**STUDENT GOVERNMENT ASSOCIATION MINUTES**

**October 19, 2021**

1. ROLL CALL: Olivia Houde, Matthew Dibbern, Matthew Wansishion, Mike Buckley were absent.
2. APPROVAL OF MINUTES FROM: October 5, 2021 and October 12, 2021 Minutes were approved.
3. PRESIDENT'S REPORT: ***Cameron Kelleher***
4. Today we have quite an interesting bunch of guest speakers! Joining us is Interim Provost Mills and members from the University Efficiency Analysis Advisory Committee, better known as UEAAC. For those of you who are new or returning and don’t remember what UEAAC is, UEAAC was a committee formed around a year ago, that was charged with addressing the Universities budget deficit and finding ways to close that deficit in the short term, and also with formulating more efficient and cost effective ways to operate the University in the long term. At the end of their work, UEAAC provided members of this University with a list of recommendations. We have asked Interim Provost Mills and the rest of UEAAC to come and discuss some of those recommendations with us all, and to listen and take some feedback/questions on the recommendations and the processes of implementing them. Please welcome Interim Provost Mills and members of UEAAC.
5. Please welcome Dr. Juline Mills
6. **Dr. Juline Mills**: So, I am Juline Mills, I am the Interim Provost, and the Vice President of Academic Affairs, with me we have a bunch of fine ladies today, this is kind of interesting we have the gentlemen in the back, and we have Alan Blair who won’t even look at me. So, Professor Gabriel Aquino are you going over there? I thought you were going to the back as well. Okay, we are going to have the members of UAAEC introduce themselves. Let’s start over here with the introductions, so UAAEC is a campus wide committee it is made up of individuals across all the Union groups. We have three Unions; we also have the NUP classification which is the Non-Union profession individuals that are primarily senior level administrators. But it is a group of individuals working towards, really developing a better structure for the institution. Before introducing them perhaps the best way to look at it is at home your parents or your guardians will have a structure of operating, correct? You know when it is going well, and you’re treated, and you know when we need to balance the books, we need to get ready to bring you to college and we have to make sure we can afford to support you when you are in college. That relationship is really no different from what we are doing here. It is what can, we do to best support our students for their time here. I’m going to start to my right, Lisa Ducharme, please introduce yourself and how long you’ve been here, and your role on UAAEC.
7. **Lisa Ducharme**: I am Lisa Ducharme, Veteran Military Services Coordinator here at Westfield State and I have been here for seven years, and I am the Secretary of UAAEC.
8. **Carolyn Healey**: I am Carolyn Healey, I have been on campus for about sixteen years. I am the admin over in the Dinning Program. I am currently working on fifteen, sixteen, seventeen, twenty-one is a bit of the revenue stuff, and JEDI, I think that’s it.
9. **Dr. Rebecca Morris**: I’m Rebecca Morris, two weeks ago I was Chair of Economics and Management, then a week ago I became Chair of Management and Marketing, so if you’re in business you’ve seen me probably. I worked on the School Structure Recommendation, Recommendation One, I worked on enrollment and worked on some others, we all have been really busy trying to get things shipshape.
10. **Dr. Kim Tobin**: I’m Kim Tobin, I’m a professor in the Criminal Justice Department, I have been at this University for longer than all you have been alive, and I have been here twenty-three years.
11. **Dr. Monique Lopez**: I’m Monique Lopez I am the Registrar, and I have worked on Recommendation Two which is the merging of the day school, and also JEDI.
12. **Dr. Gabriel Aquino**: I’m Gabriel Aquino, I am a professor and Chair of the Sociology department over in Mod Hall. They put me in the corner, that’s where they want to keep me.
13. **Dr. Joshua Hedrick**: I am Joshua Hedrick, Interim Director of Residential Life, and have been here for thirteen years, I primarily focused on Res Life, Athletics, and Dinning Services.
14. **Tony Casciano**: I’m Tony Casciano I have been here twenty-seven years I have been working with Joshua on Res Life.
15. **Alan Blair**: I am Alan Blair, I am the Chief Information and Security Officer, I have been here for approximately twelve years, and worked on Recommendation Four which is centralization of all IT functions, Recommendation eighteen, and Master Plan, and Financial Planning.
16. **Bill Connor**: I am Bill Connor, you guys have seen me many times, I have been here for twenty months right before COVID, is when I arrived, and I worked on revenue generation, branding marketing, and communications office. I also worked with Master Planning.
17. **Dr. Juline Mills**: So, this is some of the members of the Committee and as you notice some the individuals will say Recommendation one, Recommendation two, sixteen, seventeen, that should tell you how familiar they are with the recommendations. What I am going to do today is walk you through some basics as to why we do this. It is really important for institutions to change, if institutions do not change, we become stagnant, so we have to do an audit as to how we are doing, in how we are servicing every one of you, how do we do a good job of making sure that you’re taken care of.
18. On the flip side, if you look around the room everyone that supports you is an individual, that person has a family, a house that they have to take care of, they have kids that go to college, go to school, they also draw an income from the University, so it’s a twofold relationship. It is how the institution supports the employees that take care of you and how do we provide the services that are critical to your success.
19. Bearing that in mind UAAEC embarked on exactly that. What do we need to close our deficit because we had COVID coming at us and secondly how do we structure appropriately, at a time when enrollment was coming down across the state, across many institutions, in the state of Massachusetts with declining enrollment? So, how do we do that well, for us it became exploring how we operate. If you know how you operate, then you can figure out how to move forward in a good way.
20. The first step, step one how are we operating. And we did a really deep dive into how we are spending our funds, what are some legacy systems we have, those are primarily in the IT area under Recommendation four, and how are we able to call up data to make data informed decisions. So, what I am going to talk through today, and I’ll come back, probably in the spring, we will come back later, we will only talk about the first six recommendations today.
21. Recommendation One, oaky so say it with me, Recommendation One, you got to know it off the top of your head, come on now it’s like class, Recommendation One are we ready? Are they sleeping? If you hang out with me, it is like taking a class. Recommendation One is about the school structure, so we had a college structure before. We are transitioning into a school structure, why? Two reasons:
22. One, we discovered the cost. Let me frame the relationship, we put in this College Structure about four years ago and the cost of that, was about 1.5 million dollars, sounds okay, but before we put it in place the cost was zero, we added that cost, and at the same time the enrollments were what? Coming down, so we need to do what? Course correct, if we don’t course correct, what is going to happen? We are going to keep adding expenses while the enrollments are what? So, the revenue is dropping and adding expenses, that is a recipe for what? Disaster, so how do we course correct, in any type of business profit, nonprofit, you have to recognize you have made a mistake and course correct. There is nothing wrong with making mistakes, what is problematic is recognizing a problem and you don’t fix that problem. So, our way of fixing that problem is meeting in the middle. Reducing that College Structure into more sets of School Structures that one: the faculty that teach you preferred. We had 160 faculty that in essence said this is not working for us, and at the same time we added expense. So, what we did was, what were the things you liked about the College Structure? We liked that someone advocated for us, we liked that in essence you talk with someone and most importantly the faculty liked the fact that someone was there you could reach out to immediately. Sounds good, correct?
23. At the same time, we have Departments, and each Department has a Chair and whose job is to work with the students. We have a Registrar’s Office, we have Advising and Students Success center, are we duplicating services. Yes, so in essence what we decided was to look at unique functions of the Associate Deans. Remember before I told you the enrollment was what? Coming down, so who is in the best place to take care of the enrollment issues, the new Associate Deans of these schools, schools that are designed to be more collective around the core topics.
