

17:32:41 >> It's 5:32 p.m., while I figure out my technical issues let's maybe try to figure out first do we have a quorum?

17:33:11 >> We're just a few short of a quorum. If anyone here is a delegate and not signed in yet, please sign in on the form I just sent you on e-mail.

17:33:49 >> And do we have our bests here, Dr. - - and others?

17:33:52 Let's have open forum without them while I figure this out.

17:33:58 I'm listening.

17:34:12 >> For the time anyone brings up to forum, we do have quorum. It rhymes, it's nice, but FYI.

17:34:16 >> I actually had something to bring up.

17:34:28 Coogan: Has anyone else heard I posted to the slack and didn't get much response. Has anyone else heard of faculty being tested for those who work in what was it high contact labs like if you

17:34:34 work with people or you know you work with COVID virus directly.

17:34:53 Apparently they have a special testing bracket. Apparently faculty can get testing and students cannot. I was asking if we could expand that to grad students or ask to get it expanded to grad students.

17:35:08 >> That would make sense to me to throw my two cents in, especially if people are in those same situations, laboratory-wise, and also GT As, who are teaching classes and stuff, if you're

17:35:18 in contact with people it would be cool to, know you're not sick.

17:35:19 >> - - issue - - was talking.

17:35:33 >> Awad: Just to follow-up on that, Coogan, the people who raised this concern were wanting to get testing and not able to do so?

17:35:40 >> Coogan: I believe so. The faculty actually mentioned it first.

17:35:52 >> Awad: I recall, and Maruf can correct me on this, there was the initial procedure of the continuous not - - I know you're speaking about something complementary different which is the routine

17:36:04 test and I know they do it for people in high contact jobs and whatnot. When there was the proposal for randomized testing for everyone, I think there was some pushback, if I'm not mistaken

17:36:20 on the staff and faculty side about not being on campus to have mandated some random test. In a sense if the inquiry is about can we make more of like a routine test procedure

17:36:35 for graduate students in those areas I think that would be not to play devil's advocate here, but I think that would be kind of a controversial issue for some but I think the bigger issue would

17:36:39 be those people not getting tests - - .

17:36:50 To our guests today once they're here, they have data on the utilization of tests or whatnot. My understanding is that the tests are very underutilized and people are not getting tested,

17:36:55 filling up all the slots.

17:37:06 >> Coogan: In the chat, Martina sent me a link. To add-on what you're talking about Awad, my understanding is that they were part of the random sampling, they could opt into that, however they

17:37:18 couldn't sign up for the routine testing. That's why they were asking what the difference was, why they were not able to do the routine testing. So they get most of the benefit, just not

17:37:26 all of it. That was what was brought up.

17:37:37 >> Maruf: All right. I think our guests are slowly coming in. Apologies on pie end, a huge error on my part. I'll ask the question again do we have a quorum?

17:37:41 >> Awad: Yes, we do.

17:37:55 >> Maruf: Great. Sorry for cutting uh discussion, but it seemed like a weirdly appropriate time to stop. I'd like to begin, that's the agenda, and I'd like to continue by welcoming our

17:38:12 guests from student affairs Dr. Shushok, Dr. Bridgeforth, Dr. Hughes and Dr. Wagoner, first could you all give brief introductions to who you are and to the delegate body, open

17:38:20 forum for you guys for about 30 minutes or so.

17:38:23 >> You want us to go in the order on the slide there?

17:38:25 >> Yeah, please, yeah.

17:38:38 >> Frank: Happy November, everybody, my name is [Shushok and I serve as vice president for student affairs. I'm finishing my first year in this role either as interim or permanent which

17:38:53 is really hard to believe and I came to Virginia Tech in 2009 and came as associate vice president and senior associate vice president before interim vice president and vice president.

17:39:07 I am so impressed with our graduate students at Virginia Tech, and appreciate all that the GSA does. GSA is a terrific advocated for students and I really appreciate that. Glad to be with

17:39:08 you today.

17:39:15 >> Maruf: Thank you, Dr. Bridgeforth, are you on the call?

17:39:19 >> He's on his way, Maruf. He should be joining soon.

17:39:22 >> Maruf: Okay, then, Dr. Hughes.

17:39:34 >> Dr. Hughes: Good evening, hey, Maruf, and hey everyone else. Pretty excited to be here, and Byron Hughes, Dean of Students. I have been here at Virginia Tech since 2008, so I've been,

17:39:48 I've served as S*Sen director in that office, and then moved into fraternity and sorority life where I was associate - - moved into the role in 2018. About a month ago was the two-year

17:39:58 mark for me being in this role. Definitely happy to be in this position now which allows me to really get to know I think a broader base of our students, undergraduate, graduate, and professional,

17:40:13 all across our campuses and pretty thrilled that we could be invited to the space with you all this evening to see how we can cultivate that relationship and support and develop with

17:40:15 you all.

