

STUDENT ASSEMBLY MEETING

NOVEMBER 18, 2019

1. Call to Order

○ **Present**

- Amanda Kim
- Jiin Jeong
- Alex Kurtz
- Seámus Wiseman
- Eric Kopp
- Ashley Garcia
- Nadav Konforty
- Luis Morales
- Geoffrey Ravenhall Meinke
- Caroline Paulson
- Lily Brackett
- Jay Carhart
- Dorothy Poucher
- Bryce Febres
- Lóri Fejes
- Tatum Barclay
- Malik Irish
- Tommy Keith
- Jay Menner
- Juleit Davidson
- Nicole Ramirez
- Emily Fienco
- Nyaari Kothiya
- Omar Lopez
- Frank Meng

○ **Excused**

- Orlando Paz
- Frederick Xongmixay
- Isha Parkhi

○ **Unexcused**

- Julian Perricone
- Penelope Hoopes
- Connie Lorente

2. Public Comment Period

3. New Business

○ **iGrad — Dean Maria Genao-Homs**

- **Maria Genao-Homs:** Thank you everyone. My name is Maria Genao-Homs, I'm the Associate Dean for Diversity and Inclusion at Hamilton. I am so excited to have this opportunity to share with you with



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continuation of the soft-rollout that we've been doing about the financial literacy program called iGrad that the institution has taken on. iGrad is essentially taking the place of SALT. SALT was the literacy software being used in the past, it's now defunct, so we've been searching for a really nice platform that you can log in to, it's a web platform and iGrad is what we found. We initially did this launch about two weeks ago, with the Live Connect Team from the Career Center, so some folks that are watching or reading the minutes, have attended that lunch. That was wonderful, we had a full room in the Red Pit, had great question. Myself and Cameron Feist talked about iGrad a little bit and led a short workshop on financial literacy and some tips for people to remember. You may be asking how will all Hamilton students be able to use iGrad. iGrad is an online financial wellness platform, created by a group of financial aid professionals with the focus to empower students to manage money effectively, limit and repay their debts, and successfully begin their endeavors post-graduation. Hamilton students can access the iGrad platform by visiting hamilton.igrad.com. You log on and you create a login with your Hamilton information. The benefits with iGrad are endless, you will see the benefits once you sign up. Once you go in with your hamilton information. The platform will begin by asking you a few questions to complete a profile and recommend some personal finance resources that are relevant to your situation. iGrad has brief courses that you can take to help you learn everything, from the fundamentals of money management, preparation for buying a home, planning for retirement, how to create a budget, how to pay your bills, things of that nature. You can also attend personal finance webinars and read hundreds and hundreds of articles about money management, you can get it curated to your profile. You can access iGrad right now. We already have fifty something folks who have logged in to iGrad. I wanted to share, we talked about this in the launch, that this initiative is a collaboration between Enrollment and the division for Student Life, which is the office of the Dean of Students. We wanted to make sure we did this in collaboration, because a lot of times, people think that we operate separately, but we really overlap on a lot of things. We all felt that this was an initiative that could come out of all of our offices. Does anyone have any questions on iGrad? How many have you have logged into iGrad. Alright, awesome, I love it. Thank you, don't be shy, raise them. Like I said, this is fairly new and we launched it a couple of weeks ago. There was an article about it in *The Spectator*. At the end of this week, you will receive an email with what I said, that's going to have a direct link so you can access the platform yourselves. I've already talked to a few students who are going to make it part of their Thanksgiving Break to set this up and start playing around in there. It is applicable for students who are first-year students all the way to students who will be



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graduating this year and post that. This is built for you take on from Hamilton as an alum, and you can continue to utilize it. I think it will be a great resources for you there. I'm going to do a shameless plug. This Wednesday, QSU's T-Time, the Womxn's Center, and BLSU, in honoring the memory of transgender people, because lives are lost in transgender violence, they are going to be hosting Trans Day of Remembrance. I will share the Jpeg of this so that you all can have it, Trans Day of Remembrance or TDOR, is an international recognized memorial that happens all over the world. It's typically done with a candlelight procession to the Chapel, followed by discussion of allyship with the trans community. You'll be seeing the posters all over the place, but I just wanted to make sure I plug it, because it's really important that we remember our folks in the trans community that have been essentially murdered due to their identities. I think it's really important and I'm so excited that you guys are going to be commemorating it this year.

- **Academic Policy/Credits — Dean Tara McKee and Miriam Merrill**
 - **Amanda Kim:** Some of you had questions academic question concerning academic credits for PE and two sport athletes and labs. They are here to answer your questions. Thank you so much for coming in.
 - **Tara McKee:** We're going to start with the PE credit question. I think that specific question was why athletes in varsity sports don't get two different PE credits.
 - **Miriam Merrill:** Thank you for having me, I won't take up too much time. I wanted some time to talk about the PE credit. I think people think ask why do they have to do this requirement, but there is a philosophy behind it. The physical education credit has evolved and what it has become now is an opportunity for young people to learn a sport or activity, so once they leave college, they can become a lifelong activity. We hope that you can learn some racketball, bocce, or anything like that. It's not specifically physical activity related. While that's an important component of it, what we don't want is two sport athletes is to only participate in those two sports and not learn anything new. That's kind of why everyone has to do three. Let's also talk about the fitness test. A lot of people think it's a test that you have to pass it, but it's not, it's complete or not complete. You can walk a mile, that's complete. If you hold a plank for a minute or do one pushup for a minute, that's complete. If you fall below a certain threshold, there's a conversation we have with you, but it's not pass or fail. Swim test is a little different, but folks get hung up on the fitness assessment in different ways, and we don't want that to happen. That's kind of what is the philosophy behind the courses and why we currently don't allow two sport athletes. We are thinking about how PE can evolved overtime, but it can be part of the conversation, I just can't