24. What I didn’t tell you before, I was the Dean of the College of Education, Health, and Human Services. The largest college had the most students, so there was a big imbalance, so some departments had 2800 students, the others had the rest, about a 1000. Think about that from an operational perspective. So, during add/drop, I called myself the Queen of add/drop, I processed 150 papers like this. While some other areas were not processing many, that is not an efficient equation to service students.
25. The other thing that came up is the College Deans only managed the day school students. So, think you are a Continuing Education Student, and you walk into a Deans Office, and you ask for some assistance, and they say no you have to take a shuttle to Horace Mann, or you need to go here or there, is that service to students? Yes, or no? No, we are creating a relationship where Day Students are treated differently from The Continuing Education Students. What we have done is merged all of that together. All students are treated the same, merged all of that together, so all students are treated the same. So, all students get the same treatment by their Deans, by the Registrar’s Office, across the board we are one University so we should treat all the students the same.
26. We have four schools.
27. We have the School of Education, Arts Humanities, and Communication, that’s one, and you’ll notice here that in each one of the schools we talk about, each one has the largest department. And also, our big revenue earners, so in Educations, Arts, Humanities, and Communications what’s the biggest draw? Come on now you have to know your history, Westfield history, what’s the biggest draw? Education, why? That’s what we started as, were a normal school our focus was education, and we are ranked number two in the state for education, so it is a pretty large major of us.
28. Our second school is the School of Criminology and Public Policy, where does that sit? Come on now what is the biggest major there? Criminal Justice, our Criminal Justice program is what? It is the first in the state of Massachusetts, it is the oldest CJ program it is also a top ten nationally ranked program. Okay those are our first two.
29. The next one is the School of Health, Natural Sciences, and Human Services. Break that down for me, who’s in any of the Health Sciences? Nursing, Health Sciences, Social Work those are what? Those are growth areas; health disparity is a big topic of Massachusetts it is one of our focus areas across the nation. We are in COVID, so health is critically important, so we created a school around those departments.
30. The last school we have is the School of Business, Data, and Analytics, so what are our second largest group of students at Westfield state? Business.
31. This is our school structure what that means is you will be looking at how we are able to get into the weeds. We’ll come back to you a little later down, in tandem with our school structure, we are also going to do an Academic Master Plan where you will give feedback on courses we offer, on the programming that we do in our departments which will become very critical.
32. So, question of the day, how much did we save in that regard? It’s supposed to be about $770,000 but also commit to keeping our campus whole and our employees whole. We have about two to three employees we have to relocate, and then we will have that 770 in long term consistent savings. So, translate that, what is 770,000 dollars, sounds small? It is about 70 students. That’s what we are doing, how do we take care of you while keeping our campus community whole? That’s Recommendation One.
33. Recommendation Two it is about the merger of Day and Continuing Education programs, Professor Tobin do you want to say a few words about Recommendation two, you spent a lot of time on it.
34. **Dr. Kim Tobin:** To give you some background I was the Dean in Continuing Education for about five years and in that process, I recognize the way we treated students on both sides of the house, was very different. I know for many of you trying to get into some of the classes that were Continuing Education was frustrating and vice versa. We actually moved all part time people into Continuing Education. If you were part time and wanted to take class during the day it was and an incredibly complicated process. It wasn’t efficient, there was a lot of overlap in the types of the work being done. One half of the house would be billing the other half of the house. Registration process: as the registrar would attest to two different timelines and two totally different schedules and the overlap was a challenge. The merger was something that actually was sitting in a Business Plan back from 2012 and we were finally getting around to it, as a long-term pathway for achieving increase in student services for both Day and Continuing Education. One other layer many of our students are coming to us now interest in five-year programs and continuing on for graduating and the Graduate Program sits in that other half of the house, and we were seeing with programs like Social Work, there was a new model and a new way of doing this work that made a difference.
35. **Dr. Juline Mills**: I will add to that as well when we started the semester, we had about 85 students who were coming in as fulltime that transferred into our part time program. So, it is another way to keep our students. If you find that okay, I want to go in and think it will be okay to be full time, but I would rather work and take a couple classes and delay it out a little bit further and hey want to stay at Westfield. So, this is an opportunity to do that for our students as well, without having a complicated process to get there. Here’s quiz time. What is Recommendation One? Not College structure, School structure, what is Recommendation Two? Merge Day and Continuing Education into one.
36. Recommendation Three is about the temporary core, that’s our General Education component, how many of us know the core inside and out? I should see some hands in this room, everyone in this room might be taking a core course. Are we aware that you are taking a core course, how many of you? How many of you like your core course in the way we lay it out? So, a couple hands, but the reality is that one of the comments that we hear quite a bit is that the core is like a laundry list. Right, and you are just dying to get into your major, the other side of that is throughout this process we really discovered that our students were taking more courses than our sister counterparts.
37. What we did is equalize the equation, we put in place a temporary core that allows the faculty to go back and design a core that is really meeting the needs of the student today. We are going through that process there. We are committed to having it ready for fall 2023, as a matter of fact, I had a meeting with the chair of SCORE Committee today and we are well on our way and the meetings are going well. They worked all summer long to get it off the table. The second piece of that is we recognize in the instruction process we had quite a bit of APR, which is Alternate Professional Responsibility that is the faculty is not teaching, they are doing something else, so we worked to, in essence, move the faculty back into the classroom and really only have APR as that prescribe by the collective bargaining agreement under the faculty contract. So, from that process we have saved about 250,000 on the APR’s and about 400,000 on the temp core.
38. Those are our top three. Recommendation Four, our CIO is right in the back do you want to talk a little bit about it? Just a few words about why we merged all the IT functions together.
39. **Alan Blair**: Because it just makes sense, doesn’t it? There was a big problem with siloing. We had some areas over in the academic world, some in the administration world, some over here in this corner and the left hand wasn’t communicating with the right hand very well, so how do we solve that problem? Bring them all together, collaboratively, and what do you do, you have pieces inside reach out to the others. As you want to meet with Academic Affairs on a regular basis, I am now meeting with the Interim Provost on a regular basis. The recommendation is broken up into four parts, centralizing the units in IT that is completed one hundred percent. Then we did an inventory on what we had, what are missing, those sorts of things. That is completed and sitting on a shelf somewhere right now. The third piece is to form a committee Information Technology Strategic Advisory Committee and we are waiting on the President to give us that charge, as we are a Prudential Advisory Committee, so we have to wait for the President to give us that charge. There is room for students on that committee as well, once that is good, we are going to bring that inventory off that shelf and move to the next piece which is create a 3–5-year growth map on where Information technology is going. So that is Recommendation Four in a nutshell.
40. **Dr. Juline Mills:** Thank you, Recommendation Five which I think is very critical for us as an institution. JEDI, you’re probably thinking about what that means, Justice Equity Diversity and Inclusion. Out of that recommendation we designed an organizational unit devoted to addressing some of the challenges we have on campus across race, across how we deal with racial issues that come up, how do we train students, faculty and staff. How to work with each other and how to live with each other with respectful dialogue. We are about to launch a search for the JEDI component that will start November 1st and hope to have someone in place for February in that area. That area will have quite a few things one it will have training, it will also work closely on Title 9 issues, and it will also do programming across the institution in regard to justice, equity, diversity, and inclusion. The last one is HR, and both five and six work in tandem with each other, because we are moving the JEDI pieces out of HR we are also restricting how HR functions a big piece of HR functioning is working really closely with IT and underpin our HR functions with technology. And most importantly to provide training and support for all out faculty and staff. I’ll stop there those are our six recommendations that are pretty close to completion, what I will do, I will take questions and we will talk about the next steps as to what we are working on, I’ll give you a little heads up on those. I assume we come back another day to talk about academic affairs.
41. **Aaron Lessing**: Hi thanks for coming down, I was just curious, I know UAAEC was supposed to have subcommittees last year, and I was just curious what happened to them over the summer?
