my recommendations. Moving forward, we've addressed this, if there's a bike, blocking an access ramp or a door, people can report it through that online reporting form that is accessible 24/7 365. Unless our are webpage happens to go down. That form goes to me and it goes to facility services. I can tell you by the next morning, if that comes in overnight, we're already communication about what needs to be done. If an elevator goes out, I get notice. I get notice of every single elevator outage. I have a list of students who have identified themselves to my office, not every student with a disability has to self identify. And when I know that you have class in the liberal arts building and that elevator is out to me the elevator, I emailed the professor's and said Listen, elevators out, this person isn't going to be able to attend, can you please record the lecture, ask a student for a copy of the notes and make sure to make time to meet with that student so that they learn what they miss. Now you know that and now you can learn to be like that. And if all that student needs is notice that that elevator goes out, they

might use a wheelchair, they may not need a wheelchair. They may have a visible disability, they may have an invisible disability, but they might need to use that elevator, they can register with my office. I can't tell anybody that they register with my office without their permission. In the case of the elevator, I tell the students I'm gonna have to let your faculty member know this is why you're not attending class. If they don't want to give me permission to do that, then I'm kind of stuck. Other than coordinating maybe some note taking for the student. So there's plans in place for that. Prior to Hurricane Katrina, when we had almost 18,000 Students enrolled at the University of New Orleans, the campus did a parking survey. A contractor was hired, they walked around campus at the busiest time of day, where in theory, every student who should be in class, was in class, and all the faculty and staff who should have been here were here. At that point in time, we had adequate parking and an adequate number of disability spaces from the law. Since Katrina, we have added parking, we have added disability parking, we are in compliance. Is the spot right next to the building? No. Does the law require it to be right next to the building? No. What we've done is allowed people who park on our campus who have a disability issuance from the state or disability license plate that is issued from the state, they can park in almost any parking spot on campus, so that it might be a little bit more convenient for them a little bit more closer, maybe take a little bit of the burden on the travel time off. Except for in the President's parking spaces, the upper administration that all have that circle or in areas of the loading zone or that otherwise might block emergency traffic. That's in the parking regulations. It's clear that that's what can happen. So the parking concerns you know, again, if you have an understanding or ask the questions about what's in place, what are the laws? I think a lot of those concerns would be allayed. Those are the big ones that seem to repeat after over and over to me. It's not everything that's in the resolution. And then I real quick, I want to turn it over to Melanie so she can tell you a little bit about what facilities does, and then I'd to see if y'all have questions. I think that's gonna be the most effective way to manage the rest of the time.

G

Guest- Melanie Champagne 20:08

Hello. So what facilities does if we, we do have, every year we try to budget some money for ADA accessibility. So we try to upgrade- Maybe if there's ramp sidewalks throughout the campus, we try to do that. Unfortunately, we don't have all the funds to maybe upgrade restrooms in the buildings. But we're not really required to I mean, we did do a survey. And we do have at least I think one ADA accessible bathrooms. If we have any complaints from Amy, we get our guys on it. We try to address everything as quickly as possible. I know there was some issues with fire alarms. With hearing impaired, we do meet all the requirements for NFPA 72, but we can do requests. If there's somebody who's hearing impaired in certain office that won't see a strobe, you can request that through Disability Services, and we can address that. We can accommodate whatever you need. But I don't know if anybody has any other questions. That's basically what we do. We kind of help Amy. If she gets reports. We address it on our end as quickly as we can.

V

Vice President Charles 21:29

My question is for Amy. What's in the resolution?

G

Guest- Amy King 21:33

It was a resolution agreement signed with the Office of Civil Rights and the University of New Orleans and the state of Louisiana. It's a published- OH, what resolution- are you talking about student government?

V Vice President Charles 21:42

Yes.

P Pro Tempore Mott 21:43

It was one that I, we didn't put through. I decided it was better to go through Amy King to talk to her a little bit more before I put the resolution to the floor and other senators agreed with me on that part.

S Senator Martinez 22:01

I had a question. Yeah. So I know a lot of the handicap parking spots are being utilized Some? Yeah. Oh,

G Guest- Amy King 22:09

yeah. It was preferred use. For disability, not quite used yet?

S Senator Martinez 22:14

I'm sorry. But yeah, my question is, do we know- and I know that there should not be a distinction between disability versus people, employees disabilities versus students with disabilities? Is there any way that we have the number on the employees versus the students with disabilities using this? I think that's like, there's not enough students spots with disability, individuals with disability versus the employees with disabilities, which is why I think maybe more more handicap parking spots should be enabled versus like, you know, just like being okay [inaudible].

G Guest- Amy King 22:53

I don't know the number. And I don't know that anybody knows the number. Because just like students, faculty, and staff aren't required to disclose, unless they need a specific accommodation. The Department of Public Safety and Security, who issues the decals, I don't know that they even track that. Because with that state issued placard, you can use it. One of the things that was put into place a while back, and that's included in the regulations, the parking regulations, is what was reported. And actually there was really [inaudible] a lot of stuff going on, is that, you know, we have visible and invisible disabilities. So there may be people with an invisible disability, let's just say they're going to chemotherapy, their stamina, their

energy is going to be depleted, and that's minimizing it. So they would be eligible for disability parking. But looking at them you're not going to know that. So what abuses, for lack of a better word, were brought to light. So the Department of Public Safety and Security actually does verify that that disability placard is issued to you. Because I have one for my sister, but I'm not the person who needs it. I don't use it. And so what they found through an investigation was that there were people on campus in fact, abusing it. So it was for my sister and my grandmother, but I was like really sweet I get to park here. So now they actually verify the identity to whom that person petitioned through the state and issue a disability, A UNO disability tag. So there is some mechanism of that, but I don't know that that's a report that they can run on the student end. Again, if they don't disclose it Um, they may not need it, some students will say, to me, I'm not disabled enough, but it's still going to help me to park a little closer. And so I actually can work through campus police to give them a spot to park in faculty/staff parking, which is always closer, it's wonderful. You know, we get a little less wet on those rainy days. And so I don't think that's tracked either. So that's just, you know, one of the things as far as compliance, we are on in compliance. One of the things I do on a regular basis or not every semester full disclosure, with parking ticket appeals, I also process parking ticket appeals. Sorry anybody who gets denied. Sometimes people in the appeal will be like, Oh, my God, these lines are terrible, I couldn't read them, it looked like this. I've walked the campus on a regular basis. Sometimes that's how I communicate to facilities. Like there's a huge gap in the sidewalk, and anybody who's pushing themselves in a wheelchair, it's gonna get stuck. There's cracks, or like, I'm wearing heels, which I rarely do anymore. Thank you. COVID, right. Like, I've gotten stuck in a crack. And I'm like, Oh, this can be dangerous. You know, I look at the parking areas. I can tell you like at the library, for example, they're never full over by the Cove, they're never full. And in this lot, for the UC, they're never full. The beauty of having the disability parking is you're not relegated to one lot, we're not relegated to the student lot, you can park on the fact that we have spaces in that admin lot in the rec center lot, if you have that tag. So students aren't stuck, you know, way out by the credit union, you know, Kirshman Hall, and freshman hall actually has two lot that have quite a few spaces. So hopefully that helps. I have never received a complaint from a student that there hasn't been sufficient spaces. It's more not giving those complaints that we need to address.

S

Senator Martinez 27:11

It's mostly verbal.

G

Guest- Amy King 27:13

Well, let me ask you a question, when a student brings up concerns, what do you do with it? Who do you contact?

S

Senator Martinez 27:21

I tell them to contact Disability Services.

G

Guest- Amy King 27:24

Okay. And I guess that's my concern. The good thing or bad thing is they want to remain

Okay. And I guess that's my concern. The good thing or bad thing is they want to remain anonymous in the process. And that's a barrier to them accessing something, they can fill out that form, they don't have to populate their names. So it's another way of communicating.

P President Lemelle 27:41

I was curious to know about if you guys do tabling or if y'all have a way to advertise about these forms? since it is an anonymous situation? How do students know about it? Because I, I mean, I reached out and spoke to you. But before that, like I didn't know there was a form that students could fill out. And I'm not sure if anyone else did. So in that case, like, yes, if they come to us, we couldn't have told them about the form because we don't know about it. So how do y'all advertise or like, let students know that this form does exist? Y'all have access to like student-wide emails, campus-wide emails like, is there way to share?