17:40:29 >> Thanks, Maruf. Hi, everyone, my name is Heather Wadoner, director of student engagement and campus life who do a number of things including serving student organizations, advising a student

17:40:41 budget board, as well as helping to run the graduate life center. As you all know the GS arc is a special place with lots of partners. We aim to serve graduate students in a number of ways and

17:40:48 I'm just thrilled to be with you this evening. So thanks for having me.

17:40:56 >> Maruf: All right, thank you. So I'll just open the floor, whatever questions you guys have for student affairs, let's kick it off.

17:41:08 If you could either raise your hand function so I can call on random people. En.

17:41:16 >> Maruf: It would be great if when people asked a question they told us who they are and what they're studying that would be great to get a little context.

17:41:24 >> Frank: We learn a lot about the interesting things you do when you introduce yourself.

17:41:26 >> Was that a hand raise or a clap?

17:41:34 >> I'm on my phone so I've never done it with my phone before. It's a hand raise for sure.

17:41:36 >> Maruf: Okay, ask your question.

17:41:41 >> I don't even know what I look like.

17:41:45 >> That's a pretty nice question.

17:41:53 >> You should look in the mirror and you'll get a good idea of what you look like, my man.

17:41:57 Good to see you.

17:42:06 You're on

17:42:15 >> Hassan: So the question we talked about it a little bit before because we wanted to bring it up now because GSA has a much larger audience and they can really if I'm saying the right thing

17:42:27 or not I may just be talking for myself and a few others. From a lot of the questions I've been receiving from my position, I'm Hassan, the executive chair for - - graduate student association,

17:42:33 also the delegate for the translational biology medicine and health program. Nice to meet all of you.

17:42:47 In my role I've gotten a lot of feedback from different students talking about they've been working a lot during the pandemic time, and working more than they have ever done before. The

17:43:01 problem now is that there's one means for us to adequately stay with our PIs, can we slow down, can we chill out for a minute? But it's such a widespread issue that I think it's not something

17:43:06 that could be solved simply by saying go talk to your PI about it.

17:43:16 If it was just a handful of students, I would not be talking to all of you about this. It's been almost every student I've talked to has said they have been working and working to the point where

17:43:21 I personally think that burnout is something that's inevitable, if not already happening to students.

17:43:36 My question is more so for you, like the student affairs team, all of you together, how are you equipped to manage the potential or in this case inevitable burnout that's going to happen if students

17:43:47 don't have the means to slow down their work load? I think a lot of PIs end up because they're distant from the lab, and in some cases they're not even present, it's much harder for PIs to understand

17:44:03 whether the work load they're asking for their students is something that they can complete without making large sacrifices to their life.

17:44:21 That's just what I wanted to ask. Is there a way for the student affairs to mitigate this or get ahead of it or try to in some senses protect students from burnout in a substantial manner.

17:44:23 .

17:44:37 >> Frank: Hassan, I'm going to take a stab here and I'd love for my colleagues to jump in as well. One thing is sure, this isn't an easy solution but I think one of the things we can do and

17:44:56 that we should do is to be the chief student advocates for all our students' experiences. One of the ways I see my particular role is in lots of conversations is helping to tell the story of students

17:44:59 and their experiences.

17:45:11 In some ways I describe myself as the empathy advocate for students because I get to spend a lot of time with students and I hear their stories.

17:45:26 What I try to do is to help people who may be a few steps removed from the day to day life of students to explain what they're experiencing.

17:45:42 I think what you're doing is you are providing more information to us listening that it is the pandemic has not been a reduction of your work. It's been an increase of your work. I think

17:45:51 that's, I think every one of us in student affairs would say we know what you mean because that's exactly what we're experiencing as well.

17:46:10 It seems like everything's doubled and I know as a graduate student you're straddling multiple roles and throw on top of that you're playing a major leadership role being the president

17:46:26 of - - of GSA. What you can expect from all of us is to help share that story and all the conversations that we're in. I did visit with all the department chairs the week before last. A lot

17:46:41 of the department chair meeting and it was interesting I think lots of faculty are feeling this way too. The interesting thing is I think we all as a culture need to talk about what the cumulative

17:46:58 of this experience has been on all of us and how we can, one, let us all step back a little bit to take some real breaks and to calibrate, and if we're having that conversation, you're having

17:47:10 that conversation, and our faculty are having that conversation, then we're going to be a lot better off calibrating our culture.

17:47:23 I think going into the Spring semester, we're going to need to calibrate a little bit because people are going to be tired, and I'm hoping the holidays will provide some respite, but it won't

17:47:30 do it all so we've got to recalibrate our expectations a little bit.

17:47:35 For a lot of us, I expect we have to recalibrate our expectations for ourselves, too.

17:47:47 I know a lot of you are hard pushers. You know, you work really, really hard and you're used to working really hard maybe you need to lighten up on yourself but I know you need other people to

17:47:55 lighten up on you as well. That's my best first answer there, but let's see what other people what my colleagues say.