42. **Dr. Juline Mills**: So, the subcommittees, because we are off as you know, we work on, the faculty in particular, work on collective bargaining agreements and those contracts expire or they end, and so they are not working during the summer. The group itself met three or four times over the summer, but the subgroups in essence, there were a couple of them like Recommendation Five met all summer long, as well as the School Structure individuals met also because they were the Department Chairs, so some of them worked, others were on hiatus until we resume in a couple weeks. If those are on the table. So something to be aware of, managing twenty on recommendations is a lot, that’s like having twenty-one classes, so what we decided to do is not do all of them at the same time. So, we will only have about five of them going the semester. We can manage them much better and also get the results much faster, because the more groups we have the longer things take to roll out. So, we are trying to really get this done more efficiently, because it is after all the University Efficiency Committee.
43. **Aaron Lessing**: I’m just concerned because a lot of students were on those subcommittees, and it feels like that over the summer they just dropped and we kind of lost our voice on UAAEC along with the original committee that kind of struggled to have a student voice because the amount of commitment, so I think in terms of students we felt we have been left out of UAAEC.
44. **Dr. Juline Mills**: That’s an interesting point because if you were on those committees up until the summer, correct? So, those committees, what committee were you on?
45. **Aaron Lessing**: Recommendations 12 and 21.
46. **Dr. Juline Mills**: Twelve and 21 have not met over the summer, only the most critical ones met over the summer. The School Structure because we needed to get that sorted through, think of it through this perspective. If we kept the whole structure another year, we are really looking at a loss and are we going to furlough and lay off staff to meet those. The second one is the merger as well, all the ones we worked on were well in progress that did not necessarily have undergrad students on them. So, which are the ones we are talking about now, the ones that you’re on have not met. As the Chair we have not had any meetings to date, correct? So, once we get going then those will come back, I will say and I think everyone on UAAEC will agree with me we want to have a student on the committee, but the time commitment is something that keeps coming up, so it was the balance and last year we talked about this with Sam Tsonalis. Is it becoming more regularly, having a Town Hall, there has to be some two way commitment to the process, if we want to be on there, we need to have a student who will stay on the committee and it is not okay that I have to go because XYZ, so it is a balance we have to figure out for both sides. If you recall what I said first, that we have faculty, staff, and students at the center but the faculty and the staff we have to make sure they are taken care of and how do we do that in a good way that keeps us going. Does that make sense?
47. **Cameron Kelleher**: Hello, so my question is a follow up to that, so why are students not on the ones happening right now then?
48. **Dr. Juline Mills**: Which ones that are happening?
49. **Cameron Kelleher**: Recommendations One through Six.
50. **Dr. Juline Mills**: So, One through Six, I think you have to think about a couple things, Recommendation One is a faculty-based recommendation. And so, there is something called “Academic Integrity” what academic integrity means and be mindful of this as we work through things. Today, I talked to some students about what is the role of the student and what is the role of the faculty member, and senior staff. So, we run into an academic integrity problem when we combine both of those, why? Because the faculty must be able to organize themselves, it is very important, if the student says I don’t want this here, or I don’t want that there, get rid of the History Department or get rid of this department, then we have a problem. It’s like going to the doctor, you go to the doctor to be diagnosed to be taken care of, correct? So, you have to allow the people who are taking care of you to do that process, which is what Recommendation One was. The same for Recommendation Two, and I believe we had students on there and they did not show up. So, it is important to create a very good balance. Recommendation Three, Lyric Lamagdelaine, I believe you were on that one as well, and we finished off Recommendation Three, correct?
51. **Dr. Juline Mills**: Oh, sorry, but anyway we had students on that one and the students participated in that. Recommendation Three ended before the semester ended. Recommendation Three B which is on the APR, is not a recommendation that is a student-based recommendation it is looking at faculty workload which is not the purvey of a student. So, you have to be very careful with what is the responsibility of a student and what is the role of the faculty, so that is the difference with those recommendations. The same for Five, as with Four I believe we had a student as well. And we had students on Five that showed up, and Six is an HR recommendation that would not have any student on there. So, does that clarify?
52. **Cameron Kelleher**: I would say that as far as the analogy to the doctor’s office, when you go to the doctors it is helpful to tell the doctor what is wrong with you and why you feel a certain way. So for Recommendation One and for other Recommendations like combining Graduate school with Day schools, these are things that involve students and should have students on it.
53. **Dr. Juline Mills**: I would say that Cameron, we did take student input, but it is important that the decision making is with the department and department chairs. I want to also be very careful about this conversation that we are having from an accreditation standpoint, if we have a conversation about the role of a faculty member, then we are going to run into a problem. In essence the relationship is changing, that means if you’re saying okay, I need input on what the faculty do and how the faculty organize, then that creates a problem, and that problem simply says… I’ll give you another example let’s say we go to Walmart or got to Target, you’re the customer and you come in and you’re taking things off the shelf, but in the back-end Walmart or Target organizes itself the way it sees fit, and that is in essence how to serve you. So, the faculty must be allowed to organize themselves how they see fit to serve the students. Now where your input comes in is when we have the organization in place as we are doing, and this is a process we’ve followed before, then you are welcome to give that feedback. So, I think it is really important to maintain that distinction, because how many of you are on Finical Aid? If you are on Financial Aid, we are accredited, so you can get Financial Aid, and when we start to pull that relationship apart it starts to become a problem. I just want us to be very careful when new keep talking this over and over that we’re not stepping into a space that gets us outside of Westfield and gets us looked at for not meeting accreditation requirements, which then gets us looked at for not treating title four funding the way we should. It is a very important conversation and I get upset about it and I am upset because we’ve talked about this. I need you to understand if we keep talking about the role of faculty and how faculty organize themselves then you’re getting into very tricky space that gets us looked at by the State that gets us looked at negatively for how we treat Financial Aid funding. So, it is something that we really need to consider how we are having the conversation. If I’m upset that means we are putting all of us at risk, we are putting jobs at risk, we are putting the individuals who we are serving, the students in this room and others at risk as well. And I’m not afraid to talk about this but I want us to be clear as to each other’s role, what is the role of the faculty and what is the role of the student, and who takes care of whom and as such who maintains academic integrity at this institution. So, just to be very mindful about that so if there is anything else, I want to move away from that conversation, so we don’t get into the space of talking about things that affect us being an accredited institution.
54. **Lindsay McNulty**: Hi, so I know you mentioned that there are going to be new Associate Deans, are these professors who will see a reduction in the number of classes they will teach to make them more available to students?
55. **Dr. Juline Mills**: So, Associate Deans do not teach they are there to serve the students that has been our practice, the Deans before did not teach either. Okay?
56. **Lindsay McNulty**: So, are you pulling faculty that are currently teaching to become the Associate Deans is what I am asking.
57. **Dr. Juline Mills**: So, we have two potentials who are not teaching currently, they have other responsibilities, actually three of them are not teaching at this time. There is one who may, but again that is a faculty workload discussion. That is between the faculty, the collective bargaining and administration discussion, what is important is the service to you and how we provide that service. If you don’t mind, I want us to keep within our confines on how we operate, and it is really important to not have certain conversations. So, we can’t have a conversation about faculty or administrative workload that is the purvey of that relationship between the faculty and the administration. What I can have a conversation about is your service and how we service you, and the guarantee that is to make sure we take care of you, that is what I can guarantee you but how we do that, as I said before that is a relationship that is a back of the house relationship, that’s important to maintain the privacy of that individual and how they operate, okay?