G Guest- Amy King 28:19

Yeah, we don't I have absolutely no student-wide email privilege. And that's extremely limited on our campus. Are there times where I do tabling? Yes. How do students know about the disability services office in general? Every student who is admitted, every single student gets a one page notice from my office that informs them of some of the basic services of our office, because we can't ask about admission prior because it can be viewed as discriminatory. So by virtue of that there's some knowledge as far as the reporting form. No, we don't advertise that. But help people find us, you know, disability access, if you Google those words it's going to bring you right to the Disability Services page. You know, I am old, full disclosure, I'm not, you know, hooked to technology, as much as people who are younger than me. Google is our friend. The search bar on the university's webpage will be your friend. And that's not the perfect answer. But if it's a pressing concern, asking different questions, or just typing in the word disability is going to take you right to my office. It's the first hit every time you search on the university page.

P President Lemelle 29:38

Okay, so I have a follow up question. So with that being said, So bottom line is like there's nothing that we can do to help like to do things before a person has a complaint. Because once it's already happening, yes it can be fixed after, so there's really nothing if they don't complain about it or fill out the form beforehand. There's nothing that we or disability services can do.

G Guest- Amy King 30:04

If we don't know they exist, of course, we can't provide services. As far as-

P President Lemelle 30:09

That's not what I'm saying. What I'm saying is if, if we're telling you that these issues exist, and you're saying that they have to come to you about it, this is like our form of coming to you about these things. So that's more of my question like, how can we prevent having to not make

students come to you, but if they don't know what the form, they can't really complain about it? So how can we better do things?

P

Pro Tempore Mott 30:33

I actually have it. I think signage is your friend, like, it's like putting it next to space, it's that, that students with disabilities like use regularly like, like, like, if this elevator is broken, fill out this form. Or if you need access to XYZ fill out this form, or maybe even social media having departments share it., Having SGA share it on SGA social media saying that if you need help with accessing something on campus, there's the form you fill out.

G

Guest- Amy King 30:58

And it's not just the form, the form is for barriers. So if the ramp is blocked, or the classroom is inaccessible, because elevators are broken you know, concerns may not necessarily go on that form. I mean, it certainly will come to both of us and we can address them. Some signage is great. Blind students can't see posters on campus. So we have to think about that as well. You know, putting it on the elevators, great. If we had to Braille it next to every elevator, both inside and outside, I guess I would ask you to consider one thing for some of these [inaudible] and then Braille. One print page of Braille translates to two to seven Braille pages. So you also have to be very mindful of what you're communicating, because a person would literally have to like cover a wall, depending on the amount of information. And that is really going to be my final question is, what I would like to see is more collaboration, you know, between our offices, you know, rather than giving a three page list of concerns, email me, when the concern comes up. I spoke with a student who has this concern, can you look into it, you know, rather than letting it come to a head, and sending the president a notice, and this is just kind of how it came? Is you know, what, Disability services and Facilities really aren't doing their job. We have this laundry list of complaints. And my first response, obviously, would have been if President Nicklow would have asked. I have never seen a student. Have I had some conversations with student government senators? Absolutely. But the person with a disability hasn't filed the complaint. And there may be other accommodations that that person might need, until they have those conversations and engage in them let us know what we can do to help. Can we be more proactive? Certainly. There was a proposal to put automatic doors on every building. One they're, they're not terribly expensive. What happened in the University Center? That was the first building we ever did. We used to have an ADA taskforce and they thought it was a great idea. The energy bill for the University of center University Center skyrocketed. Do we have to have the automatic doors? Absolutely not. The law is clear that we do not. Is it a good idea? Sure. Are there some other mechanisms? You know, you see many buildings with push buttons? Sure,

P

Pro Tempore Mott 33:48

like the automatic door where you push the button instead of sensors, that's what you're talking about?

G

Guest- Amy King 33:52

Correct. But, do we have to have them? No. Would that be the best use of our funds? Maybe if enough, there was enough access issues. One of the things- give me the hi sign if I need to shut up. At the end of every year, Now granted, these are only to students who have disclosed that they have a disability to me, I do a survey. And I've said what works, what doesn't work, what concerns you have? None of these on that. And that's not to say and it's anonymous, that's even better, you know, so unless they choose for me to follow up by including their email, I haven't seen these concerns. So I would like to encourage the lines of communication to be a lot more open.

S Senator Smith 34:42

Da'yanah Smith, IDS. Okay. I would like to get to the solution.

G Guest- Amy King 34:48

Sure.

S Senator Smith 34:49

In regards to this, I think as a Senator in Student Government I will try to work with you in regards to coming, in regards to more Braille more or whatever we need to do in regards to that. Now, of course, we can't communicate with students about certain things. But I also would like to question that on you all's part as the Disability Services here on campus. Why do you think that why our students are not coming to you all for direct need? Like, is there some type of- no type of connection? Or?

G Guest- Amy King 35:22

I have no idea. To be honest, and I would actually turn that, I would ask that you all help engage in that conversation with the students as well. You know, hey, we have this office on campus. Have you talked to them? That would be a good way of information sharing. I am a one person office. I have been physically on campus since July 2020. I accept walk in appointments at almost every time except for when I'm in the middle of the meeting. My office is in the library. It's centrally located. I don't know, I honestly have no idea. And it's- there's a giant sign that says Disability Services,- Student Accountability and Disability Services. Sometimes that's a deterrent. People don't want to be identified. But there's no other way to say what this office does. And we've polled students, should we change the name? What do you not like having the same name? And the new polls and I ask every year to UNO students who would know how to do it know where to go, you know, solutions? Are there something we can do better? Absolutely. But again, if you don't know that there's the issues. And you know, now we're here, we're getting close? I'm not sure where we need to go with it.

P Pro Tempore Mott 36:47

We have three additional minutes for questions. It's with Robert's Rules, right?

P

Parliamentarian Hinnawi 36:54

Okay, I just wanted to ask you real quick, I work at the front desk in the University Center. So I see a lot and then I communicate a lot with students, especially those with disabilities that might have a hard time getting there. I know, you said that you'd prefer anybody with disabilities contact you, but am I able to maybe like contact you? Like, because I have friends who have disabilities and stuff like, can I get maybe like a list and email you and be like hey, like, here's some things? Or does it have to like straight comes from them?

G

Guest- Amy King 37:25

It doesn't. It's helpful, you know, just depending on the issue, like the elevator breaks all the time, then I don't know who the person is and what classes they're in. I can't advocate for them if I don't know who they are and who to advocate to,

P

Parliamentarian Hinnawi 37:39

but if it's more than generalized thing then-,

G

Guest- Amy King 37:41

okay. Yeah,

P

Parliamentarian Hinnawi 37:42

Okay. Cool. I just wanted to make sure.

G

Guest- Amy King 37:48

Communication- and communication is the key.

P

Pro Tempore Mott 37:51

So, Brendan Mott, Pro-Tempore. So if I wanted to ask so whenever there is a non like barrier related accessibility issue. Or let's say, for example, if somebody, the elevators broken, it's not that they can't go to class, but they can't access a university resource such as if the elevator in the UC broke, and you can't you can't go to the Student Health Center. Is there permission to petition things like that?

G

Guest- Amy King 38:18

Acutally in this building there's a service elevator that can be accessed. They have to be in company, because they are in a restricted area. This is actually the one building where you have a backup. So yes, could student health services come down to the student? Probably not. All kinds of laws and rules and things. Counseling services, they're still able to do tele- I couldn't come up with the word. So there are some options. What that agreement with the federal government said that if there are services that could not otherwise be relocated. So for example, if it was a specialized computer science lab, and you know, there were servers and all of that stuff on the second floor of the the computer science building they actually have to take all of that and move it down. If the elevator would be rendered inoperable forever, I think yes, obviously, we would need to figure something out. But if there's a piece that's coming in two days, we don't have to do that. Does that make sense?

P President Lemelle 39:30

Okay, Do we have 30 seconds? Tiffany? Someone? Can we get a motion to add more time?

P Pro Tempore Mott 39:30

Yeah. Brendon, Pro-Tempore, I second the motion.

V VPLA Goldstein 39:54

All in favor?

P President Lemelle 39:58

Okay, I have a concern or question. And I want to start off by saying I do not want to sound combative, or problematic with saying what I'm what I'm saying. When you communicate with the disability students, would you say that the same way that you're communicating to us right now is how you communicate with the students that come to you?