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guarantee it will be implemented. What might be helpful for me is hearing about what questions or suggestions or questions you have for me. What is the challenge that you are hearing?

- **Tatum Barclay:** I was the one that initially brought it, because I heard from a couple of my friends. I think one of the main concerns was that sometimes, like you have an 8:30 Spanish class or something like that, and then you have a full day booked, for some two sport athletes because of certain things, they can't schedule it at appropriate times when they are out of season. So when they're in season, they might end up doing triples, where they have a gym class, a lift or dryland, and then their scheduled practice time. The main concern is that is you can't, because of scheduling requirements or you forget, or you slip up that one time you aren't in season, it can put more time on your heavy schedule as well as strain on your body. The main concern, people understand that there should be a fitness requirement to learn those new skills, but for those specific students, it can end up putting a strain on different times in their schedule and put more strain on their body in season. That was one of the main things I was hearing from students.
 - **Miriam Merrill:** So I'm hearing a couple of things. One: we should be a little more intentional on scheduling, so maybe going later into the day. We do offer classes that are not movement based. We do a mental health support skills class, Thrive which is a little less low impact, so there are other options. Next year, you will see those courses more in abundance than this year. I think that might be an answer to "My body's feeling taxed." If we are intentional about adding classes later in the day and earlier in the morning, that would be better.
 - **Tatum Barclay:** That definitely sounds really good. I think it was mostly the issue of scheduling that was brought up, if there was a way to alert people sooner that you have this extra thing, so make sure you schedule it at thi time. If there is a way to give preference to two sport athletes, but maybe creating a way that it's possible that those athletes can do their gym class when they're not in season or making sure they get into those classes so they're not having to do three practices
- **Miriam Merrill:** Another thing that might be helpful from you all. We send out reminders at the end of the first year saying "You can't study-abroad," so students are like "Ah, I have to enroll in my classes." So what other ways or suggestions do you have, because usually by mid-year sophomore year, we want folks to be done so you don't have to worry about it. We often get people into their junior and senior years who haven't completed it. If you have suggestions about how we can get that



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done, other than an email saying you have to sign up for a PE class, we would certainly be open to it as well..

- **Amanda Kim:** I have an idea as well. I know that is a problem where students kind of freak out about it and not even two sport athletes having to schedule for it, but I have a lot of friends that were freaking out at the end of sophomore year because they didn't realize they had to complete all of the requirements for going abroad, so they had to take two PE classes at once. I think if you could collaborate with academic advisors, because personally, they catch when you haven't done writing intensive or QSR requirements, but don't really say anything about the PE requirement. Maybe in advising meetings, they can tell their students to take note of that requirement.
- **Miriam Merrill:** If that's not something that's happening, then we can connect on that.
- **Tara McKee:** In coming into this position, I didn't realize the amount of students that were spring semester seniors who had not completed the PE requirement. You'd be amazed at the number of students like that, so that has been making advisors more aware and making sure that advisors are bringing that up in conversation, that is certainly something ive' been pushing for.
- **Lóri Fejes:** I was just wondering if you could explain the thought process behind attaching registration holds to complete these requirements early, because what you're saying is that you just want to expose these students to these activities so they can have later. Why is it a little bit stressful?
 - **Miriam Merrill:** There's no other way for us to hold you accountable for getting them done. Otherwise, folks who come to their senior year, we don't want to tell them they can't graduate. We don't want to get to that point, which is why we put the heat on earlier on. If we could do it another way, I would be open to it.
- **Jay Menner:** I know students that students can take courses over the summer at other institutions, but currently you can only transfer over two credits at one time, per summer. I think extending the amount of credits that students can bring over, that way if they wanted to do it over the summer at a home institution, that way it's not as stressful trying to do it during the year, especially if you're an athlete. It you have an opportunity to do it over one summer and transfer it over, rather than have to take two courses, each transfers to 0.8 of a Hamilton credit. I guess just reevaluating that would be helpful.
 - **Miriam Merrill:** I'm not sure as far as PE's are concerned, because ours is not credit bearing, so how would that work at another institution? I think that's something we need to think through. I also think that it's important to acknowledge the benefits



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of the physical activity whenever we're under all this academic stress. Keep that in mind because sometimes when it's like "Ugh," it is going to benefit you in the long run to move around.