58. **Dr. Kim Tobin**: I would just add also, Dr Mills with the beginning she started explaining, I think it was Cameron Kelleher that talked about UAAECs purpose which is efficiency and cost savings. As our student population goes down and we look at fully utilizing the employees on campus this is actually a way to ensure that we are utilizing faculty, staff and others on campus in a meaningful way to service you. In the question if they are being pulled out of a classroom, is that the fact is that, it would advantageous to the institution as whole, financially, and in terms of efficiency to be able to realign different individuals on campus to best fit the needs of for both students and the financial bottom line.
59. **Daniel Currier**: Hi, just for Recommendation One, I was looking through the file report and I did notice that part, the adjunct faculty is frozen for the future, now that we are moving some of the faculty into some of these new team positions, and we are reducing the number of classes being taught by faculty and we are not having any more faculty other than the positions being held, with class sizes increasing, I mean the individual class sizes increasing, and a lot of them shifting online for whatever reason. From the student perspective it just seems odd, I don’t know how to phrase it.
60. **Dr. Juline Mills**: Okay let me help you, remember how we talked about the enrollments coming down? You needing what? Less classes, so if you are needing less classes, you are needing less adjuncts. I want to make sure and clarify, you made a statement about how we are not hiring more faculty that is incorrect, because we are going to need to hire faculty in places of need. We had about fourteen faculty members retire, so we will replace them. So, what’s most important here is there is a relationship, if your enrollment numbers are coming down, we can’t keep the adjunct population like this. Then we are back to square one with that relationship that I set up. Our expenses are here, and our revenues are dropping, what is important is, this is what our job is, what is the balance of one, our enrollments coming down and servicing the students. Our actually average class size has not gone up we have maintained that and that is in order to keep our average class size at 19 students, some of them are less because of lower numbers in those majors and some that are higher, like criminal justice, who has a higher average and that has not changed at all. What has changed is how we schedule students, if you recall we said we are merging Day and Continuing Ed, so before we would have a class of 10 over here in Continuing Ed and a class of 10 in the Day, put them in one and you need one instructor. So, those are the approaches we are using. So, what I will say to you is that the quality of your experience will get better. Here is why, because if you are having a more robust class, you’re not having five students over here and three over here, you are actually having a class that you can learn more and engage more with your fellow students, and that is really the benefit of looking at our schedules and organizing in a different way. Okay? Just to be clear how we organize is based on our enrollment, keep our numbers up without the enrollment is a recipe for disaster which is not what we want to do.
61. **Hannah Robins**: Hi, thank you for coming down, I was just wondering how you are going to inform students about UAAEC, I know about all of these upcoming recommendations, I am new to SGA, and I had no idea what it was until I started here. I want to make sure the people in this room know what is going on.
62. **Dr. Juline Mills**: I think that is a very good question because in the past we have relied on the chain of SGA to inform student. That has been our past practice that we would come to SGA and communicate to SGA and then SGA communicates to the wider student population that is how we operated. Given some of the questions and comments that were raised, one of the discussions that we will have is how do we communicate out to the wider student population. There are different ways to do it previously we would come through in the spring and talk with Sam Tsongalis and the role of SGA is to communicate to the wider student population. Things that we would communicate are advising, what’s going in the academic sphere, however if it is preferred, we communicate directly with the students and have regular Town Halls and meetings with the students I think that is not what UAAEC would be opposed to. I think it sets up a different relationship, but I do think SGA should be aware that we wouldn’t bandwidth to come here and go there it would be one meeting for all students. So, those are some things that this group also has to think about and what is the rule of how we communicate to the students. So, that would be my comment, we are not opposed, and I think I speak for everyone that the relationship that we had before was exactly that, we come to you, and you meet with the wider student population, I don’t think we are opposed to that. That would be my comment on that.
63. **Hannah Robins**: I think that we would all definitely be open to informing people, but I think it would be more meaningful and more accurate if all of you go a do it in more of a user-friendly way. Even just having some posters up saying, “This is what Recommendation two is...” and have it broken down into basic terms because I know with me, I get a little bit muddled in all of the weeds.
64. **Dr. Juline Mills**: Your point is well taken, and I think there is two things we have to talk through, and one is how we communicate, if we look at everyone who is on UAAEC they are doing a service to the University, this is outside of their regular full-time job, this is a love for this institutions and wanting to see this institution is doing well. Whenever I’m on a zoom or I’m in a room with the folks on UAAEC I am always appreciative because they have taken the time out of their work schedule to do this work, they stay on a zoom call until 10 o’clock at night to do that. And so, what I’m pointing out here how do we communicate, means we probably need to get some help from the communication folks because it would be hard-pressed for the folks to add another layer of communication. I welcome a conversation that is manageable for a realistic conversation as to how to manage it. So, for the regular campus community I think the difference is that we had these conversations continually over the spring so they’re very familiar with UAAEC I have folks asking what’s going on this semester, when are we starting back up. That is a different lens because the purpose of it was really to start this process not to furlough faculty and not to lay off staff and so at the heart of it that is where we started. It doesn’t mean we are excluding students, and I want to make that very clear that we are not excluding students from this, but we also need to be mindful. The way I look at it is, it is a relationship between students, faculty, and staff and you have to allow the faculty and the staff to really be able to create a framework that makes sense for the faculty and the staff to operate well. Sometimes, I think we are in that space, and I will say to you think about it from your parents’ perspective. Your parents have a home that they pay a mortgage on, your parents have the bills that they have to pay for you as well, and so how they earn their income is critically important to how you are successful and everyone that you look at Westfield, they have a family and part of our work is to maintain and help take care of that family. To answer your question yes, we have to figure out how to do that. I am also mindful of the individuals that have given significant time over the last year and continue to do so to keep this community whole. So, I would ask you to work with us to get there. Work with us together so we can give you communication you need. But also bear in mind the work here is voluntary work as well.
65. **Cameron Kelleher**: I think that Hannah brings up a good point, and I guess my question following up with that is, what has been done to inform faculty about changes in Recommendation One, and who’s taking the charge on that. Because I imagine there has been some kind of roll out in the communication process for faculty with things they need to know.
66. **Dr. Juline Mills**: We are working on it now and once we are ready; we will send it out, there is a process that we have to go through to line it up, so they are well aware that it’s been approved, the next step is to appoint the Associate Deans. We are working on that process.
67. **Cameron Kelleher:** Then could a similar process you are taking right now to communicate to faculty go through as well for students for how it will impact them.
68. **Dr. Juline Mills**: So, what we are saying for when the Associate Dean is assigned, we send out a notification to faculty in general. So, we will be doing that for the students at well, once we get it ready we will announce it to everybody. That process is not different for students from faculty it is one process. I think we are talking about something different in terms of communicating the Recommendations that is what you are referring to correct?
69. **Cameron Kelleher:** I was referring to the impacts of students, how things would impact students, how you would communicate things that are impacting faculty as well, like restructuring Academic Affairs.
70. **Dr. Juline Mills**: The impact of Academic Affairs on the faculty, so we worked through that with them. We sent a communication that is primarily based on the tenure and promotion process. That is the only change right now, when we are finished with a process then we will roll it out. It’s in progress, instead of sending out something that says this is what we are doing, and then we have to fix something or tweak something, then it becomes confusing. We send out one communication at the end, which is what we use and what we will continue to do.
71. **Aaron Lessing**: I was just curious, I know it happened over the summer, but when and how did the College Structure fall through and stopped happening with no Deans and such.
72. **Dr. Juline Mills**: So, the college structure ended, it didn’t “fall through” because those contracts came to an end. So there’s no one in those spaces because those contracts are at an end. Just to give you a sense, having Deans over the summer, that was a $300,000 cost. If you want to think of it through the perspective of we don’t have students on campus at that time and we have a carrying cost all summer long, so with an Associate Dean you can have a relationship where those Deans are off. You create different spaces, and you’re not having a long-term carrying cost of expenses. So, think about from that perspective, but the reality was from the College Structure there was only one permanent individual, and that was me, all the other Deans were interim who’s contracts expired bear in mind if they did not return to faculty by September 1 then they would lose their place on the faculty. That is important to know as well. It would put those individuals at risk as well.