G Guest- Amy King 40:20

Depends on the issue.

P President Lemelle 40:21

Okay,

G Guest- Amy King 40:22

And I communicate the students with disabilities. So I would love if we could be encouraged to use person first lanuaage. So it's student with a disability. not disabilities student

P

President Lemelle 40:38

Okay.

G

Guest- Amy King 40:38

So if give me an example, that might help me.

P

President Lemelle 40:41

Okay, I'm about to get to that. So for example, let's say generally speaking, based on what I'm gathering from the way you're communicating with us, when we come to you with an issue, it's well we're not required to do that. There's a process in place for that. So you're not coming to me, and you're the problem, because you're not asking me anything. And I know, that's not how it may seem to sound. But I'm just letting you know, as the representative of the student body, like, it's hard to feel like I can come to you with issues because we're being given back, well, you didn't look into it. You didn't try hard enough to figure it out, or that that's not we're not required to do that. So there's nothing we can do. So I think that if we do decide to be more collaborative, or if you're asking for feedback, I definitely think that the form of communication or like the sense or the, ene- not even energy, because what I mean that the attitude towards students, because what I'm getting right now, I don't feel like I can come to you with things with open ear for me. It's more of a, well, I don't know why I want to go to anyway, because she's just going to give me rules and things that are, like there's no point in going to you. So I just want you -I'm not saying that to be rude, but I want you to watch how I'm interpreting- not interpreting because I do understand what you're saying, sure what the feeling I get whatever speaking to you is not one that I would like to encounter, again, if I were coming to the property.

G

Guest- Amy King 42:11

Yeah. So I actually want a motion to accept one more time indefinitely. So we motion to suspend Robert's Rules once again until we're done questioning Amy King. So can I say a few things? So one, the, and I hate to keep saying this, but I'm a compliance officer for the university. So I have to make sure that the university is in compliance. So I do have to defer to the regulations, and I have to make sure the university follows the regulations. So I do have to refer to them and serve them. And there are certain things we don't do. And there's a process. So like, for an academic accommodation, I have students, this is an actual case, students that never want to come to campus, I never want the -want is the keyword. I never want to have to participate in an interactive classroom by Zoom. And I demand as an accommodation that all of my classes be asynchronous online. And what the law says, and I have to defer to that, is that if it fundamentally alters the nature of a program of study. That's not considered a reasonable accommodation. So I have to say no, a lot. Because I have to look at that. Can some of the classes be hard work? We have the technology now. Should they? I don't know. I have to defer to the academics. So a lot of times, you know, I do have to say, This is what the law says that we're not required to do it. On the other hand, the law also says like, there we go again, talking

about the law, the student is responsible for disclosing your disability, and making the accommodation request. So like the students have to come. When I'm determining academic accommodations, you know, we refer to it and we're trained in what's called an interactive process. So I asked a lot of questions, like, how did you do in high school? How were your grade? What grades sucked and you thought you could do better with? What was an obstacle for you? Questions like that. And what I'm getting is I've got their disability documentation. And I've been trained in evaluating that. But, you know, I can look at that and go, tick, tick, tick, tick, tick, this is what we're going to do. But that's not always what you can do, because it doesn't make sense. So I think the interaction I have with the individual student is, is different. I sit with them from anywhere from 20 minutes- I was on the phone for 45 minutes the other day with a student. It just depends on the issue being presented. You know, when I'm presenting, you know, I, it comes across a little different, I think, in looking at feedback, Um, I appreciate that. But sometimes I have to be the no person or no, this is what the law says. And then, you know, I've circled back to and it sucks to have to do this is federal mandates- no money. So they're, you know, would we love to have a million disability designated parking spaces outside of every building? Yes. But that displaces other parking spaces because then you have to have wheelchair ramps, you have to have the ramps that connects. You know, if I can fix every elevator and put two elevators that operate independently in every building, we would love to do that. So some of the stuff we just can't do. Concerns about parking, with Pontchartrain Hall we added spaces, just this year. We've changed signage, we've changed main entrances, we've changed ramps, we've fixed ramp, but you can't make money materialize sometimes, too. So we have to say, no, to some things, because we just literally cannot do those.

V

VPLA Goldstein 46:25

All those in favor? People in the Zoom, can you let me know if you're in favor?

P

Pro Tempore Mott 46:59

I saw five up there.

V

VPLA Goldstein 47:00

It's okay. We're short.

S

Senator Smith 47:07

Da'yanah Smith, School of IDS. Just a few minutes ago you were saying. No, not that. You understand what I'm saying? But I think what Amber and all of us are trying to say is that sometimes- just simple terms. It's not about what you've said. It's about how you say it. And the impression you leave on us. So I think it just so you know, just how she said again, you know, the way you came to us, I wouldn't feel comfortable if we come to you for any type of disability service or anything. And we just wonder if you're giving that same energy to those who are in your presence? Yes we know that you have to say no to something. But you can

respectfully say no to someone, you can respectfully say yes to someone. So it just-yeah. So we're not so much into the whole rules and regulations and understanding what you do. We get that. It's not so much about that so much about how you say it and how it's conveyed to us.

G Guest- Amy King 48:05

Okay. I appreciate that. Thank you.

P Pro Tempore Mott 48:07

Speaking about that, you also- Brendan Mott, Pro-Tempore. This is something that some, I don't think other people have looked at, but I have. The use of outdated language on a lot of codes or some of the parts of the Disabilities Service Tab page. For example, the page, and this is I'm saying this word in quotes the page about professors and like how professors are address students disabilities. The term "mental retardation" is used on the page. The term Asperger's Syndrome is used on the page. A lot of outdated terminologies are on the page. And that raises concerns to me as somebody with invisible disabilities like that. And that's not something anybody else brought up. But I think those are serious issues that those are the documents that we are supposed to read about students with disabilities.

G Guest- Amy King 48:51

Which document in particular are you talking about?

P Pro Tempore Mott 48:53

I can pull it up for you.

G Guest- Amy King 48:55

Can you email it to me?

P Pro Tempore Mott 48:56

Yes,

G Guest- Amy King 48:56

Or the link? Sure. Now, there's one page and I don't know which one it is maybe I'll reserve my comment for after- but there's one page where we talk about like acceptable terms and unacceptable terms. So we're talking about unacceptable, may have terms like that: you know, she uses a wheelchair, wheelchair user. Student in my class is a much better term, because

sometimes a wheelchair doesn't tell you what's going on, but we might be identifying it, or the student who sits in back with the blue baseball cap rather than having to draw in the disability, and if there is outdated language I will gladly make those changes.

P Pro Tempore Mott 49:45
Okay.

G Guest- Amy King 49:50
Oh, Oscar Martinez, Point of inquiry. I believe, Col- I'm Sorry.

S Senator Martinez 49:55
I forgot we suspended that. But no, I was unaware that Asperger's had changed as an official term. It has - [inaudible]

V VPLA Goldstein 49:56
You don't have to do it.

G Guest- Amy King 50:09
It also depends on the person. You know, in general, we refer to students on the autism spectrum. Some of the students I have worked with, have actually requested they be referred to specifically as that. It's for the students. The two students I can think of for sure, they said, this is part of my identity. This is how people identify me. That's how I identify myself. And they were like don't dance around it.

S Senator Martinez 50:47
The only reason I mentioned is because it's used interchangeably in both hospitals that I've worked in.

S Senator Moss 50:56
Moving forward, So we can make progress with these students. How can Student Government Association help you when it comes to communicating with students and engaging with students. Right now it seems like a lot of things come to us through word of mouth and come to you to tell you what they say. Now moving forward, how would you like us to use our power as the Student Government Association? Right now we're not really getting steps to make progress.