- **Ashley Garcia:** This is more for Dean McKee. The suggestion about specifying things to academic advisors, one of the things I've noticed among my group of friends is that there is a lot of ambiguity about whether you can count writing intensives within the same course. If you take two in the same semester, you still only count one. Is there a reason about that or is there anything that can be done? If you do have these classes, they should be counting towards your requirements, but they don't.
 - **Tara McKee:** The current regulation is that if you're take multiple writing intensives within the semester, only one of them counts. The idea is that we want your writing intensives spread out over time and disciplines. We believe that writing is a developmental process and taking all of your writing intensive classes in a one or two semester span, is not going to have you improve your writing over time. That's one of the reasons behind that regulation. All advisors know that and should be telling you that.
- **Sam Thoreen '22:** I play football and baseball. I talked to Tatum about the physical education requirement, just because I'm currently enrolled in an aerobic exercise course which I had to take to fulfill my requirement. I had to take that during football season, so I'm already spending a couple of days on the field. I already have to work out a couple of times a week for the team, so I understand the requirement is to let students alleviate that stress, but for me that was taking time that I wanted to spend in the library on Monday and Wednesday mornings. That just added stress to my life, so that's why I thought that if I was already spending so much time on exercising outside of the classroom both in the fall and the spring, then why is this requirement so necessary?
 - **Miriam Merrill:** I can answer that question institution wide. Student athletes also get one credit for a sport, so you only have to do two. We really keep the experience for students and student athletes very similar. That's philosophically where we are sitting now, but we can have a conversation about that. That's why.
- **Tara Mckee:** You all had other academic oriented questions, one of which was why do lab classes only count as one credit, despite the extra time involved in them. This has been the case for classes at Hamilton for a very long time. It has been raised by the faculty and other groups. The faculty has always determined that it should remain this way. The current rationale, in terms of credit hours, goes like this. At Hamilton, full credit courses that count as one credit courses, are the equivalent of four credits in the credit-hour system. So other schools that use credit hours, they



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typically have a three credit course or a four credit course, all of ours are worth one. That one is the equivalent of four credits in the credit-hour system. Colleges that that work for most of their courses with three credit classes, they typically take five classes at a time. That is not the case at Hamilton, at Hamilton you take four classes. In those systems where classes are three credits, labs count as one credit to make it a four credit class, instead of a three credit class. At Hamilton, we bill that into our one credit. The basic idea is that for every course the expectation is that you should do three hours of out of class work for every one hour of in-class work. In the case of lab classes, those lab hours contribute to the total average number per week to count as one credit. The estimate for the Dean of Faculty's office is that about $\frac{1}{3}$ of our one credit courses meet more than three hours weekly and about $\frac{2}{3}$ meet fewer than three hours weekly, but all of them worth one credit. We are an inclusive system, we don't want students to have to worry about piecing things together to make sure they're taking five credits, if they're not taking lab sciences. That was the rationale for that. I wasn't involved, I guess this has been around a lot longer than I have, but that's the information I got about the current rationale.

- **Nyaari Kothiya:** You said that other institutions have three or four credit classes. How many hours are those classes meeting if they're getting three credits per school?
 - **Tara McKee:** It's the same expectation of credit hours. For us, a four credit class, we are supposed to meet twelve hours weekly. That would be the same thing for a four credit course at another institution. A three credit course would meet 9 hours a week. It's the Federal Credit Guidelines, so that's set by the federal government in terms of the number of hours per week that contribute to a single credit.
 - **Nyaari Kothiya:** Thank you.
- **Tara Mckee:** You guys had asked about lengthening the reading period. There is a committee that has been recently formed about the calendar in general and several issues with the calendar. One of the things that they are going to review is the length of the reading period. That committee met for the first time this morning, so it's still in its early stages. It's something that is the charge of the committee to look at the reading period. If there is anything you want me to take back to that committee, I would be happy to do so.
 - **Amanda Kim:** We've spoken with President Wippman about this and he also told us about the committee. The academic calendars are planned a couple years in advance, so any changes they do make, us in this room, wouldn't be able to see. But they are looking at changing that, because they do recognize that it is



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difficult. We're currently around the minimum days for a college to be in session by the state. In order to lengthen the reading period, they would have to take some days off of breaks and things like that. So that's what they are looking at right now.

- **Tara McKee:** There are some things that can get changed more quickly, but one thing that can't is the date of commencement. That is something that's set so that when the entering class comes in, they know when they're graduating, because that is as early as people start making plans, so that's something that can't get moved
- **Nadav Konforty:** I was going to make a point that when I spoke with President Wippman last year, he had mentioned that in order to have more days in the reading period, they might have to take days off of break. Personally, I would advocate for keeping it the way that it is, instead of shortening break, but that's just me. That would be recommendation that should go to that committee. I'm glad the committee was formed and discussion has been having. I would personally advocate against bringing down spring break.
 - **Amanda Kim:** I think Caroline has an update that is related to that, so we can talk about it later.
- **Tara McKee:** The last question you had given me was having syllabi available during course registration. Many years ago, there was an initiative to do this, and I believe it was a student generated request. Basically, the capabilities were created in WebAdvisor or Catalogue to be able to do that. For a while, there was this push and a lot of faculty did that, and there were a lot of syllabi up there, but then it kind of faded, there was no requirement to do it, it was just at the encouragement, I don't know if it was of Student Assembly at the time or another group. The push dropped off and faculty stopped doing it every semester, so it's something you would have to change it every semester. This is a topic that not only have you all brought up, but several different faculty committees have brought it up as well. I know the current Academic Council, which is the faculty committee that sets the faculty agenda, is looking at this. They recently asked the registrar to look at this, about the logistics around that. Registrar says that it is still possible to do that and it is in the tool section of MyHamilton. The Registrar said that they could obtain a list of courses with syllabi associated with them right now, but I don't know how anybody finds that. I can go back to Academic Council and tell them that this is something that you'll definitely want and we should work with LITS to make it really easy for faculty to do it. We should find a way to make it so many faculty do so.
- **Jay Menner:** I have an unrelated question, two questions actually. My first question is why students are only allowed to take two credits over the summer. My second question is that I know Hamilton doesn't accept