73. **Aaron Lessing**: I feel like when it came to the School Structure, a lot of people felt that the Trustees, it was kind of forcing their hand to approve the School Structure. I think a lot of people on campus were concerned about that because if they did not approve it, from my knowledge, we would not have had a structure. A lot of people I know have thought was that the Trustees were being forced to approve it.
74. **Dr. Juline Mills**: So, I will say this, we don’t force the Trustees to do anything, okay? Everybody is laughing, we don’t force anybody to do anything. The Trustees have a fiduciary responsibility to Westfield state, and that is with regard to the financial viability of the institution and to provide oversight to the institution. The Trustees have voted no on items before, and they are always willing to do that, bear in mind the trustees have had these recommendations since January. They are aware of them, and they have also produced a set of action items that we followed, okay? So, for the School Structure, if you go back and look at the reporting it actually says from the Trustees, work through it, yes, work through, to make sure it is all matching the legal pieces that we need too. I don’t think that, and I think that anybody in this room who has worked with the Trustees will say that they approved because they have done their due diligence. What does that mean? I have spoken with all the Trustees, President Thompson did as well. I spent significant time with Trustee Queenin in the spring going over the recommendation oaky? And I think it is important to recognize they know we have to make some changes in order to be successful. Here’s what I would say to you, think of it if you were a Trustee at this institution and you were presented with a recommendation that has been validated by Finance and Administration. It has been validated you know the numbers are there and the savings are there, and you say no, and six months pass, and you run into a space where we need to furlough and lay off folks. What does that say for your fiduciary responsibility to the institution? It means you did not follow the data, to make data informed decisions, it simply means that, okay I may have gut feeling, I don’t like this, or someone is saying we don’t want to make change. But as a Trustee your responsibility is to the health of the institution, and so the Trustee body operates in that regard, okay?
75. **Lisa Ducharme**: So, if you would like to go watch the Board of Trustee meeting, that same exact question was phrased by the Student Trustee, almost verbatim, and Trustee Queenin responded specifically stating that he was not being forced and he actually supported this recommendation. He then went on that he did not particularly like the process. So, you might want to go back and listen to that one.
76. **Dr. Gabriel Aquino**: There is a reason that they keep me in a corner, because I say things that I am not supposed to. The reality is this: that the College Structure was supposed to be temporary. You were not given this history and instead what happened was they kind of sold you on this big, huge College Structure and how great it was going to be. The reality is that, for the most part it was a failure, not because the people there were not doing their best that they could, it was that they were supposed to pay for themselves through fundraising. This is what we were told very early on, when we were deciding if we want a College Structure. That they would go out and fundraise, collect enough money and pay for the College Structure. Unfortunately, we did not have the system in place to support that. So, what happened was all of a sudden, the cost of the College Structure really came to ahead. Now what we want to do is we want to be able to provide you with that same level of service and connection without the cost associated with it. That’s really the big part, how can we make sure that you know those relationships are there. Help to facilitate the needs that you have with the academic work you need to get done at the same time help us do our jobs that’s the other part. In some cases, a lot of people see Deans as these powerful positions, but Deans don’t have a lot of power. They are an extension, and administrative extension of the VP of Academic Affairs similarly with the Dean of Student Affairs they are just an extension. It is just an administrative for the most part, the chairs, and the faculty, we are the ones who really negotiate with the VP of Academic Affairs. They are just kind of like technocrats, working on different subjects and different things. But we understand the connection and the relationship that they created, and we do want to maintain that because that helped us out as well. But in a more cost-efficient way, the college structure was supposed to be three years the third year was supposed to be evaluated. It kind of was not, not until UAAEC was involved. There is a history here and unfortunately no one has engaged in discussing the history on how we came to about to this.
77. **Chloe Sanfacon**: I have two things, first, as the Student Trustee as was just mentioned, the point that I brought up was also about process in the meeting. Yes, we unanimously voted yes on Recommendation One because we agree with the concept of it. As we have discussed the process was what the concern was. So, thank you for pointing that out, second thing, going back to a point you mentioned earlier. We appreciate that all of you have put in your time and volunteering for this, in terms of communicating out to students. We all in this room are also volunteering our time, but we are also paying a lot of money to go here, and so there is certain things, as students who are paying, asking for services, something that I think is not too difficult to ask for is for, some digestible communication out to the whole student population.
78. **Dr. Juline Mills**: Lets break this down, your first comment is about process. I always think it is important that we line things up correctly, and process. We started UAAEC September last year on a very clear process. That process is an advisory committee that reports to the President under the MSCA collective bargaining agreement. The UAAEC committee had three phases we are in the third phase now. The first phase was in the short term, deficit, and phase two was to look at our structure. I will say this that the process followed was agreed on by the Board, okay? And I think anyone in this room would say that as well, that it was an agreed on process. What I find problematic is we come to an end of a process that was agreed on and then we turn around and say, oh wait a minute now the process! We can always evaluate our process and move forward and do better, but if we stop when we know we have a problem and we know we need to address the problem then I think that’s where we get into an issue. I call it the brown paper bag effect; you can’t find your way out of a paper bag. In essence Instead of moving forward and closing the gaps as we go, then we say oaky we have a process issue. But if you go back and look at the Trustee minutes, for all the UAAEC work the process is an agreed upon process. So, I want to make sure for everyone in the room knows that UAAEC never operated outside of process. The process agreed on not only by the Trustees but by the President at that time, and the current President. The President and the Trustees agree on our process and how we work out. What was not talked through which I would say, is the metrics on later evaluation, which is what Trustee Queenin is actually talking about now and that was a second piece of this, is where our faces rework comes, in terms of metrics for continued evaluation. We don’t get into another space for three or four years down the road, where you’re asking yourself to say you don’t like the College Structure not recognizing that it wasn’t working from the start.
79. **Dr. Monique Lopez**: I just have a question, what type of communication would you like to have. We can have multiple options available, but what kind of communication do you think students could get it. Do you have an idea of what you think students would like, as they are kind of complicated, we can try to break them down so people can understand what exactly is going on with them? But what recommendation would you all want explained? Because one of the issues I hear is that you all didn’t know, how we can get that information out to you, so you can know. Older students, a lot of them, have graduated or have moved on, so what do you think is the best way to get that information out.
80. **Chloe Sanfacon**: I personally think that a Town Hall is not going to work as you are not going to get students to come. An email is not going to work, and email with just words, people are not going to read it. The UAAEC recommendation itself, it is lengthy, so I think making it honestly like an Instagram infographic, like this is UAAEC Recommendation One and this is three things about it. If they want more information, you can link it with a QR code that will bring you to the actual file. Break it down into visually easy to see, easy to digest, which is what I believe would be most beneficial.