G**Guest- Amy King 51:27**

Sure. And I was actually gonna ask the same thing of you all ultimately. You know, I think what would be helpful, so if a student comes to you to, you know, identify maybe what their, their concern and barrier is, in disclosing their disability, because sometimes that's an issue or concern for a student. And, you know, ask them Do they know about the resources, and aligning them. And then using kind of all of the information that you all gather, we can come up with a better communication plan campus wide. You know, the thing is we can't ask about disability prior to admission, because it singles people out and can be viewed as discriminatory. You know, I don't do a lot of tabling. Because students don't want to be identified with my office. When students register with my office, I tell them, if we're passing on campus, to respect your right to confidentiality, I'm not going to greet you. Because everybody I've worked here for, since 1996, everybody knows what office I work for. So either you've had a student contact me with issues, or you're a student with a disability, and most students don't want to be identified as either. So there's, there's confidentiality things. But of course, then that's up to this student, if they feel comfortable enough, coming up to talk to me, at open houses and things like that. And I'm talking about the issue because I honestly, you know, without knowing the specific concerns for why students aren't disclosing, I'm not sure how to fix those. Again, open houses, and recruitment events, those students don't talk to me. Mom and Dad come talk to me, because the student really wants to go look at all the cool stuff that y'all are doing. Talk to their college, look at housing options, the last thing they want to think about are accommodations. So my first point of contact typically is with the parents. I'd like to change that too. But I get it. I mean, I've had three kids who've gone through the college recruitment process. They're not interested in the same stuff I'm interested in. And I don't know how to change that mindset, because students aren't really thinking about it at the time that they're making their college choice. Could I do more tabling? Sure, when I get another staff person. Because right now, from eight o'clock to 430, every day, I'm actually proctored exams for students with disabilities, and trying to do you know, all the other stuff that I have to do. So my I'm stretched a little thin, but you know, I still go to the recruitment events. I stay late, you know, to do things like this. And I meet the students constantly, even while that process is going on. I don't know. And I need that information so that we can be more effective in communication. And sometimes just students don't know. And It shocks me that they don't know who to ask because it's on their syllabus, and they might not be thinking about it in relationship to- this is for my class. This is for my classes, but and I think we need to make that connection. You know, that sounded terrible. Okay, what else? How about that the what else connection? You know, that I? It takes me forever to get to my class because I have to park over here. What can I do? What comes next? Who can I ask?

P**Pro Tempore Mott 55:04**

Can I have one actually have one closing remark that's kind of a solution as well. So some, language, language that I've often heard is that people with, especially with invisible disabilities, they don't consider themselves to be disabled. So is there another terminology, which is could be used? Maybe in some contexts, maybe? Just so people feel more comfortable accessing those services? And I don't really know, because I'm not really that familiar. So is that something you're wanting to maybe look into maybe? Or if somebody has ideas, like bring them to you?

G Guest- Amy King 55:40

Absolutely and like I talked about that survey? I actually ask students if they have ideas.

P Pro Tempore Mott 55:45

okay.

G Guest- Amy King 55:46

Within our system, some of the offices who do what I do Well, they don't do what I do, they just do the disability, have different names. I proposed those and resoundingly the students have said no. That doesn't mean, we can't change it. You know, in the past, when students have been asked about accommodations, like, when they're signing up for the orientation or stuff, they're like, yes, I'd like a two bedroom. You know, I don't do that thing, you know, and I'll get those requests. So use of language can be a little tricky, but I'm not wedded to it. When I started, you know, I, I inherited the name, the webpage and all of that stuff, well we didn't have webpages back then when I first started- full disclosure, but a lot of the information I inherited, have I made a lot of changes? Yeah. Now so as long as students know where to go, they have to se- they have to self-identify.

P Parliamentarian Hinnawi 56:47

Do you know how many students do the the survey? Or-

G Guest- Amy King 56:52

You know, oddly, the students who are registered with my office, I, you know, is it statistically significant? I don't analyze it that much. Because I really just want to look at the feedback, I get a lot of responses. And I know, that's not a great answer. I get a lot of responses from faculty too, because I want to make sure that our coordination and communication is effective to the faculty. I get fewer faculty than students if I were to analyze it by proportion, if that makes sense, because you know, every one student has two to maybe five faculty, I don't give the same number. And if there's any questions that based on your feedback from the students that you think would be effective to ask, send it to me. I do a Qualtrics survey. It's easy to change. So based on your concerns, yeah, share.

V VPLA Goldstein 57:48

I was just gonna say so I think as far as like going forward, what we can do is, if somebody comes to you with an issue that seems like there is a form for so if somebody comes to the barrier issue or parking issue, we know that there is a process, and we can direct them to that if there isn't a process in place or a solution in place, I would tell them to contact Amy King directly. Because they may not know, that's who to contact.

G

Guest- Amy King 58:17

And if they're not comfortable, you know, that can be to who to ask, even if that's just, you know, my difficulty with that is, then we're really getting to where we need to be to start, you know, so if the student isn't quite comfortable, you know, ask the questions. Come find me. Literally, I'm almost always at my desk unless I run away to use the restroom or something like that. Because I'm it. I have to be there all day long. If I don't know the answer, and it's more of an architectural access question I can tag them in. And I always pull up the regulations because I think I know all of that. And then me, I'm the expert. I think communication is the key. And if there's ideas that you won't have how I can put information out a bit more, let me know too. I'm not a big social media person. Partially because I've been told to- feedback from students have been minimal because they don't want to be tagged in anything. They don't want to respond to everything because it was self disclosing and they may not want anyone to know. I'm not on social media, for disclosure, there's probably other ways to do it so people can't comment. But if you think that is going to meet students where they are, we can do that. I can re examine that as well.

S

Senator Moss 59:42

In regards to- a student comes to us, and we say okay we'll refer them to you, um about how many hours will you begin to respond to them?

G

Guest- Amy King 1:00:00

Within probably 24 hours at the most, if I'm on vacation, and my out of office reflects that, response time is usually pretty quick. I've had students before you know submit documentation, send it to me now. So we just after hours pretend to check email. I give it in the morning. And they're like, I'm open at 10. If I'm open at 10, and they can come in I'm going to try to get them in. Especially if there's a, I need accommodations, I have a test Friday, time is of the essence. Does that always happen? Absolutely not. Monday, I was booked every hour on the hour. I had my lunch break, I managed to use the restroom when I left at 4:30 or when I got there at 8. So that day, that would have been almost impossible. But I did respond to my emails. It's a pretty quick turnaround. Busy times of year, beginning of the semester, I start getting new documentation in and I'm actually getting documentation in now for students who are starting in the fall. July through the first day of classes after are when those appointments are set. What I found is if I talk to the student and explain the process now we're gonna do it again in August. The process is very different from high school. And it's just better to do it while it's fresh and they can sit down with me and interface with their faculty. So, you know, for fall, not yet, but I will respond hey did you send documentation? I see you're starting in the fall, this is the timeframe that we will use. If you have questions before that, let me know. And sometimes they do

S

Senator Moss 1:01:44

Okay

- S** Senator Smith 1:01:45
I jsut want to say one thing. I do agree with something Brendan said, that I feel like Disability Services, just the title in general, could be a little more inclusive considering a lot of people do not consider themselves to have a disability but might benefit from like, even if it's just getting more time to take their test or anything. So I feel like maybe there could be something there that could be helpful
- S** Senator Martinez 1:02:12
Accessibility services?
- G** Guest- Amy King 1:02:19
Sure.
- V** VPLA Goldstein 1:02:19
Any other questions?
- P** Pro Tempore Mott 1:02:27
Brendan Mott, Pro-Tempore. I motion to reinstate Robert's Rules.
- V** VPLA Goldstein 1:02:53
We will now move to committee reports.
- S** Senator Martinez 1:02:53
Oscar Martinez, College of Science. I second that.
- S** Senator Smith 1:02:56
Da'yanah Smith, IDS. I motion for Brendan's [inaudible] report
- P** Pro Tempore Mott 1:03:08
Brendan Mott, Pro-tempore. No report.

V

VPLA Goldstein 1:03:19

Do any other committees have reports. we'll now move to Executive Reports. Amber can go first.

P

President Lemelle 1:03:36

First, I want to say that the first, I would say that everybody's classes are going well- all the grades are in. So just keep doing what you're doing. Second thing I would say is that the executive board went to ULS day Tuesday for the Day at the Capitol. It was- all the other schools that were there. So it was nice to see other SGA's in action. And we met a couple of important alumni, not important alumni, alumni, but some alumni who have moved up in the legislative area from UNO, so that was nice to meet them and just like let them see what we're doing and talk to them a little bit. So you guys were missed, but it was raining and hot. So I didnt you all in this this dang rain. So there's that also some Crawfish in about three weeks. April 26 , on a Tuesday. And I just wanted to let you know that the exec board is funding inflatables for SUCbAUF, so we will be having a table there and just like and just manning the inflatables. So we do need volunteers to like, you know, let people like tell people when to go and just kind of direct some people before they get on. Just to be safe, you know, so there's that. So we're gonna just let us know if you want to volunteer, because that will be really helpful. And also SAC does a lot of stuff on their own, and they're part of SGA. So it'd be really nice for us to like show face at one of their event as the forefront versus just like goin as individuals, you can go together, do that for a while, take shifts, everybody can have their crawfish. You know, just help out. Yes, and then that's pretty much it for my reports. I yield the rest of my time for questions? Right, Brendan Mott, Pro Tempore. My quick question is, is it possible instead of Germ-X to have hand wipes just for the reason that some people are allergic to crawfish? And I think they should still be able to participate in the inflatables without really worrying as much about allergies. Cause hand sanitizer is not as effective for allergies as hand wipes are .