17:48:13 Before I go, Hassan, just while I have the attention of everybody, you have been an outstanding advocate for graduate students in Roanoke this semester. I want to say publicly, if people

17:48:22 don't know how hard you are working with graduate students, let it be known that you're advocating for them all the time and I really appreciate that.

17:48:27 >> Hassan: Thank you, Dr. Shushok that means a lot.

17:48:28 >> Dr. Shushok: I speak truth.

17:48:39 >> I second that, Dr. Shushok. If I could kind of interject. We have a lot of hands raised, if we could time it to about 4 or 5 minutes per question that would be great. Before we move on

17:48:52 to the next question I'd like for Dr. Bridgeforth to introduce himself, because he's in, and then flip on to other individual for questions.

17:49:08 >> Dr. Bridgeforth: Hey, everybody how you doing? Good evening, its GFR to see everybody. I'm not sure how much I have, I am James Bridgeforth,

17:49:11 and I'm delighted to be here.

17:49:25 I'm not sure like I said how much time I is so I really wanted to spend some time getting to know you and share what my role is here. I want to be sensitive of folks' time. I can say for some of

17:49:38 you I would love to spend some time with you maybe we can get connected by e-mail and have a Zoom. I can talk about my role and what I'm doing here, I would love to do that but it sounds

17:49:45 like we have a limited amount of time.

17:49:47 >> Maruf: Yeah, thank you.

17:49:50 Alice, if you can ask your question.

17:49:55 So it will be Alice, Jack, then Katrina.

17:50:14 >> Alice: Good. My name is Alice Fox, I'm one of the delegates from science, technology, and society. My question was surrounding one of the e-mails sent by Dr. Belmonty about mandatory applications

17:50:26 of cameras I'll post the direct quote in the chat. My department and fellow graduate students are really concerned about the implementation of a mandatory camera policy for tending

17:50:39 Zoom classes both because it's highly discriminatory against individuals who are marginalized in certain community spaces, but also because requiring an actual documented case of disability for

17:50:42 not using cameras is also discriminatory.

17:50:54 It's incredibly expensive, and incredibly time-consuming to get these disabilities, like, documented and trying to impose that on students when it's already a really stressful situation

17:51:06 for them to show up to class and they're meeting us halfway already by being active participants in the class even if their camera's not on. I'm concerned that forcing people to use their cameras

17:51:09 are making it mandatory - - .

17:51:23 Is going to escalate an already pretty dicey situation between faculty, staff, and students. Not to mention, there are no tools currently being implemented in Zoom that prohibit the

17:51:35 use of other students screenshotting or otherwise taking photos or videos of your camera while it is on and no policies protecting students from these types of camera, like, stranger

17:51:46 shot kind of things going on. It forcing people to have their cameras on is concerning. I was hopeful you would be able to shed some more light on this or provide some more

17:52:00 ideas for where this is going, why this is a thing, how I can possibly prevent this from becoming a thing. Any information would be great.

17:52:12 >> Dr. Shushok: Well, Alice, just to get us kicked off first, thank you for bringing that to our attention. As is off than case when we spend time with students we learn new things.

This is the

17:52:23 first time I've heard about that particular policy and that might be college-specific but I wanted to ask Dean Hughes if that has been something that's come up in the Dean's Roundtable

17:52:29 or you've heard any colleges that are maybe taking that position?

17:52:37 >> Deaneen Hughes: Yeah, I have heard, early since the Spring semester when we initially went online.

17:52:47 on when students were struggling with the mandatory need to have the camera on and in testing scenarios, for example, there's a particular software that instructors

17:52:59 are using to be able to make sure that you are only looking at the screen and nowhere else. I think the challenge has been as our instructors are trying to figure out and navigate a way to be

17:53:12 able to sustain academic integrity for a course while also trying to meet the needs of individual students, but I think as Dr. Shushok just said when we come across those scenarios where every

17:53:25 student certainly has a mitigating circumstance and there's something that's happening and there might be some significantly legitimate reasons that would require a student to not have

17:53:34 a camera on during a course. That's we're able to work with that individual student and that individual instructor So the college to be able to navigate that situation with that student and for

17:53:38 that student to be able to determine what's happening.

17:53:50 And also why this would be problematic. Certainly for our students with disabilities team, services are available to any student, undergraduate professional student no matter what campus

17:54:01 they are on for Virginia Tech. They also can be helpful there. Sometimes I think the testing that you might have been referring to in the documentation that's being referred to may not necessarily

17:54:13 be involved in testing. It may be something their team is able to determine in this case, an accommodation might be needed that should not require them to have to have a camera turned on or

17:54:26 whatever the requirement might be. There are some instructors that are using, that want folks to use a software that says hey, keep your eyes on the screen - - they would not be able

17:54:34 to do that or maintain or look away for whatever reason.