81. **Dr. Kim Tobin**: Somebody asked how we let other people know, we have a list serv that is called UniComm, so for example the President today sent an email explaining one of the recommendations and what she has done with the recommendations. So, the most efficient thing would be to include and add student lists on it, but most students don’t read their emails. When you’re asking how it gets communicated to regular campus that is through email. I don’t mean to be jerk about it, but I am going to be a jerk about it. But at some point, as you are moving more towards a professional environment you are not going to get that synthesized information and I know we are really busy, and I know there is a lot of information that comes at you. So, I don’t know how to help you to understand it is a complex thing, there are a lot of layers, and it involves administrative decisions that are way outside their rail house. This is when we are talking about the structure, there are things that are way outside what you should be worried about. Which is educating yourself, and at some point, we can give you the information, but it is growing to a point. We can try to teach a class on it, or I don’t know. We can easily add you to the email that the President sent out, and that is the most efficient thing. I don’t know how to get to where you want to go. That type of communication, if a student wants to come on board and help and hear what it is that is great. We can synthesize it, but it can be hard as someone who worked on 20 pages and have to make it into one slide. Which is basically what you’re saying, you missed the nuance of it, and you missed the detail of why it is important to understand. I think that is important to recognize, I am speaking as a faculty member, and I feel I do a decent job as I try and get students to be engaged. But this is a very hard process and there are a lot of competing things. This isn’t the only thing that is happening, we are entering into the NECHE accreditation right now, we are going to have the same issues come up and we have some of you volunteering on it. When you’re working on some of those standards think how to get students involved on it, it can get overwhelming to try and do the communication and have it tried to match multiple target audiences. That is just my take on it, not to try to be a jerk. But I think there is a point there are some decisions that need to be made independent of student voices and has to be, that is just way the organization has to operate. I have been at many different layers of this organization and sometimes that is just how things have to operate. Not everyone is going to like those decisions, and I feel like some of you are getting pulled into an argument that is not an argument that is on campus, and I feel sad for that point that purpose. I also recognize we are all trying to be steward of an institution that we want to be here ten to twenty years from now. That means putting it on stable financial footing, I was also the VP of Administration and Finance, so I understand the way finances work here and I understand the way the business works. At the end of the day, we are here to educate you and help you continue to be leaders and if there is a way you can take that UNICOM email and help us convert it and feel comfortable with it, but at this point I’m not sure that, given the amount of the volume of the work. But this isn’t the place to put that effort for this, I would rather that, be put toward accreditation. Not that the other stuff isn’t important, but you’re getting pulled into stuff that is way beyond what you need to be in. So, I would rather see communication and relation to that piece, like I said I can send you the email of the recommendations and we can agree on what works for you.
82. **Dr. Gabriel Aquino**: I just have a suggestion, I was in the army so I should never volunteer but I volunteer to have a workshop with people, you have to bring people into the workshop. If you can bring people to show up I’d be more than happy to kind of go through the process and communication and build a good communication document that makes you feel comfortable about it all. That this now explains what the hell is going on, and it is very complicated, and I don’t think an email is going to make it better. There are so many layers going on and there is a history engaged here, that many of you are unaware of. I am more than happy to meet up and we have people who can help with designing those types of info graphics and stuff like that. They can put them together and you know and work together in communicating with the student body. I think that’s one way we can move forward, so if you guys want to create a subcommittee that is responsible for helping to do that and I will sit down with you guys to have a discussion about, this is what this means and this is what we are doing. You guys can say this is what we think is important and we can put that together in a communication folder.
83. **Cameron Kelleher**: I want to address a few things that were said, I think the main thing as far as the process goes is that students and faculty whoever it is, just want what is going to impact them, what is the need to know for your state folders, it’s not like we are asking you to simplify this 20-page paper into three bullets, we are asking you to tell us what we know and what we need to be concerned about, what is going to impact us. If there is a change what will be coming, and how can we be informed that it happened. I think a great model for that is dinning, dining does a great job about that. I will shout out Bill Connor while he’s here. If they are going to close something, they don’t tell us everything. Bill comes down to tell us the logistics, but when he tells the campus community that they are closing something they just say “this is being closed if you want this, this, and this, go to these locations” not the supply chain is XYZ and this and cargo ships, he knows who he is talking to and what he is talking about. I think that is something that we are looking for. A solution that we talked about is having students on those subcommittees to communicate that and express what, to you all, students may want to know and may need to know about certain recommendations. That’s why we were saying we love to have people on those, we did have people on those, and I can speak from my experience on my subcommittees I get on those multiple times, the time for meeting was not working out for me. I reached out multiple times and I just never go looped in. I think we were trying to do that, and a solution perhaps.
84. **Dr. Gabriel Aquino**: I just wanted to point out that Recommendation One with faculty and students, it has zero effect. The Deans don’t have any power over faculty or chairs. They are an extension of VP of Academic Affairs, but they are not an authoritative extension, they are just and administrative extension. So, the reality that the relationship between us and Academic Affairs and you guys and Academic Affairs, don’t change that much. There might be one person we have to go through, but it really should have no impact on how we do things.
85. **Dr. Juline Mills**: We are running out of time, so I think it is important to look to the future. What is our next course of action, you talked about the subgroups so the next full round we are working on 10, 11, 12, and 21. Those are about enrollment, retention, and revenue growth. All of those committees have students on them. Those students may have left so they need to be replaced. You can take a look at that. In terms of communication that goes out to students, I think it may be helpful to have students maybe as Gabe suggested, have a group of students take the report and work on it. In a way that keeps the integrity of the report. What I say about that, it is important to, I’ll use the example of the supply chain so that when it comes out at the end, what is said is accurate what is said reflects what is going on. It is a very complex process all the recommendations really connect with each other. So, when you communicate about One it is important to recognize what needs to be communicated. In addition to that and so the process is, when you are trying to build a structure, I always say this, a house built on sand never stands. If you are trying to build a very strong structure a complex structure that is what we call this institution which started in 1830 so we should be way ahead of the game in terms of structural reform at this time.
This is our opportunity to create a working structure for this institution and how to build this out and how you communicate that is very complex. So, having this conversation and getting help in terms of what students would want to see, I don’t have an issue with that. What I do want us to respect is the faculty, respect the staff, and respect administration, it’s about three-way respect, and the fact that faculty, and the staff are individuals they have families and have jobs and we want to keep those whole. At the same time communicate effectively, that keeps you whole as well. That example I gave earlier, about the title four funding, is a critical example because we are going through a phase in the United States where institutions are losing their accreditation and we want to make sure that no conversation will put your Financial Aid and this institution at risk, and that is very important. If you feel I cut you off, I did not cut you off. I want you to be aware about what conversations we can have together and what conversations we should not be having because it puts all of us at risk. As we move forward to communicate it’s important to recognize those pieces and the importance of our accreditation to your being here. So, when Professor Tobin brought that up, that’s where we are now. We are going into a process to being accredited. UAAEC is a separate group that is working, we have a variety of accreditation on the table at this time, and we also have to do a Campus Master Plan that helps us to get respective funding from the state. There are many pieces that we need your input on and what I request and ask is if you can provide some assistance as to what you would like to see. We will try to work through that. That to me is a conversation that moves us forward.
86. **Bradley Harvey**: Hi thank you for coming down, I know that we touched on this a bit. But does each one have a summery, not the process, not the means the ends, a summery. Students, to be frank, just want to know why their advisor changed, why they have to go from Horace Mann to whatever. Do each of the recommendations have a summery, small paragraph that you can just email, copy and paste?
87. **Dr. Juline Mills**: The report, it says right at the front of each recommendation a summary, it is two pages. But you raised a question about changing an advisor, we have not changed advisors.
88. **Bradley Harvey**: That was an example, students do not care why process is happening, they just want to know the end result and how it affects them personally.
89. **Dr. Juline Mills**: So, that is at the front of UAAEC’s report that is the report that we produced in January. It is right after the table of contents and introduction. If that is enough then we met that goal, but my assumption is that you guys are looking for something deeper.
90. **Chloe Sanfacon**: I just had question about Recommendation One, for example, people just want to know, as I used to be in like such College and now, I am in such a school. Just that kind of breakdown as it does affect students, it is not a negative impact, like this is who my Associate Dean is now. That kind of thing. I personally am confused about what conversations can’t be had that will affect accreditation and how having those conversations will affect accreditation.