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online course credit because we don't offer online courses, but I feel that is something that should be reevaluated by faculty and administrators, especially that limits the courses that students can take over the summer. As someone who has numerous health problems, it was very stressful for me when I was in the hospital, because I was like "If I miss x days of classes, then I don't get the credit, but I can't make it up online while being at home." I guess I was just wondering your thoughts on that. But I can't make it up while being at home.

- **Tara McKee:** I'll talk about the online one first. This is something that the faculty have talked about multiple times and they keep coming back as a whole to the restriction no online courses. That said, students can petition the Committee on Academic Standing to take online courses and that has been approved, particularly for the kinds of circumstances you described around health issues. I can think of one case pretty recently where an individual was home and not able to leave their house because of having to have surgery, and we approved only courses for that. The faculty have decided to maintain the regulation while providing CAS the ability to approve petitions on a case-by-case basis. In terms of the two credits over the summer, I don't know where it came from. My guess it came from the amount of material that can be covered over the summer because summer classes tend to be accelerated classes and more intensive classes, and we don't want to encourage students to take more than two, knowing that two summer classes are already intense. We also want to make sure that that class would be comparable to a Hamilton class. That's something I can talk to the Committee on Academic Standing about if there is broad support for that.
- **Lóri Fejes:** I wanted to ask about something that was mentioned at the town hall about mental health issues and how we tend to focus on how we can address things after they happen, but then some people talked about maybe we could survey our academics and about how some preventive measures can be taken. I know college will always be hard, but to create an environment where academics would create less mental health problems. I really liked this one thing that a person at our table said, they said that they prefer quality education over quantity education. I was wondering if you could talk about what the college is already doing to make sure that students are not losing their minds about what is going on in class and how professors are encouraged to pay attention to that more, beyond putting the health center in the syllabus. I know that I'm in this one class that is writing-intensive. The professor told us the assignments we were going to have, two small papers and one really long research paper, but a week later he emailed us that the Registrar's office asked him



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to include another assignment like the short essay, just because it was a writing-intensive course and would require us to submit more.

- **Amanda Kim:** To the question about the college looking at how we're ensuring that the college is delivering a quality education over a quantity one, the school is accredited by the Middle States Group, which is a consortium of colleges. They do an internal review as part of that and an external review by the Middle States people. It addresses all aspects, they talk about the quality of academics, student life, student support, things like that. They have various different working groups made up of faculty members, administrators, staff, and students. I serve on one about student life. They are doing an internal review of that right now and they are going to submit a review to the external reviewers. The external reviewers will come and do a report saying things like that and looking at how those systems work and how we can better support students in academics and student life. We talked to Dean Martinez about your second question, which it sounds like was about the syllabi having mental health resources on them? It's to my understanding that it's required for all faculty to include information about mental health resources and a description of the Counseling Center and the services it offers on the syllabi.
- **Lóri Fejes:** Just a follow up on the second question, that was not my question. I'm saying that it was really good that it was in the syllabus, but how would a professor actually. Like I have a class where I'm late to class, I get a percent taken off from my final grade. If I miss class, I get three percent taken off my final grade. I'm not going to name this class, but professors can do things like that. That was not my problem that it was in the syllabus, because I know it is, but in general, to ease that pressure to perform all the time. For the first one that you said, how can students access these reports and are they available to students so they can see how their school does?
- **Amanda Kim:** I think the most recent Middle States reports is available to students on the Hamilton website. It's available to the public. This one isn't available because it hasn't been written yet, they're currently drafting it, but once it is published, it will be available to everyone.
- **Tara McKee:** We do a very formal two year process for a full Middle States review and that happens every ten years. It looks like it is going to shift to every seven to eight years and that's where you write these self-studies, which are hundreds of pages long. I'm chairing one of the working groups for Middle States. In the middle of these ten year reviews, we have these periodic