17:54:46 Situations individualized nature particularly when we are trying to change culture with how faculty are operating but many times kind of like we said in response to Hassan's question, we can know

17:54:57 it's happening with a student and be able to tell that story again, it's very helpful to then be able to work with our academic Dean colleagues to figure out and determine is there something else

17:55:10 we could be doing, another option that might be available to folks. I it may not be the only option, it might be the quickest option, but there might be another option to what they're trying

17:55:24 to to. When we know those circumstances, specifically and individually, then we can certainly work through them. I think I saw a note that we can always of course enlist for help

17:55:33 as well. Glad the students - - graduate students are feeling it, undergraduate students are feeling it as well.

17:55:36 >> If we could go to Jack for the next question.

17:55:51 >> I want to followup on Alice's point in that if class integrity requires surveillance, there's been a fundamental failure in the class' pedagogy and I think that's where the class' problem

17:55:55 should get located. I really hope that gets discussed in that respect.

17:56:02 They cannot require, that is currently the policy, that is excellent news to pass along.

17:56:13 My question is about shared governance structure and power sips I know you're on the working group or task force that is reassessing the role of lower shared governance structures right now,

17:56:25 Dr. Shushok. So I'm asking what powers you looking at expanding for lower level governance? Right now we frankly have none. We can make comments on policies. But we actually have

17:56:32 no effective way to exercise any say in what goes on in the university.

17:56:43 I with really like to hear some descriptions or what material institutional power is being invested beyond the sort of like commentary stage.

17:56:51 Then also as an aside I'm waiting for an answer on my Twitter question from today but we'll talk about that later for sure.

17:57:02 >> Dr. Shushok: Jack, keeping up with your Twitter questions requires a full-time assistant so I'm looking on hiring someone to help me.

17:57:21 Hey, Jack, I think one of the most important things that could perhaps happen as a result of the task force on the future of student governance is related to curating the student voice. Student

17:57:44 voice is very disbursed at Virginia Tech and what that means is that the power of the collective voice gets diffused and it loses its impact. I think a major way that this committee can have

17:58:05 an impact is thinking structurally about how we create an undergraduate student senate and a graduate student senate that has the capacity to to speak for students, graduate students and November

17:58:20 graduate students and professional students in a way that has checked and curated that voice, and brings the things to the table that are the very most important things for change.

17:58:35 What happens, and this is my view here so I'm not speaking for the committee, but in my view the different entities that represent students, if I ask them what are your top three issues, the top

17:58:50 three things that you want to see changed, they're all saying different - - they're all singing different songs. Etle.

17:58:59 Hard to discern what are the most important issues because those entities haven't worked together to say these are our top priorities.

17:59:03 These are the key things we want change on.

17:59:19 And I think that's going to be a really important thing to move forward is a way to curate because as you know, graduate students are a very diverse group of students, and so are undergraduate

17:59:29 students and they have very different opinion saabout the things they would like to see changed at Virginia Tech. We need a system that allows those diverse voices to bring those issues to be

17:59:44 vetted and then moved forward in the governance process so you can see meaningful change quickly. I know that's what I hear from students all the time. You know, by the time that change comes

17:59:53 to fruition, I've I've got my PhD, and that's too long.

17:59:56 It's an important conversation.S there.

18:00:13 Two graduate students on that committee. Monica Gibson is also on that committee and we've been talking to others across the country to understand the best, most effective, most powerful student

18:00:29 voices but I think you're bringing up - - I don't disagree with you at all, Jack. I think you're right. And how that gets discerned by this committee is going to be a very important thing. Maruf

18:00:42 is on this committee. I know he is going to represent you really well and I encourage you all to continue having those conversations about how we can best structure the environment so that the

18:00:55 student voice has power. And it should have power and influence on the Virginia Tech campus. It's been diluted, and it's been diluted structurally, and we need to restructure that. So I appreciate

18:01:02 your question, Jack, and I'll get to your Twitter question later tonight, how's that?

18:01:12 >> Maruf: Very good. I'd like to kind of skip down a couple of people and call on Aidan because I think it's a related question to this.

18:01:27 >> Aiden: Yeah, so, hi, I'm Aidan, a graduate student in the math department and the chair of the committee on the current constitution rewrite effort for the GSA. What I want to ask quickly

18:01:44 is what kind of other bodies to which you were referring that advocate for graduate students besides the GSA? I ask this because I want it in some sense from the horse's mouth, but also because

18:01:51 I'm not perfect, I could be missing something.

18:01:53 That's my question.

18:01:54 >> You're muted by the way.

18:02:08 >> Sorry, Aidan, thank you. That's a great question. I'll ask my colleagues to jump in too. For example you have the graduate board of visitors rep. Sometimes that person is in rock step

18:02:15 sync with GSA, sometimes not. And that varies significantly from year to year.

18:02:27 You also have entities like the student budget board, the allocation of student money that may be aligned or not aligned with the wishes of students.