91. **Dr. Juline Mills**: What I talked about before, if you are in NECHE start reading standard five and six, it’s about academic integrity and academic integrity means there is a separation between how the institution operates and the services it provides to the students. Certain conversations go outside of that purvey. The faculty had a right to organize, how it sees fit to deliver the curriculum and so when we are having a conversation where we are taking about, the School Structure and this should go here and here and there. Those are what I call inappropriate conversations. The role of a student, a student can give a critique. That critique means that this isn’t working for me like, the advising examples. But in terms of how we organize, it is like Amazon the back office, so you’re using the front page and how that front page is structured. You can give some feedback but what is going on that is the purvey of that faculty to deliver the curriculum, that integrity, and if we cross the line as to where you start to tell how the curriculum is to be delivered. Then we have a problem, okay? Likewise, as an administrator I cannot go and tell the faculty how to teach a class and what to offer, you can make suggestions, you can make recommendations, but that’s how we keep academic integrity. What that also means, it says we are operating in regard to our accreditation. This is a difficult time for all of us across the United States, so I’m careful as to what conversations we have because accreditation is primary for our title four funding, it is about financial aid and the financial aid we get. So, I serve as a commissioner on NECHE accreditation, and I am very aware of violations that occur on where students step outside of those bounds, and the institutions get an inquiry that puts them at risk. So, if I kind of back it off its for that reason, because when we go through this process, we have to be very clear what is the role of the faculty to deliver the curriculum, with feedback that can be taken and used from faculty. Sure, there are shades of grey in there, but in the end, we want to make sure we maintain the integrity of that relationship. The faculty has the right to organize how they see fit, and in essence they have spoken. So, with the School Structure I did a survey, and it was a survey by faculty for faculty. This is how they said they want to be organized and we respect that and so this is what we really want to make sure we ascribe to in this relationship. It can be difficult because we operate in a shared governance mode and we want to have feedback, but at the same time it is very important to be mindful of the relationships and the structures that keep us whole and keep us where we are. That is the comment I want to leave you with, that think about anything that comes to mind that should be a faculty decision. Professor Aquino talked about the Associate Deans and if we need Associate Deans at this point, and I’ll be honest some faculty have told me no. Everyone is reporting to Academic Affairs, and it is working, but the reality is the Faculty report to the Provost, and the Associate Deans are to help the central office. Right now, we are struggling with enrollment, so we want the Associate Dean to help in that regard. It is also about innovation, for the School of Business it is really about that Dean helping the school to innovate. So, each one will have a different role, but as we move on it is important to figure out what things you want communicated, then we can work from there but bear in mind there are things we call the back-office things. Where we can’t have conversations. So, if you have any other questions, let me know you can email me, and let me know who is going to come talk about communication. Thank you.
92. Thank you UEAAC.
93. I wanted to address a few things that have come to SGAs attention in the last week and that is the continuous racial incidents that are occurring in the Residence Halls.
94. I want to applaud the University Administration for being swift in the action taken, as all students involved have been removed from campus while they await their due process hearing.
95. I will say though that as a student and now addressing students, I am once again disappointed in the behaviors of the few students. There is no home for that kind of behavior here at Westfield State.
96. To those students who chose to spread hate and make others feel uncomfortable during their time here, especially in the Residence Halls, you may keep trying to tear other students down, but you will not be successful. Obvious reasons being that there are cameras everywhere in this school, so good luck trying to duck that one, when you have your hearing with Shannon Green
97. Most importantly, the students who have been impacted by your hateful comments are stronger than those words. Because those hateful words do not define who they are. But your choice to use them defines who you are. And students who chose to act like this, do not deserve to be on this campus. SGA Exec and I will be anxiously awaiting further details from these two cases.
98. We will be discussing these issues in our exec meeting on Thursday and some ways we can be proactive in preventing these things from happening again on campus.
99. If you have any ideas or feedback, feel free to let me know now or any time before Thursday, October 28 at 5:00pm. Thank you all.
100. Presidents Council: **No Report**
101. Items not listed on Agenda: **No Report**
102. BOARD OF TRUSTEES' REPORT: ***Chloë Sanfaçon***
	* 1. All University Committee: **No Report**
		2. Student Advisory Council: **No Report**

1. VICE PRESIDENT'S REPORT-STUDENT LIFE: ***Aaron Lessing***
2. Student Affairs Committee: **Aaron Lessing**
3. Student Affairs committee met last Friday, October 15, at 1:40 pm in Ely 003.
4. We discussed Student Conduct communication, and the possibility of a conduce log that shows the work that student conduct is doing.
5. We discussed ways to educate the community on how the conduct process works including infographics and educations faculty on the conduct process so that they are equipped to discuss the process sin their classrooms and around campus.
6. Next, we discussed the Spring semester events and the idea of a Spring Weekend that would hopefully involve the entire University and become a tradition. This was a preliminary discussion that we are hoping to include many groups on campus in on the conversation.
7. Our next scheduled meeting is October 29, at 1:40pm in Ely 003 and please reach out to me with any questions or comments.
8. Food Services Committee**: Aaron Lessing**
9. Last Friday, October 15 Food Services Committee met. WE discussed many things.
10. Late Night premium options might be launched this week. Premium options would be available only on the GET app for prescheduled pickups.
11. Just a public service announcement: please stop stealing stuff from the DC, it comes directly out of what we pat to the DC, so it decreases what the DC is able to provide for us.
12. The DC has containers that students can use, however, students keep bringing in their own containers which is a COVID issue because the DC does not know if those containers are properly cleaned and sanitized like they do their own. Furthermore, please wear your mask in the DC and if you are using a bottle of some sort do not let it touch the nozzle of whatever you are drinking.
13. The DC has got the freezer truck and additional space in New Hall for storage in anticipation of supply chain issues.
14. As you all may know Wilson has been closed for the past two days and will likely be closed for a little bit because there is a staff shortage because of the employees in Dining Services that did not submit proof of vaccination.
15. I still want to bring up Wilson Café closing for the remainder of the semester. While it is temporarily closed we do have to decide if it should be permanently closed for the rest of the semester. If we close Wilson here are some of the things that can be added to other locations. Customizable twister wraps in the Bistro, monthly specialty burgers in the Bistro, and the expansion of what you can have in the rice bowl.
16. I want you all to keep in mind that you do not only represent yourselves and what locations you use on campus but also the other students that are not here in this room to voice their opinions.
17. **Daniel Currier**: I did have the pleasure of seeing the white board and all the comments made about Wilson Café. It is unfortunate I think students want to have all the options they have for food, but they don’t understand the financial strain, we are very lucky to go two blocks over and find the same thing. I would love to see Wilson be reimagined in the spring, and I think it is our best interest to close Wilson and reopen later.
18. **Logan Terenzi**: Okay in general with the whiteboards and the feedback I have been hearing, but I believe a lot of the upset is that they think the Wilson seating area will be closed as well. Not just the food, so keep that in mind.
19. **Lindsay McNulty**: Hi I was just wondering when you found out there were members of the staff that wouldn’t meet the vaccine requirements?
20. **Bill Connor**: So, Friday, at 3:00pm we were sent an email by HR and it informed us that any staff that had not completed the exemption process, whether medical or religious exemption or refused to turn in their vaccination card, would no longer be allowed on campus, as of Sunday two days ago. We had no time to prepare. Dinning was in the middle of homecoming and were preparing for many people. It was a shock and we were not prepared. At this moment dinning has seven staff that are still out, and three quit. That created a vacancy of ten people, but we also have hired five additional students and planning on getting more as we have seven students who said they were interested. So, we are trying to backfill as much as possible to open Ely first.
21. **Lindsay McNulty**: Bill I just want to say thank you for being so transparent and letting us know what is happening as it is happening, because there are other departments that don’t do that, and we all appreciate it.