P

Pro Tempore Mott 1:05:38

Maybe we get ask SAC or the people doing SUCbAUF.

A

Advisor Courseault 1:06:01

You also may want to talk to Joy. If you have a shellfish allergy. You might not show up. It sucks but it's almost impossible, because it's going to be like 8000 pounds of crawfish. So I mean, I really hate to say it like that, but it was just, I don't want anyone to have an allergy attack. It's just- Normally. It's a lot of crawfish. We can have hand sanitizer, you could see if SAC can get wipes. But I would just been recommended personally, don't come.

V

VPLA Goldstein 1:06:51

Any other questions? Does the Vice President have a report?

V

Vice President Charles 1:06:57

Yes, he does. I'm sorry, y'all my energy is a little low today. But um, I like the [inaudible]. Um, Vice President Angelo Charles the current senate operating is budget at \$16,080.26. You have until May 11. Don't quote me on that though. The Senate Budget Committee have formed I have sent out an email to those of you who have been shown to be a part of the email. So if got an email, please respond to it and accept the position and you'll get more information after that. On the budget request, we had about 32 requests, which is almost 50% more than last year. So that's a lot. We have a lot to discuss and record campus is back in action. Please send any fiscal related bills to me if you have any monetary allocations in your bill, that does need to be sent to me, because I need it for the budget. So far as the retreat, unfortunately, we did have to change the retreat. The retreat will be moved to April 15. April 14, April 14th, Thursday, unfortunately, due to the escape room and our purchasing, we cannot do that. So we have to postpone it for another day. So we do still want to do the escape room but we we cannot provide it. So we're going to do a supplemental retreat on Thursday next week. It will be in the game room, food will be provided. look for my email for more details. I apologize. It's not what I wanted. But sometimes it is what is. I think that's it for me. I usually end with a quote. I don't have a quote today. But I'm gonna say go and be great, be positive and also lead with integrity because that's very important.

A

Advisor Courseault 1:08:11

I'm sorry April 14th

P

Pro Tempore Mott 1:09:03

Brendan Mott, Pro-Tempore. My question is, is there a reserved amount from anybody? Tiffany and I have set a reserve account?

V

Vice President Charles 1:09:14

Not yet. That's the reason why we have not set a date yet. So once we get that, you got it.

V

VPLA Goldstein 1:09:22

Any other questions for Angelo? My report is very brief today. I just wanted to say thank you guys. Thank you all for your work thus far and for your continued efforts going forward after tonight. There's only five Senate meetings left for the semester. With regard to the referendum tonight, I want you all to be aware that you're only voting to allow the student body to vote on this matter. So a yes vote, does not guarantee that this fee will be enacted. It just allows for the student body to vote on whether they want this fee to be assessed on themselves. So you're in essence giving them a chance to have a voice in this matter. And this is like the fundamental part of direct democracy. So just be aware that you're giving students a chance to vote. And please take this under consideration during your debate and vote today on the referendum, and thank you all for supporting the democratic process All right, cool. So great. I yield my time for questions. Does anyone have any questions?

A Advisor Courseault 1:10:40

I'm going to give the vice president of programming report. Tomorrow is UNO's next Top Model. It starts at seven o'clock and ends at nine. Like the execs have said numerous times, you guys fund SAC. So it's great just go and see what they do with the money that you give them. They will have a host of performances. We have 12 participants, they have three scenes. So I really urge you guys to come to show up, it will be a very fun time. Also, as these execs have reiterated, SUCbAUF is April 26. If you have not, I hope you don't have a shellfish allergy. But if you do not, I do encourage you to come because it's free crawfish. People, a lot of people planned this. There will- we have three student bands, one local band, so there's going to be like music throughout the entire day. If you are 21 years of age or older, there will be alcohol for you to purchase. And, yes, we're going to be having a bouncy house, it's going to be a really great time. So if you can come also too- volunteer. We- to make this event a success, we have to have over 200 volunteers. I want to say we're probably like at 125-150. So if you have not signed up, do so. You'll get a free T shirt. And you get first dibs on the crawfish. Yeah, so that's that also lets you just be on the lookout for more SAC events coming up, they are going to finish strong, there's an art market coming up in May. The art market will be on the quad with they want to get at least 50 vendors and so what the art market, if you have like your own store, you make things you want to sell stuff, you paint, you make bracelets, you make plates, whatever you want to do is just gonna be an event for students to sell their stuff. So just look out for that. They also have like a lot of other events and they're always looking for volunteers. That is Maggie's report I yield the rest of our time. If you guys have any questions?

V VPLA Goldstein 1:13:07

Anybody have any questions?

P President Lemelle 1:13:09

Will there be food at UNO Top Model?

A Advisor Courseault 1:13:12

Only for the participants.

V Vice President Charles 1:13:16

What about the judges?

A Advisor Courseault 1:13:18

Oh, we do we do have food for the judges.

V Vice President Charles 1:13:23
Brendan Mott, Pro-Tempore. Point of order both people who just spoke forgot to say their names for the record. Oh, no. My name is Vice President Angelo Charles.

A Advisor Courseault 1:13:32
My name is Tiffany Courseault, advisor thank you so much.

V VPLA Goldstein 1:13:36
Any other questions?

A Advisor Courseault 1:13:39
As far as the advisors report, I don't really it's really short. Thank you so much for just doing what you're doing. You're spending money. That's really big thing like they said there are 5 senate meetings left and we have \$16,000. Let's spend it. Also, again, sign up for volunteer we need volunteers for SUCbAUF. Midterms, You guys have already got them. Anyway, continue to course in your classes stay strong. Guys, this semester is winding down and it will be here before you know it. So that said I yield the rest of my time for questions.

V VPLA Goldstein 1:14:24
Anybody have any questions for Tiffany? There is no old business so we will now move to new business. Do I have a motion to hear new business?

P Pro Tempore Mott 1:14:42
Brendon Mott, Pro-Tempore. I motion to hear new business.

G Guest- Amy King 1:14:45
Can I get a second?

S Senator Moss 1:14:46
Jordan Moss, I second.

V VPLA Goldstein 1:14:49

So the first piece of new business-

P Pro Tempore Mott 1:14:51

Brendan Mott, Pro-Tempore. Since I am doing the ordinance somebody else will have to do the time.

V VPLA Goldstein 1:15:03

But I Mean well so, First piece of new business is Rs 22 D002. The Student Experience Fee Referendum. Will the authors and sponsors of this resolution please come forward and state your name of the record. You have six minutes to introduce your resolution and 10 minutes for question

S Senator Fornatoro 1:15:48

Brett Fornatoro, College of Liberal Arts.

S Senator Moss 1:15:51

Jordan Moss, College of Science

P Pro Tempore Mott 1:15:52

Brendan Mott, Pro-tempore and senior at large.

S Senator Hunsaker 1:15:57

Daniel Hunsaker, Junior at large.

S Senator Fornatoro 1:16:00

All right, well, it's here. It wasn't it wasn't easy, wasn't as much fun as I was hoping. But it's certainly here. As the presiding officer had mentioned earlier, this isn't necessarily our opinions on the bill, we're just voting for this. So students can have opinions. This is our opportunity to really put SGA in the light. We want it to be for students, where we're incorporating their opinions into the outcomes of our campus and the outcomes of just the institution at large. And I think this is probably the perfect opportunity to utilize that SGA in that sort of aspect.

S Senator Moss 1:16:47

I just to reiterate what Brett said. I want to encourage all my fellow senators to vote yes.

Because regardless of our personal opinions about athletics, or the fee, we only represent a small portion of our student body. So I really feel like we need to give them the opportunity to have an opinion on what they want for the future of their university.

P Pro Tempore Mott 1:17:19

We yield the rest of our time for questions.