18:02:43 You have the commission on student affairs, which is another entity that speaks to student pullet's and governance. You have GSA, you have SGA, all those entities play a role in bringing things

18:02:58 forward. Now SGA doesn't speak for graduate students, but then you also have individual students that bring forward things that are issues for them, they speak on behalf of a department or a group

18:03:06 of graduate students that are a sub-population, research assistants might speak up about particular things that are important to them.

18:03:18 At least what I hear from students, Aidan, is sometimes they don't know exactly where to go, where to go to get action, and so I think that's parts of the clarity process.

Where do I go when

18:03:21 I haven't had an - - when I have an issue?

18:03:32 I think the issue about cameras is a really salient example, and then Jack jumped in talking about kind of policy and some larger issues. Where do you go with that? Do you go to CSA? Do

18:03:44 you go to GSA? Are you supposed to bring that up in universal council? Are you supposed to go to the college of your college and talk to your college and your Dean about that?

18:03:52 Clarifying those things seems like a really important thing.

18:04:04 >> - - Dr. Bridgeforth: Dr. Wagoner and I have been meet withing students and one of the things we have learned is that there are two systematic issues I think this future of student governance

18:04:05 will address.

18:04:17 One, the same structural issue of how students can report and where they're going with claims us and ewes. Some of them are issues, some of them are just things and students need to air student

18:04:23 voice where to go, that's one, and then two, what is the process if I do have an issue.

18:04:34 For the graduate student, that is going to be fundamentally different than the undergraduate student based on graduate students, but I think this idea of having a student voice where there is a

18:04:43 voice that speaks for graduate students. And there is a voice that speaks for undergraduate students, it's just - - .

18:04:54 You think about the idea of faculty senate there's one faculty voice - - for us it's going to be about trying to find ways to create a system so that students will know not just where to go, but

18:05:05 who they are, and then the other issue for us is how do we get them involved? How do we get students involved from day one so they know they have power in their voice? I think this is a very

18:05:18 good move, it's a very big move, but I think it's going to position us at Virginia Tech to have not just a strong student governance but in a position to be a national model of how student leadership

18:05:28 goes from incoming to the institution, and becoming a voice and making appropriate changes needed and having a place for students to connect with systems at the university.

18:05:31 I'm very excited about it, and glad I get to work with it.

18:05:46 >> Thank you, both, for answers the question. I very much appreciate the responses and for The other committee that I, commission that Imanen known about thank you.

18:05:49 >> Maruf: I'm going to call on Katrina for her question.

18:06:06 >> Katrina: Yes, hi, this is Katrina Colucci, the Roanoke representative, the right-hand woman for hi Sohn and the eyes and ears for Hassan in are aafolk as well. Kind of picking up

18:06:21 on everyone's bits and pieces, you all have very busy schedules so is there like a plan for you to hire someone with a dedicated time to tackle all these obstacles. A different example

18:06:38 is Roanoke we lost a person who was in charge of mental wellness for the Roanoke, for the Roanoke campus. I know that Virginia Tech is going through a hiring freeze. What

18:06:44 are some crits K-L - - - .

18:06:56 >> Dr. Shushok: It's Neuse to meet you, Katrina and thanks for what you're doing in Roanoke as well. Dean dePaul has called a meeting here that I believe is next week or the following but

18:07:14 it's a conversation with the division of student affairs here in Blacksburg with the Dean of the medical school with the graduate school, with the research institute, all of us need to

18:07:30 kind figure out how collectively we're going to take care of the students in Roanoke. The purpose of the conversation is exactly what you're asking. How do we do that? And right now it's

18:07:42 been a little disburshed. Almost like I talked about from a governance standpoint is we need to integrates because all those things have been pieced together over time and there are different

18:07:55 entities and now we need to think about how do we take care of our students in Roanoke collectively so that it is more thoughtful, more strategic, and more holistic.

18:08:10 That is ongoing, and I expect that you'll hear some news about that in the near future.

18:08:19 I will add that Hassan has helped paint this picture for us and the group that created the charts and highlighted all the different components of the student experience, and what's covered and what's

18:08:38 not covered so we've been very well-educated by Hassan and it's high priority for us to tackle those issues for you.

18:08:44 >> Maruf: We have time for about two more questions, June if youd go next.

18:08:55 >> I'm June Jones, a director of events, PhD students for social political ethical and cultural thought, and also what seems to take up most of my time is being an instructor in the political

18:09:19 science department. As I hear all of you talk about students - - you don't see most graduate students in our daily lives we're more like teachers, faculty and researchers than we are undergraduate

18:09:33 students. I'm curious about how all of you approach graduate students as different from how you approach undergraduate students. If you could say more on how you approach conversations and issues

18:09:38 so that we know you do see us as different and our roles as different.

18:09:43 >> Dr. Bridgeforth: Do you mind if I take a stab at that one?

18:09:54 >> Dr. Shushok: Please take stab at that and make sure you share that student affairs hires a ton of graduate students so they are a very big part of our organization and work in our organization

18:10:02 and we see them straddling these complexities day in and day out.