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review. We have a periodic review from 2016 as well as a ten year review from 2011 and all of those are on the institutional website. You can look at the studies and how Hamilton gets feedback on that. In terms of how we try to help faculty members and advisors better understand mental health issues and think about that in the classroom. A couple of things come to mind. We do advisor training multiple times a year. All faculty members are advisors so they come to those trainings and this is a topic that we've included in many of those trainings in terms of how to identify students in distress, what kinds of referral sources do they have, making sure they understand the resources so they can talk to students about that. We talk to faculty on a regular basis about what the Dean of Students feels is appropriate in terms of extensions and short-term consideration or flexibility. Students who come to faculty asking for flexibility for attendance or deadlines, we give faculty guidelines on the flexibility that would be appropriate for a once or twice in a semester type of situation. We also tell faculty that if this is something that a student is asking for repeatedly, then the student needs to go see Dean Harrison to have more formal accommodations in place. That's another way a Dean of Students office works to provide resources around that. We also have academic warnings and attendance notifications. These are not viewed as punitive, but viewed as a means of communication where faculty members can send information to a student, advisor, and Dean of Students all at once, alerting us about a concern, whether that's an academic or attendance concern. That way, that keeps everyone on the same page and the Dean of Students office can reach out proactively to students if they get an attendance concern in once class and then academic warning in another class, we can reach out and say "Hey, it seems like you might be needing some support, come in and talk with us, and we'll talk with you about the supports we have." We are trying to do more preventive outreach

- **Amanda Kim:** Jiin and I will also have additional meetings administrators. We are setting up a meeting with Registrar about potentially introducing syllabi to the course catalogue. We are hearing these suggestions and we will be addressing them.
- **CAB Concerts — Julia Opatrny '20 and Jonah Bauer '22**
 - **Amanda Kim:** They we've waited patiently, but now we have the CAB Concert co-chairs here to speak with us.
 - **Jonah Bauer '22:** We're the CAB Concert coordinators. We just wanted to talk about C&C and the planning process, because the planning process



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is officially in effect. We wanted to get feedback from the general student body.

- **Julia Opatrny '20:** In the past, the way that the C&C concert has been planned was that there was a board: two Social Traditions members, two members of WHCL, and then the two Concert Coordinators. That board no longer exists because Social Traditions was disbanded and WHCL no longer funds the concert, so now it is an exclusive CAB even, planned by us and the e-board. We want to be as transparent as possible with our process because it is a CAB event now and we want feedback from students. About the planning process, we work with a middle agent called PrePoly and they help us book an artist. That's so we don't get scammed and they have worked with a lot of artists and colleges to book their college shows, so they know who will be a quality performer and who will not be awful to work with. We start with the booking process now so we can get an offer in soon.
- **Jonah Bauer '22:** What the process looks like is that we come up with a list of artists that we might be interested in and then we send it to our middle agent for him to price and find availability, things like that. Once we've acquired information about the demand and make a decision collectively as a board, then we'll send in an offer. They can either approve, deny, or counter the offer. CAB does not have unlimited funds, we're restricted by a budget so it can get complicated if artists choose to counter the offers. There's definitely a waiting period, when we send in the offer, it has to go back to the artist and their agents. It's definitely a very lengthy process that takes a lot of time, which is why we are trying to start it very ahead.
- **Julia Opatrny '20:** That being said, there is a survey out right now. There was an email sent last night and we would love to get that out into the atmosphere to put some feedback about how you would like C&C to look.
 - **Jonah Bauer '22:** Obviously the concert is a very big part but we really value feedback on all parts of C&C because it is an entire day, so if anyone has concerns about safety or food, mention that in the survey as well. I feel a lot of people are under the impression that this is just a board of twelve people making a decision, although we do make the executive decision, our decision is really motivated by campus opinion and demand, which is why we do things like this survey. So it's really valuable that we do get your guy's feedback.
- **Academic Committee Update — Caroline Paulson**
 - **Amanda Kim:** Caroline has been hard at work as a representative for Student Assembly on a new academic committee. She is going to give us a quick update about that.



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- **Caroline Paulson:** Hard at work is a stretch but I'll take it. We met for the first time this morning.
 - **Amanda Kim:** I'm trying to hype you up here. Play along.
- **Caroline Paulson:** I am just being honest. The main goals are to look at shortening orientation week and shortening senior week. The rationale behind that because students expressed more interest in having more reading days and that's the solution that they are looking at. Shortening senior week is most most likely going to be recommended so if anyone has ideas on how to shorten senior week and make it fun, please approach us.
 - **Frank Meng:** What is Senior Week?
 - **Caroline Paulson:** If you have any ideas on that, just let me know. Also discussion about having commencement on a weekday instead of on the weekend. Again like Amanda was saying, these changes probably wouldn't impact any of us because the calendar is set so far in advance but these are things that are being looked at. It was a very preliminary meeting so we didn't go in depth about things but I just wanted to put it out there so that if you guys had any thoughts on it, I could take it back to them and let them know what the student body is thinking. We're meeting again on December 2nd so any other recommendations, feel free to reach out.
- **Amanda Kim:** I just want to reiterate that the college is around the minimum number of time that a college needs to be in session in the state of New York. Whenever we open it up to suggestions about what the students always want, the only options we have for creating a longer reading period and so this and shortening breaks are really the only options we have on lengthening the reading period. So please keep that in mind when you're making recommendations.
- **Caroline Paulson:** Also one more thing. Part of the reading period is that it starts on the weekend and we have the awkward Monday of class and then back to reading period. We're also looking at trying to eliminate that because that Monday, students are not checked in because it's not super beneficial.
- **Nicole Ramirez:** Speaking for most of the freshmen here, but can someone explain what a reading period is?
 - **Amanda Kim:** It's more of a concept at this school, but a reading period is just a period before finals to study. At a lot of schools it's long, like multiple days. At Hamilton, it's pretty much just been the weekend. It is a change that a lot of students want to see, but doing that means shortening breaks or orientation or senior week.
 - **Nicole Ramirez:** Would lengthening the reading period lead professors to make their exams harder?