V VPLA Goldstein 1:17:25

But I was just gonna say that it's so if you don't support the student experience fee you can vote no, in the election when it's on the ballot. So by voting yes today, you could still vote against it, when it's on the ballot and the election.

S Senator Fornatoro 1:17:42

Right, right. Voting Yes, just essentially it places ourselves in the position of students once that vote does come.

S Senator Martinez 1:17:50

So Austin Martinez, graduate at large. My question is, so as far as the graduate students who spend most of their time in a science lab, like me, Azizah and other graduate students, why should we have to pay for something we are never going to utilize? Why should I vote yes, on behalf of graduate students who will most likely not be going to football games due to their workload?

S Senator Moss 1:18:19

Sorry to cut you off. I think Tim mentioned I believe he mentioned correct me if I'm wrong in his presentation that if this does pass, students, who are I think he said Juniors or Seniors that are about to graduate from university will be comped for like two years of-

S Senator Martinez 1:18:35

Graduate students go for about seven years. Typically PhDs.

V VPP Mailhes 1:18:40

Okay, well, I can't answer that question. Because he didn't speak to that. So if you want to, I can reach out and you know, see about that.

V

VPLA Goldstein 1:18:49

But I mean, yeah, so basically, you get two years of free tickets, right? And then you will have access to student tickets, you know, student price tickets going forward. So you're here for seven years. And you like football?

S

Senator Dazet 1:19:03

It can i Oh, Candice Dazet. Oh Sorry. It's hard to tell them the zoom. Candice Dazet grad Senator at large? Just want to take the different side. I am like a sports fanatic. So as a grad senator, if it's something you're passionate about, you definitely can find time for that. So I would definitely be at the football games. So it's I think it's just coming from like a different perspective of if you liked sports or not.

P

Pro Tempore Mott 1:19:38

So, Brendan Mott, I wanted to further actually go into Oscar's question a little bit more. Just because we have to remember that this isn't us passing the referendum. This is allowing students to vote on the referndum. So I understand in your opinion, but I do think it's, I do think it's valuable for students to be able to say yes or no. And even if you think all the students will vote no. That's fine, but I would rather students vote no then just us vote no.

S

Senator Fornatoro 1:20:04

I would also like to kind of pick up what Brendan just said, I think if I think blocking this bill today would sort of be blocking the students opportunity to have their voices heard, because this is probably going to be a relative controversy this issue. And why would we assert our powers of Senate to take that away from the students?

S

Senator Martinez 1:20:26

Well, I would- Oscar Martinez , Graduate at large. I would argue it's because of the seven graduate students I spoke with about this issue. They all told me that they didn't want this to happen. That's I'm voting no.

P

Pro Tempore Mott 1:20:44

Point of Order, We're in the questioning. Oh, no. It's fine. I just wanted to make that comment.

V

VPLA Goldstein 1:20:51

Amber had a question.

P President Lemelle 1:20:52

Um yeah, I forgot.

V VPLA Goldstein 1:21:04

Are there any additional questions?

S Senator Lemons 1:21:06

Cooper Lemons, College of Liberal Arts. Something of note, which I think Oscar's [inaudible], we both did go through. And the majority of graduates out there just that undergraduate body is larger, that would be the majority that pretty much silences is the opinion of the graduate body.

S Senator Fornatoro 1:21:34

Point of Order. Brett Fornatoro, College of Liberal Arts. I don't believe this is the question. This is the debate.

S Senator Lemons 1:21:40

I wasn't sure how to raise it.

P Parliamentarian Hinnawi 1:21:42

But that's okay. Aziah Hinnawi, Parliamentarian. After the questioning is over, we're going to move to a debate in which each side has been given 30 minutes to talk about their points. And that's where you guys can say your issues. If anyone has a question. Now is the time to bring it forward before we move to the debate.

V VPLA Goldstein 1:21:59

Are there any additional questions? So we will now enter initial debate, do any senators rise in opposition to this resolution?

P Parliamentarian Hinnawi 1:22:10

Wait. Azizah Hinnawi, Parliamentarian. Sorry I just want to say before we start, so the way we're going to do this is each side has three minutes, okay? And the time will start and stop. But whenever you speak, so when you present yourself and you present your name also

present, if you're speaking in opposition, or if you're sticking for it, okay, because then I'll start the timer for three minutes. And then that's how we go back and forth. Also, this isn't a time to just like, speak up, you know, like, be respectful.

P President Lemelle 1:22:40

President Lemelle. I just want to say, and I have a question for you before we start, I also want to ask, because I feel like there might be a point where someone's willing to extend that time. Is that possible?

V VPLA Goldstein 1:22:56

Yes. It can be extended up to six minutes.

P President Lemelle 1:23:01

And also I want to remind you all to please raise your hands whenever you're speaking, because we get out of hand with that. And I feel like this is going to be a good conversation. So please make sure you raise your hands.

V VPLA Goldstein 1:23:13

we will now enter into initial debate any senators rise in opposition to this resolution? Okay. So basically just you come up and state your name. And the next three minutes will be controlled by the opposition.

P Parliamentarian Hinnawi 1:23:38

I mean, also, like say this goes back and forth. Like you don't have to use your entire three minutes now. Like, it'll go back and forth. No, this is all this is all in the rules and procedures.

S Senator Deffendall 1:23:41

Lukas Deffendall, College of Liberal Arts. I rise in opposition,

S Senator Martinez 1:24:07

Oscar Martinez, graduate at large, I also rise in opposition.

S Senator Deffendall 1:24:11

So I am in favor of a referendum. I See why there's no reason not to have the students vote on

something that's our whole point is to have the students involved. We represent the students. But I have a few key issues with the structure of the bill. The ballot language at the very bottom right next to the yes or no, does not state how much money each program is getting. And I think that's pretty important considering 90% of it is going to athletics, obviously. But with students that might be interested in all these other programs, and not so much the athletics they have no idea how much money they're receiving with these programs. My other issue of trying to make it really fast is in point four, it states that "all fees established by the student experience, it shall be allowed by the athletics department to increase each academic year by zero to 5%." So the athletic department can increase this fee every year. And beyond that it says in "the event that university raises tuition for yoears by 5%. These departments responsible for each of these can also raise the fees on top of that increased university tuition." So that's my time. I yield my time.

S Senator Sorlin 1:25:38

So the next three minutes will be controlled by the principal sponsor of the resolution. All right, so

P Pro Tempore Mott 1:26:18

Just a heads up Candice Dazet Rises in support with y'all,so just make sure y'all acknowledge her.

S Senator Fornatoro 1:26:24

Yeah, Candice would you like to speak first?

S Senator Dazet 1:26:28

Okay, awesome. I just wanted to give

P Parliamentarian Hinnawi 1:26:29

Um actually Candice, sorry. Azizah Hinnawi, Parliamentarian. So the principal sponsors get to speak first. And then anyone else who writes in favor support, then gets the chance to speak. So after they're done, then you'll be able to say something.

S Senator Dazet 1:26:45

Cool no problem.

P Parliamentarian Hinnawi 1:26:47

Thank you.

P Pro Tempore Mott 1:26:50

So Brendan Mott, Pro-Tempore I think at some- a point was made about the fee increase at a certain percentage. So I did used to work for the Privacy Enrollment Center, we often got questions about fee increases, every fee that we have at the university has the ability to increase by that about each year, a lot of students don't realize that but that is actually a something that any fee can actually do already per university policy.

S Senator Fornatoro 1:27:11

Right, which is why it was included as university policy. Also, there was an issue raised in regards to the percentage of funding rather than the exact number of dollars allocated. Within this bill, we do have the estimated total amount raised through the fee, which is why we only listed the percentages also playing on the fact that if the fee is raised, then it would disorient how much is being distributed. So it made more sense to just have the percentages in case the total number changes.

V VPLA Goldstein 1:27:46

Enrollment is going to change, there's no way in knowing that.

S Senator Moss 1:27:51

Which is why I also said it's estimated. Candice?

S Senator Dazet 1:28:04

Candice Dazet graduate Senator at large, I just wanted to offer a different perspective. I do work in an admissions, and I'm also on an Alumni Council and an athletics committee through another university. And just something to consider. This is an extremely great recruiting tool. This is a great marketing tool for the university and for students. You can go from no one having heard of, UNO, to now you're like nationally televised football, obviously, we're in the south football is a huge deal. But to get name recognition on ESPN, ESPN 1,2,3 would be a huge deal for this university. Because with that comes more support, more funding, more scholarship opportunities, more donations from both local and national organizations. So just something to consider and I believe someone already stated, this should be an opportunity for the entire student body to have their voice and vote. So just I know this is a fee but just thinking of other positives that come along with this extension of athletics is going to be huge for UNO and huge for the student body. Thank you.