18:10:12 >> Dr. Bridgeforth: I think it's a great question, and I didn't get the opportunity to really talk about what I'm doing while I'm here. My role is new and we have assembled in student affairs

18:10:15 a new focus on what we call experience - - .

18:10:24 What we have is someone a new team of folks the folks are not new, but the way we're putting it together, the team is new.

18:10:30 We've been together for about three weeks and what we're doing is focusing on the holistic student experience.

18:10:37 What we're trying to look at is not just undergraduate students, but all students.

18:10:47 One of the things I actually message to folks, he Hassan, and someone else since I've been on this call today to reach out to them so we can sit down and none stay the experiences so we can

18:10:47 help create them.

18:11:02 What I would say to you is that utilize us. Help me connect with you because we want to program and design a community for you and a community that works for all students. We want to understand

18:11:15 what graduate students need so we can develop those programs and systems and also make sure that you are valued. Maruf has done a great job. I've known him what June or July I got to meet Maruf,

18:11:26 and he's done a great job of helping understand that graduate students have to be a priority. For our team, you are a priority. One of the things I'd like to do is understand what some of the

18:11:35 challenges are and how we can help. That's not going to happen overnight, but I think during our time together we can do that. If you is an opportunity, maybe shoot me a note and see if we can

18:11:45 get together and we can start to work together and build what the experience should be and start advocating for you. We do have a ton of graduate students here, and graduate students, I think

18:11:55 everybody on the call of student affairs has been through a graduated program and many of us were in leadership roles while we were doing that we know just how difficult it can be. It's really

18:12:04 important that we hear what it feels like today and how we can champion that for you. I hope that helps.

18:12:08 >> Dr. Shushok: Dr. Wagoner, what would you say about this?

18:12:20 >> Dr. Wagoner: Absolutely. Thanks for the great question and I agree. When I think about graduate students there's more that I'd love to get to know about your needs.

When I think about from

18:12:29 a facilities standpoint, we want to make sure that the graduate life center has what you need, the wellness room, and thinking about Zoom rooms and thinking about the computer lab, and

18:12:41 how that's being rethought and much of that is in partnership with the dean and Monica. We need to be thinking about what services, what programs, what facilities, how do we build these things

18:12:52 that are unique to your need, warn we know your needs are very specific.

18:13:03 Oftentimes too this is an opportunity for us to make sure that we are capitalizing on a portfolio to best serve you because your work looks different and your caliber looks different and your life

18:13:20 looks different so I think that we need to continue to explore that more the student budget board - - I think we're on a really good path in thinking about student activity for graduate

18:13:32 students and their activities. It's complicated in some ways than in other ways we can really simplify and we're working towards that. Those are some things that come to my mind and I think

18:13:37 continued exploration in partnering is absolutely the way forward.

18:13:50 >> Dr. Shushok: June, I hear in your question is whether or not we recognize that student is just a little sliver of your life. One of the things that I think is really important to say, I consider

18:13:58 graduate students colleagues. They are faculty colleagues at Virginia Tech.

18:14:16 We're partners. You most of the time are delivering the education at Virginia Tech just like faculty are, just like student affairs people are so we understand that you are colleagues.

18:14:32 You're also students. You're also often managing family responsibilities. It is a very complex life that a graduate student is living. So I appreciate your question and I think what you are

18:14:53 lifting up is we need to remember that complexity in everything that we do when we work with graduate students, which are also colleagues, which are also people building their lives.

18:15:04 >> Dean Hughes: When I think about students and November graduate students, and the team of students within the dean's office, our framework for how we work with students is a

18:15:15 framework of people. So you come in, there is a need of assistance that could be varied and so what is done to be able to provide help there is based off of the person that's sitting in

18:15:27 front of us. So there's not a checklist that's the deans utilize that's based around well if you say this, I need to connect you with that office. If you say that I need to connect you with

18:15:27 that.

18:15:29 It's just simply what's happening.

18:15:41 And because of the significant relationship or close relationship that we have with our colleagues throughout academic affairs, there's also a way to be able to - - some relationships there so

18:15:51 that we know we are working with all aspects of particularly undergraduate students case their lives. We recognize the complexity of the life the graduate students are living, and that some are

18:16:01 full-time people who just got out of college a year ago, undergrad a year ago and don't have all of life responsibilities and some might be folks that have been working professionally

18:16:13 for 20 years and came back - - it's just kind of all over the place. That's why I have the perspective that we try to embrace there is what is the deck in front of us and that challenge

18:16:19 can be personal, academic, social, anything, and we try our best to be able to work from there.

18:16:30 >> Maruf: Thank you. If I can ask the final question because this has been on my mind for quite some time, what is all of your commitment to forming a graduate student budget for the GSA

18:16:34 controls?

18:16:39 >> Dr. Wagoner: On it, man. I promise. We are on it. We are on it.