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- **Amanda Kim:** I mean, I feel like they're already at maximum difficulty.
- **Caroline Paulson:** The Monday of classes is technically reading period. I don't know if it would be longer but like we are trying to eliminate that awkward Monday of classes that is stuck in the middle. It's usually Saturday, Sunday, Monday class, and I think Tuesday and Wednesday is reading period.
- **Nadav Konforty:** Thank you for doing a whole bunch of work. My little senior siren went off and if they are making a decision on senior week, I would suggest that they rope in Noelle or anyone who works on senior week because if it is more cost efficient for senior week to maybe be a day shorter, to bring in people like Noelle who are experienced in the art of senior week.
 - **Noelle Niznik:** It is an art form.
 - **Caroline Paulson:** It is definitely weird because it would make commencement on a weekday, which to me doesn't make sense.
- **Jay Menner:** Just to talk about the point of having commencement on the weekday, it would be the same issue as like family weekend in a sense that it would potentially bring up inequalities in the sense that not everyone can afford to take off from work to make it to Wednesday. Not everyone has those resources. So I think having it on the weekend just makes it accessible to all families.
 - **Caroline Paulson:** It was definitely being acknowledged. We were also looking at putting it before senior week which might be a better option but that brings up a concern that people won't be able to get their requirements done and then the problem of not being able to walk on graduation.
- **Eric Kopp:** Maybe I don't understand this, but I am confused why the discussion is about taking away days from senior week. We are at the minimum limit for this institution to be considered a college, why not just add more reading days on our schedule therefore increasing the time that we are open therefore pushing us above the minimum. Like am I dumb? Or I just don't understand?
 - **Amanda Kim:** Maybe saying to be considered a college was a little dramatic. We are around the state minimum though.
 - **Eric Kopp:** Can we just add rain days? Putting us above the minimum?
 - **Caroline Paulson:** It's not the days of school. It's the hours of class.
 - **Eric Kopp:** Oh, okay.
 - **Jay Carhart:** What if just like during the summer, we just had a week of school?



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- **Dorothy Poucher:** My point might not be relevant anymore, so if I'm wrong, just let me know but i feel like one of the important things about christmas break is that shifting it for certain people, especially international students, that period being long is essential and is a reason why they can go home or for students who live far away. I think we underestimate the power of just 2 days of not having class. For me, the period if there was a 48-period hours added, so even just 4 days taken away, so 2 from the end of first semester and 2 from the beginning of the second semester, in terms of reading period. But I also understand that there is a concern about transportation in terms of what day of the week. You don't want to leave in the middle of the week if parents are picking you up. But correct me if I am wrong, we have had weird schedules in terms of when we end finals, like I've finished finals on Sunday at 7 pm. I don't know if we actually regard those precedent wise.

4. Old Business

5. Acknowledgments

- **Caroline Pauslon for her update from the Academic Committee**
- **Jiin Jeong and Cultural Affairs for their planning for Thanksgiving**

6. Funding

Remaining Non-Strategic: \$2,080.99

Remaining discretionary: \$2,171.54

Organization	Items/Services Requested	Amount Requested	Amount Approved	Resubmit
La Vanguardia (advanced funding)	Latinx Leads Conference	\$1,272.88	\$706.20	N
SAAC	Game of the Week and Pop-Up Shop	\$1,945	\$1,385	N
Coding Team	Technical supplies for projects	\$114.96	\$114.96	N
Beekeeping Club	Jars to collect honey	\$18.99	\$18.99	N
<i>SA Cultural Affairs Committee</i>	<i>Thanksgiving events for students on campus</i>	<i>\$352.18</i>	<i>\$352.18</i>	<i>N</i>

Amount Requested non-strategic: \$2,078.95

Amount Approved non-strategic: \$1,518.95



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Amount remaining non-strategic: \$562.04

Amount requested discretionary: \$352.18

Amount approved discretionary: \$352.18

Amount remaining discretionary: \$1,819.36

- **La Vanguardia - Motion to Fund as Recommended Passes Unanimously**
 - **Alex Kurtz:** They are looking to go to Latinx Leads conference in New Jersey. The only problem that we had with this is that they requested more money for food than we are allowed for the funding codes per person. You are allowed \$15 per person per night that you are off campus. Also, the gas money, based on the maps they submitted, was \$15 less than on the budget.