V VPLA Goldstein 1:29:31

We have about two minutes left, if anybody wants to rise in opposition or support to say anything.

V Vice President Charles 1:29:46

I just said had a question. There will never be a question for after this thletes. So in regards to the fee increase to increase the price and The range, I'll specify the range zero to 5%. So we meaning that once the referndum passes and this means hypothetically it could increase?

S Senator Moss 1:30:10

Correct, If the Athletic Department sees fit for it to increase.

S Senator Fornatoro 1:30:15

Which is true of all fees.

S Senator Moss 1:30:18

If any department sees fit.

V VPLA Goldstein 1:30:20

I'm pretty sure this is basically like standard, the language.

S Senator Fornatoro 1:30:26

Just to kind of kind of humorously show how standard it is the kind of template I used, that the committee used to write this bill was a previous one from like 2015, and had that exact language and then. This is like a long standing kind of thing.

V VPLA Goldstein 1:30:48

Also, with regard to the allocation of the money based on percentages, I know, I looked at several other referenda from other colleges, and oftentimes that information is included. So I think it's so possible since this is just a resolution, it's not a bill, you know, it's not a binding, like it's not a binding document, I would think that none of us would have issues with administration also putting on the ballot, the allocation of the money based on percentages, so that the student body can see it, and I wouldn't be surprised if we did, it seems like it's pretty standard.



S

Senator Moss 1:31:25

Amber and then we'll continue with questions.

P

President Lemelle 1:31:27

I just want to say that this is a good opportunity for I think everybody has said this, because I think it's just a good opportunity for the students to have their voices heard, even the ones that don't agree with something like this happening, ultimately, like this will put the power into the students hands. So at the end of the day, this still could not happen like this, still, there is still chance that this will not occur, for our student body. And as we know, the University of New Orleans, is like known for its affordability. So we never know if students are going to support this. So I support the referendum because I have faith that the students are going to make the decision that they do what is right for them, and at the end of the day, it's going to be a vote. And so whichever way means is not really up to us. But I think it's our job as senators and SGA members to give this to the students.

S

Senator Fornatoro 1:32:33

Again, I have no problem at all with this. I think this is a great idea. I think it's a really good for the university. I'm just that's just my main concern, looking at it just because if I were more interested in student activities besides athletics and my stuff, that's awesome. But it's obviously not so much.

P

Parliamentarian Hinnawi 1:33:07

There's actually only a minute left. So there's actually a minute left if anyone has comments make in opposition. Unless anyone wants to extend time. It seems like-

A

Advisor Courseault 1:33:19

I'm not in opposition I just just have a question. So what are they going to do to campaign once the resolution passes.

S

Senator Fornatoro 1:33:34

Well, the athletics department is doing a lot of like focus groups and sort of just kind of putting out like feelers, that sort of thing. So the athletics departments. Of course, they're going to be behind this, but they're definitely putting in the effort to like educate students on what's going on.

S

Senator Moss 1:33:55

I also think our job as SGA athletics committee is going to make sure students know that these focus groups are a thing because the focus groups are not just making for, students who

support athletics. It's a focus group to get input and information from a variety of students on campus. So we it's not our job, but it'd be nice if we could help in a sense search advertise and market that these are things this is a thing and if you have strong opinions or feelings that you can take part in this to add your voice.

V VPLA Goldstein 1:34:33

Also, there is there's like a process dictated by the UL system. Once- if the vote for this referendum were to go through, then they have to submit it to the ULS board. The Board has to approve and then there will be a timeline where they basically have to notify students that there will be a referendum. They are going to educate them obviously because they want to get as much support as they can and then the vote will happen in December. So we will now conduct a roll call vote. When I call your names please vote: yes, no, or abstain. Please remember that you are just voting to put this ballot measure for students. You are not voting on whether or not you want the Student Experience Fee to be enacted. Dwayne Crenshaw?

S Senator Crenshaw 1:35:28
yes.

V VPLA Goldstein 1:35:31
Tara Curson?

S Senator Fornatoro 1:35:35
Point of order. Brett Fornatoro, College of Liberal Arts. there was a vote here that's not Yes, No, or Abstain.

V VPLA Goldstein 1:35:41
Oh sorry. Dwayne, do you

P Pro Tempore Mott 1:35:45
Point of order. He already said yes

V VPLA Goldstein 1:35:49
So Did Tara-



S Senator Fornatoro 1:35:54
She said yes.

V VPLA Goldstein 1:35:54
Cadice Dazet?

S Senator Dazet 1:35:55
Yes.

V VPLA Goldstein 1:35:58
Lukas Deffendall? Juli- She's not here. Brett Fornatoro?

S Senator Deffendall 1:35:59
Abstain.


S Senator Fornatoro 1:36:05
Yes. Mary Elizabeth Gaines?


S Senator Gaines 1:36:09
Yes.


V VPLA Goldstein 1:36:12
Alicia Helbing?


S Senator Helbing 1:36:14
Yes.

V VPLA Goldstein 1:36:16
Azizah Hinnawi?

 Parliamentarian Hinnawi 1:36:17
Yes.


 VPLA Goldstein 1:36:19
Daniel Hunsaker?


 Senator Hunsaker 1:36:20
Yes. Jenna Hymel?

 Senator Hymel 1:36:27
Yes.


 VPLA Goldstein 1:36:27
Twanna Lebeau?

 1:36:30
Abstain by proxy.

 VPLA Goldstein 1:36:32
Abstain?

 1:36:35
yes

 VPLA Goldstein 1:36:38
Oscar Martinez?

 Senator Martinez 1:36:40
No.

V VPLA Goldstein 1:36:54
Jordan Moss?

S Senator Moss 1:36:55
Yes.

V VPLA Goldstein 1:36:57
Brendan Mott?

P Pro Tempore Mott 1:36:58
Yes.

V VPLA Goldstein 1:37:00
Henry Nguyen?

S Senator Nguyen 1:37:03
Yes

V VPLA Goldstein 1:37:06
Abigail Reames?

S Senator Reames 1:37:08
yes

V VPLA Goldstein 1:37:11
Mohammed Mohuidden Sakib?

S Senator Sakib 1:37:14
Yes.

A Advisor Courseault 1:37:17
Naw Saffrin Sattar?

S Senator Sattar 1:37:19
Yes

V VPLA Goldstein 1:37:20
Da'yanah Smith?

P Pro Tempore Mott 1:37:24
Yes by proxy

V VPLA Goldstein 1:37:28
Mahaut Sorlin?

S Senator Sorlin 1:37:30
Abstain. and Isabel Wilcuts?

S Senator Wilcuts 1:37:36
Yes

V VPLA Goldstein 1:37:48
16 yeses. 1 no, and 5 abstentions, the referendum passes. So, we will now move to open forum. This is where we discuss matters pertaining to the betterment of SGA.

S Senator Hunsaker 1:38:18
Daniel Hunsaker, Junior at large. Motion to move by proxy to Jordan?

P Pro Tempore Mott 1:38:27
Brendan Mott. Pro- Tempore. I second that motion.

V VPLA Goldstein 1:38:34

Anybody have anything they want to say in open forum?

P Pro Tempore Mott 1:38:41

Brendan Mott, Pro tempore. I do think um so unfortunately he was here but I do want to bring the topic back up just briefly and say that if you hear students saying that they're uncomfortable talking to Amy King, I think it would be very useful to kind of ask them why and relay that feedback. It seems like she wants to know why. I am able to you don't want to use things that she might say like, oh, I don't want her to know that I'm the whos's uncomfortable just relaying that information to colleges could be a good thing. And also, yes, it does suck that a lot of times she has to say no. And I don't always agree with her saying no, because sometimes I don't- I don't always think that federal law should be what we do. I do think we could have higher standards as a university. But at the end of the day, that if we want to fix something that might require us to fund it. So we do have to keep that in mind if we want to make all the bathrooms on campus accessible that might, They might ask us, hey, y'all have this problem y'all have to fund this and do we want to fund that? I don't know. That's for everyone to decide.