18:17:00 My son said why did you yell, he's asking me because I'm so excited about budget board. We're on it. I know it's a little slow.

18:17:12 >> We are highly committed to this. It's going to happen. That I can promise you. Will it happen in the time you want it? Probably not, Maruf, but it's going to happen. We're recording this

18:17:14 and now you have me on record.

18:17:15 >> Maruf: Thank you.

18:17:26 >> Dr. Shushok: You know I'm committed to that. I've been very explicit about that. I know that Heather is as well, and Byron, and James, we all are. Lets me just conclude with this and it is

18:17:49 a commitment. Student affairs is not just for undergraduates. It's not it is for graduates - - we are, you are our colleagues and we also have an infrastructure that needs to support you and

18:18:07 your needs and we understand that there are times that we have not done that as effectively as we need to. And we are all in to thinking about how we can support graduate students and their success,

18:18:23 especially, June, around the complexity that you highlighted and understanding you are awl also our colleagues, your circumstances are unique. Those of you in Roanoke or northern Virginia,

18:18:33 your lives are different and complex, and we wanted to build a complex infrastructure that meets those needs in all their complexities.

18:18:35 We're working on that.

18:18:39 We appreciate you being colleagues and partners and helping us do that really well.

18:18:46 I know all of us would welcome your reaching out at any point about anything, and we're there for you.

18:18:58 So, thank you for letting us crash your meeting and thank you for all the great work all of you are doing. Your voices are all over the place in Virginia Tech, and I think it's making a big difference

18:19:01 and helping us be better so thanks a lot.

18:19:10 >> Maruf: Thank you, Dr. Shushok, Dr. Hughes, Dr. Bridgeforth. If you have time, I invite you to stay and listen to the rest of the meeting. I think you'll have a good bit of - - .

18:19:17 So moving forward with our agenda items - - .

18:19:23 I want to ask someone to raise a motion to change voting procedures during Zoom meetings.

18:19:49 Wrote to me in the chat so we can have voting on Zoom and make them a lot more efficient for resolutions here. So someone - - come back to provide clarity you can do that as well.

18:19:50 Dead silence.

18:19:55 >> I'd also be - - yeah, I'd be okay with going forward.

18:19:55 So motion.

18:19:58 >> I'll second that motion.

18:20:09 >> Maruf: All rights, then we've got thumbs up for...

18:20:17 Yays and nays I feel like wanted everyone to be like yay and nay but I feel like this is great all right, so motion passes.

18:20:18 >> Yay.

18:20:20 >> Maruf: Excellent.

18:20:38 All right, this was a resolution sent to you guys overing mail, Awad sent this I think a week and a half maybe two weeks ago. Do we have any commentary on it? If I'm not mistaken this is regarding

18:20:39 a new major.

18:20:41 >> Is this the one in education?

18:20:42 >> I believe.

18:20:57 >> I believe this was something having to do with the shortage of educators and how they were constructing some new areas of groupings of areas of studies of majors as a normal person

18:21:04 would call them in order to try to combat that. Basically the majors.

18:21:16 >> Maruf: Yes, now it's coming back to my memory. This is the elementary education major.

18:21:18 Any comments on this?

18:21:34 >> Jack: It's generally procedure to have the person proposing the bill to introduce it. I was curious if there's a representative here from maybe the department trying to push this

18:21:38 through Thun Maruf: I got this from shared governance and they were like give tongue y commenter, not comment.

18:21:44 >> Jake: This is what I mean by not having power. This is a box.

18:21:47 >> Maruf: Someone from undergrad policies?

18:21:58 >> Sophia: I'm the representative to the CUSP commission so I can speak on it a little bit. I'm not naught from the education department so I don't personally have strong investment in this,

18:22:12 but I do think it's, both the majors are decent. The first major is a bachelors of science in education and elementary ed, and their justification for being about science is that these students

18:22:27 were going to be taking more stem-based classes throughout their required electives, and the second is a bachelor of arts in second area education. And within that 18:22:39 different majors, because there's a lot more specialization at the secondary level so within that they have English language arts education, history, social science, mathematics education, and

18:22:55 some other things within the P S. side. I'm not sure if you have anymore questions but kind of the justification was that there were some programs at the masters level and ways to get teachers

18:23:13 certified post their bachelors degree but there wasn't a formal program and there was a shortage of teachers in Virginia. So this is has been proposed and going through CUSP as well. So if anyone

18:23:22 has any questions I'd be happy to take a stab at it.

18:23:29 >> Kase: Question for clarification, are we voting on this today?

18:23:43 >> Maruf: We're voting on this today because it's due November 29, if I'm not mistaken and I don't think we'll be meeting prior to then.

18:23:56 >> I think it sounds like a good idea. I mean y know there's definitely a teacher shortage and providing for more specialization and obviously the department proposing this sees a need

18:24:03 so I will support it.

18:24:05 >> Jack: Two thumbs really quickly.