- **SAAC - Motion to Fund Pop-Up Shop in Full at \$1,385 Passes (20-1-0)**
 - **Alex Kurtz:** The treasurers recommended no funding for SAAC's budget proposal. There were a couple of reasons, number one: we didn't have enough money in the budget, and number two: it was a little unclear about what they were requesting money for, the game of the week and SAAC pop-up shop. The pop-up shop was a little ambiguous so I wanted to bring you in here and ask you a little bit about that. Earlier today, we got a large roll-back of \$1,500, so we could cover this and I realize it's time sensitized, so we wanted to bring you in here to ask you a little more about that.
 - **Renee Varga '20:** The money for the pop-up shop would be for the SuperFan apparel, that what that should say.
 - **Alex Kurtz:** Okay, could you just explain the SuperFan process a little bit? Have people already accrued points?
 - **Renee Varga '20:** I hope everyone has the superfan app, great plug. If you're not familiar with SuperFan and you go to a game, you check in on the app and you get points. We have these pop-ups and people can redeem their points for stuff. We'd love to have a pop-up soon because people have points and are wondering when they can redeem their things. We just want some new merchandise rather than giving out the stuff that we had last year.
 - **Alex Kurtz:** Is there a timeline on that? I noticed that there wasn't a date on the budget. Did you have something in mind? Because we are towards the end of the semester here.
 - **Renee Varga '20:** We've been working on getting this budget in for a really long time. We would want to get this in as soon as possible. Once we were approved, we would place the order immediately.
 - **Alex Kurtz:** So the actual pop-up event would actually happen when?



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- **Emma Parkhurst '21:** Ideally, it would happen before the end of the semester, so the week before finals would be ideal.
- **Amanda Kim:** The SuperFan app ensures that only students would be getting this merch right?
 - **Renee Varga '20:** That's a good question. In theory, faculty could participate, but in practice I've never seen faculty whip out their phone saying they have to check in with SuperFan. We've had other problems in the past, but no one has ever used it from outside the school. It is just for students.
 - **Amanda Kim:** The reason I bring it up is because we are only allowed to fund things that will be for students. I would just want to have something in place to ensure that this funding would be going towards students. Would there be some way to ensure that?
 - **Emma Parkhurst '21:** At all the pop-ups we've had in the past, we've had SAAC people working them, so we could make it super official and do it through HillCard, we could find ways to ensure that it's going to students, but we can do it through HillCard.
- **Seamus Wiseman:** Since we have policies in place to prohibit clubs from funding apparel, especially apparel that is kept by people involved with the organizations, can you go into more detail about what is handed out at these pop-up shop, so we can see if it is fine by those rules?
 - **Emma Parkhurst '21:** For game of the week, athletics used to pass out t-shirts, hats, things like that, at games. Students would get a notification that apparel was going to be passed out at a certain games, but it ended up getting a little hectic. That was the reason we switched over to SuperFan because it also helps promote things more. It's essentially the same kind of gear, so we're just handing out sweatshirts, t-shirts, water bottles, just general things that we've taken from survey's from other people on campus. Some athletic apparel that people would be interested in having.
- **Geoffrey Ravenhall Meinke:** I remember we have SuperFan because shirst were being given to faculty and Clinton community members. The snacks from game of the week, that was a whole snafu as well. A question I have, is that you mentioned that you wanted to get new merchandise instead of just giving out old merchandise, I just wanted to confirm that you were going to finish the merchandise that we funded last year. I just wanted to make sure, because that would be very against our funding codes
 - **Renee Varga '20:** No, no, no. We have limited amounts of stuff from last year that we would give out for less basically, This new stuff would be more.
 - **Emma Parkhurst '21:** We have a couple of things left, but we don't have enough to do an entire pop-up shop.



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- **Tatum Barclay:** I believe the pop-up shop, you go there with how many SuperFan points you have and that's what you can redeem. It's not actual physical money that is used. You go to a football game and check in and it gives you a certain amount of points. At the popup shop you go and have a certain amount of points and that can be distributed over a certain amount of items. It's not actual physical money that are being used, it's the points received from going to the games, it's an equity thing so you don't have to spend money on SuperFan apparel, it's to support Hamilton sports teams. I just wanted to make that clarification because some people associate it with money, no it's just the points you get from the app, it's not actual money.
- **Seamus Wiseman:** I would note that within the last month, we did vote to prohibit funding for ornamental apparel. I'm not sure this is becoming of the Student Assembly to fund when it seems it's tied to activities that are outside the purview of Student Assembly to fund, namely athletic organizations.
 - **Alex Kurtz:** That rule is specifically targeted at student organizations. Because anyone on campus can go to these games, redeem their points, and get their shirts, I would say that is an exception.
 - **Amanda Kim:** The apparel thing applies to student organizations looking for their own apparel. SAAC isn't buying a pop-up shop for themselves, they are giving it to everyone in the student body. There is a lot of positive externalities here for the student body. I'd also say that while the athletic teams themselves are not clubs, SAAC is a student organization, so I don't think it's problematic to fund them. Just some context for everyone else on the Assembly that hasn't been here, in the past couple of years, there has been a lot of conversation with SAAC being a student organization. It's been this crazy mess, but they have to be a student organization. We're not going to open that can of worms, but they are a student org.
- **Lóri Fejes:** Do you get any funding from athletics at all? I know you are going to a game to support your students but I think it is of a little interest to the athletics department to have students show up to games, but I might be ignorant. On a side note, I remember when we first funded the SuperFan app we also included in our explanation that although it is a primarily athletic app designed for games, it could also be used for other college events to encourage engagement. The one time we tried to reach about that, the Cultural Affairs Committee, last spring for our only event, I know that SAAC was a little unresponsive to our reaching out. We actually had to put it in the minutes to ask them to get back to us and they told us that they would include their event on there. When we set up the



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event, we had people checking it on their phone and it was not included. I know that is personal to me and my committee, but that's all that I'm going to say.