22. **Matt Dibbern**: First thing, along with what Lindsay is saying, thank you. I understand dinning is an absolute mess at this point, considering all the things you have to go through, and you guys are doing a great job and the quality is still good. I have reached out to multiple people who are STEM and I asked them, and they said they didn’t want Wilson to close. I explained it and they said, around 20 of them, said they want to keep it if it were possible. Even if it were in a different capacity.
23. **Adam Carpenter**: I talked to a bunch of people as well and it seemed to be about class times and there was nowhere to go but Wilson.
24. Parking Control Board: **No Report**
25. Substance Advisory Committee: **No Report**
26. Parking Appeals Board: **No Report**
27. Diversity/Inclusion Committee: **No Report**
28. Student Athletic Advisory Board: **No Report**
29. Veteran Affairs Report: **No Report**
30. VICE PRESIDENT’S REPORT-ACADEMIC LIFE: ***Lyric Lamagdelaine*** report given by Aaron Lessing
	1. I just wanted to remind you all again that we are now in the period of registration and advising.
31. Honors, Banacos and Online program students register for courses this Thursday, October 21, starting at 7:00am.
32. Seniors, who register this Friday, October 21 starting at 7:00am.
33. Juniors will begin advising Monday, and register that Friday, October 29.
34. You can find the full schedule for advising and registration through the Registrar’s page online.
35. Although I am not here, you can still ask any questions.
	1. Academic Policies Committee: **No Report**
	2. Curriculum Committee: **No Report**
	3. Enrollment Management Committee: **No Report**
	4. Special Committee On Reforming General Education(SCORE): **No Report**
	5. New England Council of Higher Education (NECHE)2023 Self Study Committee: **Daniel Currier**
36. My name is Daniel Currier and I am a member of the New England Council of Higher Education (NECHE) 2023 Self-Study Committee. I wish to provide all Student Government Association representatives and Executive Council members with an update concerning the work of this committee and discuss the next steps.
37. As some of you may know, Westfield State University is accredited by the non-profit and non-governmental New England Council of Higher Education, known by its acronym NECHE. In order for our university to continue to be accredited by this body, the institution must complete a self-study of all that it has to offer, including, but not limited to, our academic curricula, extracurricular opportunities, facilities, student engagement, financial resources, and community partnerships, with a final report sent to NECHE contending with our strengths and weaknesses and how we plan to tackle these challenges head-on. To ensure that no stone is left unturned, the NECHE 2023 Self-Study Committee is further divided into nine subcommittees, each focusing on a separate area that NECHE requires be disclosed in our final report, including many of the items I previously mentioned.
38. On Thursday, October 7, 2021, I met with Kim Tobin, a professor of Criminal Justice and one of the NECHE 2023 Self-Study Committee Co-Chairs, where she invited me to join the Institutional Resources Subcommittee. By participating in this subcommittee, I will work alongside professors and administrators in reviewing the financial state of the institution coupled with our enrollment figures. Professor Tobin indicated that I can expect to organize listening sessions for students regarding what they see as pros and cons at the institution, providing feedback on draft reports, and developing surveys for students. I will keep the Student Government Association informed on opportunities for this body to have their voice heard in our reaccreditation process.
39. Publicly available documents concerning the NECHE 2023 Self-Study Committee’s work can be obtained online at lib.westfield.ma.edu/NECHE23 and you can email NECHE2023@westfield.ma.edu with any individual questions, comments, or concerns. I will also be available to listen to student concerns, particularly in the realm of finances and enrollment. My office hours for this semester are 10:15am-11:15am in the SGA Room, so please feel free to stop on by! You may also email me at dcurrier7293@westfield.ma.edu or call or text me via my Google Voice number at (413) 642-1892.
40. I look forward to working with the nearly seventy-five other members of this committee and providing a student voice in the reaccreditation process.
41. VICE PRESIDENT’S REPORT-FINANCE: ***Kelson Burke***
42. Finance Committee**: No Report**
43. Foundation Report: **No Report**
44. VICE PRESIDENT'S REPORT-PROGRAMMING: ***Hannah Robins***
45. Campus Activities Board: **Hannah Robins**
46. This week, we have Spooky trivia on Thursday, October 21 at 8:00pm in the Owl’s Nest. Our lovely Trivia Chair, Matt Dibbern will be running it as always, thanks Matt for your dedication as trivia chair, we all know how much you love it. At Trivia, we will be giving away Fright Fest tickets to the first place winners, so make sure you come so you can win free tickets.
47. On Saturday, October 23 we have our annual Haunted House. We are doing American Horror Story thanks to Katie Pinney for the brilliant idea. We are in desperate need of some volunteers to set up the Haunted House starting at noon on Friday and then going all day Saturday. We also need actors for the Haunted House and a clean-up crew on Sunday. If you are on CAB or just feel very passionate about the Haunted House, please come volunteer! I think we will be getting pizza.
48. VICE PRESIDENT’S REPORT - PUBLICITY: ***Lindsay McNulty***
49. I am going to send around a senator contact sheet which will be used by our advisors, if they need to get in touch with you.
50. This week I had a meeting with our Presence Representative about the new App. In this meeting we talked about goals for the app including: data tracking, digitizing processes, marketing, and tracking club dynamics. We talked about the possibility of having a centralized calendar for student events and being able to track when events are being planned and how successful they are at these times. This would also be an opportunity for clubs to be able to track their members and attendance.
51. Now please open your binders and look at my phone number. If you haven’t sent me a picture, please take out your phone and text me one now. We’re not going home until you all send me a picture, so let’s get this going. Thank you for those of you who have already sent them and you can look for your beautiful pictures in the next few weeks on the bulletin board. Have a great week!
52. Neighborhood Advisory Board: **No Report**
53. Community Relations/Fundraising Report: **No Report**
54. EXECUTIVE SECRETARY REPORT: ***Logan Terenzi***
55. PARLIAMENTARIAN REPORT: ***Matthew Wandishion***
56. Rules and Regulations Committee: Kelson Burke
57. Last week at Rules and Regulations Committee we started to go over Business club’s constitution and Cru club’s constitution.
58. The Business club constitution review had to be tabled as Business club had expressed to me they wanted to add a Social Media Coordinator position but the position was not present in the constitution we received. Once that is sent, we will finish reviewing business club’s constitution.
59. After reviewing the Cru club’s constitution, the committee has decided to approve the constitution upon pending changes.
60. Next week we will be reviewing the Student Veterans Association constitution and Movement Science club’s constitution.
61. Constitutional Review Committee: **No Report**
62. COMMUTER COUNCIL AND CLASS COUNCIL REPORTS:
63. Commuter Council: **No Report**
64. Senior Class: **No Report**
65. Junior Class: **No Report**
66. Sophomore Class: **No Report**
67. First Year Class: **Elizabeth Mercer**
68. I move to appoint Prinsesa Guzman as Class of 2025 Representative to SGA for the 2021-2022 Academic Year. Motion Carries.
69. Apartment Complex: **No Report**
70. Courtney Hall: **No Report**
71. Davis Hall: **No Report**
72. Dickinson Hall: **No Report**
73. Lammers Hall: **No Report**
74. New Hall: **No Report**
75. University Hall: **No Report**
76. UNFINISHED BUSINESS:
77. NEW BUSINESS:
78. ANNOUNCEMENTS:
79. Aaron Lessing: If anyone is interested in being an usher for the Mayoral Debate tomorrow come to me.
80. **Katie Pinney**: 207 Days until commencement.
81. ROLL CALL: Olivia Houde, Matthew Wandishion and Mike Buckley were absent.
82. ADJOURNMENT: Meeting adjourned at7:53.

*Please also note that for accurate record keeping purposes, SGA meetings are recorded and kept on file by the SGA Executive Secretary.*

lr/kh