V Vice President Charles 1:39:52

She showed me a resolution. We all knew; we didn't

P Pro Tempore Mott 1:39:59

Brendon Mott, Pro-Tempore. The resolution never went through, we've put together- another senator and I represented it.

V Vice President Charles 1:40:05

You can't present a resolution without it being passed through.

P Pro Tempore Mott 1:40:08

We weren't presenting it to her. I don't know how she got the resolution, I have no idea I was sending it to our old VPLA. I have no idea how the resolution got to her.

S Senator Moss 1:40:22

Jordan Moss, Junior at large. What topics were in the resolution that she said she didn't want to address unless we had questions?

P

Pro Tempore Mott 1:40:31

Brendan Mott, Pro-tempore. I know all of that. One of them was the bathrooms. Because the person from facility services said yes, there is at least one ADA compliant bathroom in each building. And I personally didn't think that was good enough, I think that there should be more on each floor of each building. Because it's understandable. I shouldn't have to go down the elevator all within the first floor to use bathroom. Especially if I'm in a building like the Engineering Building, which has five floors. I also made a point of talking about things like rooms in Pontchartrain Hall. Yeah, they have compliant rooms, but they have more maintenance issues than the than the regular rooms I lived in a compliant room before. They are also not all located on the first floor. And some of them are only up; some of the types are only working on the higher floors. Like if you are disabled and get a one bedroom you can't get one first floor because they don't have them. So I said those are problems. And then also it's just it also, it's just a lot of people just don't know that that parking even exists that that person would with a students with disability tagged and park wherever they want. I didn't know that I don't think that's even is in the parking handbook because I looked at it unless that's a new development. I've never seen that before. So those were the main points. And then the last one that I had was about dining, because I personally have many food allergies. And both that office and dining refused to give me a meal plan exemption. So I had to not by my choice. But for the sake of my health, remove myself from living at Pontchartrain Hall. That way I could; have because I should not have to pay for a meal plan that I can't use the because of my allergies. So yes, this did affect me a lot personally, which is why I wrote the resolution. It was definitely an emotional response, which is why I eventually decided to step back and actually talk to Amy King first. How she found the resolution. I don't know, but because I did not share it with her. But I have all the information. If you're interested in seeing the resolution I was working on, you can absolutely talk to me after this meeting.

V

Vice President Charles 1:42:22

I was just concerned. Because it informs information because we all were surprised to see a resolution. I didn't get one.

P

President Lemelle 1:42:32

In regard, President Lemelle3, in regards to the Amy King situation. I think this isn't the first time she's coming to speak to SGA. And unfortunately, a lot of things she said today are not very different issues from things she's said in the past. So I encourage you all, if you do come across an issue regarding anything that Amy King has ability to fix or change or alter, I would make sure you do all your research first. Talk to the person in deep detail first. So that way, once you go to her she cannot respond to you with well, did you look at this? Did you check the website? Who is this person? Or if you don't have to disclose the person, but it seems like her way of helping people is by telling them what they should have done versus like telling them what she can do for you, which is perfectly fine. Because I mean, it's okay, I guess because she deals with so much. But at this point, because that's not the first time we've spoken to her as an SGA as one organization. So clearly the way we communicate with her is going to have to be different for them to be changed because that still didn't help us know how to move forward

with her. So Brendan Mott, Pro-tempore. another thing I wanted to get into that. I think people are uncomfortable to go to her because she's also the director of student accountability. If I have a disability, I don't want to talk to the person that students are in trouble also talk to, but I'm gonna be honest. So because that just makes you uncomfortable. People might think you're going in there because you're in trouble- people. And also, I think sometimes when you are in that position, you have a certain type of like language usage, like Amber was talking about earlier, where you talk more in the way that you talk to people who are breaking rules rather than you talk to people who are requesting Disability Services. And also she was saying most other universities those are separate offices. Why are Disability Services and student accountability the same office at UNO? And maybe somebody can answer that. I don't know if anyone here knows that.

S Senator Hunsaker 1:44:44

Cooper Lemons, School of Liberal Arts. This is unrelated, But I have talked in the past couple weeks ago about the philosophy program that I'm in. They're releasing three or four professors that teach the entire program. They haven't given us some reason. Some semblance of reason I've heard it's money forcing the fact about programs and scholarships associated with the program. And they haven't given us anyone what to reach out to that, like in our meeting where we discussed it, they had the college assistant dean with us. She basically just acted as if everything was going to be fine. and every class yet, the only option to replace some classes that we've had are all online. There's not a single in person and philosophy course offered this semester feels cheated because all of the ones that we had all of them are in-person. So that the fact that we haven't been given any reason or any way to reach out and express our sort of hurt by this because several students have cried, I saw all three of their professors start crying. and they told us we did not expect this to happen and we get so you random

P Pro Tempore Mott 1:46:39

Brendan Mott Pro-Tempore. I have more information about that, because I do know some people who are affected as well. And I think that'd be good for when you send that information that these students were promised a four year scholarship with this program, and they're not getting it anymore. Now this program is the deleted not even with from rest of philosophy. They don't have a scholarship anymore. They're in the internships and all the other benefits that come with this. They were promised this?

V Vice President Charles 1:47:03

Was the promise verbal or written? Which promise? Of Scholarships?

S Senator Lemons 1:47:08

They were like breaking contracts like actual programs, scholarships, extending equals or longer have offered internships for our senior years. That's one of the professor's they said that we can contact them. And they'll do thier best to get us connected. But no longer they can't be here at the University. And we were all blindsided by that we're invited to a meeting. Within

five minutes, we're told our program was ending and our favorite professors were leaving without any justification. When you send an email to the executive board just make sure you be very detailed about the assistant Dean's the college professors names and last names, email the contents, because

V VPLA Goldstein 1:47:49

This is definitely something that we'll bring up during our meeting with administration.

P President Lemelle 1:47:53

And also please make sure please make sure you're very detailed in your email. Like no questions.

S Senator Lemons 1:48:02

Because they did write out that agreement swapping out all of our academic credits for other substitutions, but it's changing the entire like direction of our program into another type of philosophy. And that's like we're almost a third of the entire philosophy undergraduate, and they're just telling us go do something else.

V Vice President Charles 1:48:23

Because I deal with a lot adminstators. It's changing our life. A lot of hiring committee some of this [inaudible]

P Parliamentarian Hinnawi 1:48:33

Azizah Hinnawi, College of Science. I will say if you have your scholarship letter that they sent out, which you might not be so far back, attach that to your email because they tried to take my scholarship away for no reason. And the only way I got it back but which is completely different situation was to give them the exact letter like the that says it all you know what I mean? Like give them the exact letter.

S Senator Lemons 1:48:59

The complicated thing this scholarship for the program was kind of funded by private donors. So um, program that was getting funded, isn't existing. So it's entirely on the donors. And if they want to continue, they've agreed to continue for the rest of this semester. They're probably going into next year, it's just not probably going to continue.

P President Lemelle 1:49:21

But still send the paperwork that came or anything that says you would want to be getting all those things listed. Because even if it was through private donors, it was expected that the program y'all were in was going to last those four years. So if the if somehow we can work with this and figure something out and put like call them every basically, then there might be a way for that to continue moving forward.

S Senator Fornatoro 1:49:58

Brett Fornatoro, College of Liberal Arts. When it I first heard about this; it was pretty upsetting because I have a concentration in philosophy as well. I reached out to someone in liberal arts and I was told that this typically when these sorts of things happen it's either the lack of students or a lack of money and those two things kind of conflate the other because ultimately there's a disproportionate amount of money for certain students based on their program. So just how but I've heard from administrations that it's just a tough situation for everyone. there's really no-

S Senator Lemons 1:50:43

I'm more upset that about all online professors over the professors who have offered various in person classes. The program had over 25 people enrolled all taking these classes which is [inaudible].

P Pro Tempore Mott 1:51:02

That is the time.

V VPLA Goldstein 1:51:04

But who are please email Amber and also I'm going to talk to Tiffany. I don't know if this is something student government could fund.

S Senator Fornatoro 1:51:12

Oh no, we're not paying for teachers.

V VPLA Goldstein 1:51:15

No, no, not teachers. I'm talking about like there's some some sort of funding for scholarships. I mean, UNO prides itself on making college accessible for everybody. I feel like there's some money somewhere.

P Pro Tempore Mott 1:51:49

That is over on the record. but we can still talk. Brendan Mott, Pro-Tempore. Motion to Adjourn.