- **Renee Varga '20:** To answer your first question, we don't get funding from athletics. We did last year to get the app off the ground, but that was only for the app, not for merchandise. As far as getting other things on SuperFan, we would love to do that more. Please email us, reach out if you have ideas on how we can do that or if you have events that you would like to see on there.
 - **Emma Parkhurst '21:** We've especially been talking about that this year because Renee and I are both new to the president position this year and we've been trying to come up with more ideas to increase interest. We're one of the most successful schools in the NESCAC in regards to SuperFan and we're very interested in spreading that into other organizations and include other events, because it is becoming very successful.
- **Coding Team - *Motion to Fund as Recommended Passes (20-0-1)***
 - **Alex Kurtz:** Coding team was requesting money for technical supplies for projects, specifically, echo button skills, API, and Alexa skills kit which are affiliated with Amazon web services.
 - **Jiin Jeong:** Yeah, Amazon web services and just Alexa skills kit and API allows you to do stuff on the Amazon devices.
 - **Beekeeping Club - *Motion to Fund as Recommended Passes Unanimously***
 - **Alex Kurtz:** The beekeeping club was requesting money for jars to keep honey. It's that time of year apparently.
 - **Geoffrey Ravenhall Meinke:** How do I acquire some honey from the jars?
 - **Alex Kurtz:** Contact beekeeping club. You can email the treasurer and she will get back to you.
 - **Jay Carhart:** If you help collect it, you get to keep it.
 - **Alex Kurtz:** Put that in the minutes.
 - **SA Cultural Affairs Committee**
Motion to Fund as Recommended Passes Unanimously
 - **Geoffrey Ravenhall Meinke:** What are the events?
 - **Lóri Fejes:** Do you want to know all the events or only the ones that are being funded?
 - **Geoffrey Ravenhall Meinke:** Either would be cool.
 - **Lóri Fejes:** On Monday, we have a great movie organised by Jiin. On Tuesday we have a community lunch that we did last year. We have students, faculty and staff members, just all go to commons



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and have a little mixer and be thankful for each other. Also for that, we need people to help. So reach out and please help. On Wednesday we have a self-care evening/afternoon, where we will be writing thank you notes and face masks and board games, so all of those goodies and snacks too, courtesy to the planning of Jiin and our money. On Thursday we have a match up service so we sent out an email for students who are on campus and nowhere to go. We have them sign up and have faculty and staff members who are willing to share their dinner with these students and we will match them up and make sure they get there and have a nice experience

- **Nadav Konforty:** Curious, but if it specifically for international students? Or all students?
 - **Lóri Fejes:** All students. I've had international students and domestic students sign up already.
 - **Nadav Konforty:** Got it!
 - **Luis Morales:** Another thing, we have some professors who are catering for dietary restrictions. So if you're vegetarian there is a dinner happening with Professor Doran in the philosophy department. She's dope. She's got a dog if you want to pet a dog on Thanksgiving, so if you want to go pet a dog on thanksgiving she's cool.
 - **Lóri Fejes:** I will send out the form again in a couple of days this week if someone missed the last email.
 - **Jiin Jeong:** Dean Martinez is planning to send an email to everyone staying on campus to mention the events she compiled. Like QuestGiving and events going on. There are no snacks for the self-care event but there will be a thanksgiving puzzle and face masks and board games and hand warmers. Be on the lookout for that email soon. If you are ever feeling lonely during break message me, I am here throughout the entirety. We can watch movies and play board games.

7. Announcements

- **Complete the CAB Survey**
 - CAB is collecting student feedback about the upcoming C&C Concert next semester. Fill out the form [here](#).
- **Trans Day of Remembrance**
 - **Wednesday, November 20, 2019**
 - **5:30-7 p.m. on Sadove Student Center Terrace**
 - Join QSU's T-Time, The Womxn's Center, and BLSU in honoring the memory of transgender people whose lives were lost in acts of anti-transgender violence.



The Central Council of Student Assembly, Hamilton College

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- Candlelight procession to the Chapel followed by discussion of allyship with trans* community to follow. Warm food will be provided at the Chapel.
- **The Student Assembly President & Vice President election is coming up!**
Please note that in order to be eligible for SA Presidency, you must have attended a certain number of SA meetings. The tentative timeline is the following:
 - **Election Rules Meeting:** Monday, November 18
 - **Platform and Signature Sheet Due:** Saturday, November 30
 - **Debate or Q&A:** Monday, December 2
 - **Voting Opens:** Friday, December 6 - Saturday, December 7
 - **Results Announced:** Monday, December 9
 - For questions regarding elections, please contact VP Jiin Jeong (ijeong@hamilton.edu) or SA (sa@hamilton.edu).
- **SAVE THE DATE — Lighting of Our Village will take place on Tuesday, December 10th.**