18:24:12 One, Maruf, I think we need to adopt the agenda before we actually proceed with approving resolutions just as a point of order.

18:24:17 >> Maruf: Great point of order.

18:24:17 >> Jack: I move to adopt the agenda.

18:24:21 >> I second the movement.

18:24:22 >> Maruf: Thank you.

18:24:23 >> Jack: All in favor hit yes.

18:24:24 >> Yay.

18:24:29 >> I think - - you're a parliamentary yn actually.

18:24:38 >> I guess I can't technically sec that motion but thank you for that point of order.

18:24:41 >> I second it.

18:24:44 >> Beautiful.

18:24:54 >> Jack: I don't have an objection to the policy itself, but a procedural comment we would have appreciated to have a representative here to actually explain the bill and so that we could comment

18:25:05 on it in a more educated fashion. While we do have two students from the department of education and a couple from other related departments it would be nice

18:25:11 to have somebody who wants this legislation to go through here.

18:25:13 >> Maruf: That's fair.

18:25:17 >> Sophia: So I'm the representative for GSA on that committee.

18:25:25 I'm not necessarily from the education department, but sorry.

18:25:34 >> Jack: Am I misunderstanding, so you're the person pushing you through or should there still be a person. My comment makes sense with you here.

18:25:49 >> Sophia: So there is like for I didn't propose the major because I'm a graduate student, so someone came to our committee to propose this. Is that the person that you would like to speak

18:25:51 if that makes sense.

18:26:04 >> I believe someone has knowledge of the motion to speak on the motion would probably be best. If that sound said snarky, I'm sorry, but yeah. I think that's what Jack is saying, if I'm

18:26:06 not mistaken.

18:26:11 Put thank you for speaking out to the best that you could, certainly.

18:26:16 >> Jack: Yes, that was not accusatory towards you, thank you so much.

18:26:22 >> Maruf: Did Jack raise a motion somewhere there? I'm not sure if it was or wasn't at this moment.

18:26:28 >> Jack: That was a comment because we're not voting on approving the resolution, we're just commenting on the resolution.

18:26:37 >> Aidan: So with that comment on the resolution, I wanted to ask I'm not sure where these come from or go exactly, is that comment on the resolution actually going to be reach people

18:26:44 that need to hear it or...

18:26:45 I don't know.

18:26:57 >> Kase: If it's attached to the end of the resolution it goes to university council, but I'm not sure on that.

18:27:08 >> Maruf: What I can tell you p.m. Myers sent this to me who's the overseer on governance, I will be sending whatever comments yo guys have to her, and I think she puts it on the end of the

18:27:10 resolution or something like that.

18:27:23 >> Aidan: Awesome, thank you.

18:27:25 >> Jack: Can we vote on the comment?

18:27:26 >> That's parliamentary.

18:27:36 >> Yeah, so, I guess, uh, yeah, honestly, since given the silence, unless there's any further discussion - - .

18:27:48 >> June: Well, um, maybe it's worth us commenting and just saying that if this is a new major, if this is an increase in number of people, that they should be aware of the impact it will have on

18:27:59 teaching assistants and the salaries that those teaching assistants will be allocated out of the department's budget I think the creation of a new major might bring in more students which means

18:27:59 they.

18:28:12 Going to spread the - - or they'll bring in new ones and woe want to make sure that there are compensation and benefit needs are met.

18:28:19 >> I'll give another moment for comment.

18:28:30 >> Were these comments going to officially add to the resolution.

18:28:40 >> Think Jack's comment, if I'm reading right, weed like a representative to come and present, I think that's a good idea but I don't think we need to put that on this specific resolution, like

18:28:50 just send it to April, maybe.

18:28:51 >> I agree.

18:29:11 >> That makes sense to me, I withdraw my comment.

18:29:13 >> Motion for no comment?

18:29:16 >> I can't second these motions.

18:29:17 S.

18:29:19 >> Someone made a comment, correct? So.

18:29:26 >> Maruf: The comment was from June regarding support for graduate TAs.

18:29:31 >> Okay, sorry about that. Then motion for that comment.

18:29:33 >> I'll second the motion.

18:29:38 >> All right.

18:29:51 >> All in favor, aye, thumbs up, happy face, smiley emoji, whatever floats your boat.

18:29:59 >> You don't have to motion for comments, I think those are just voted on.

18:30:18 >> I don't see everyone so it's kind of hard for me to, like, see the votes.

18:30:22 >> Was Awad's comment to a more formal voting.

18:30:29 >> I'm not sure how he handled voting prior, I don't want to say less formal, but more of a streamlined approach to it, just - - .

18:30:39 >> Yeah, because over Zoom, this is not streamlined as it is, certainly. Thank you for the enthusiastic agreement from Jack.

18:30:55 >> Kase: I would just and I'll maybe a look at this afterwards, I know there's one we could use - - you just put a link in and just click yes or no because I know student government last year

18:31:06 voted on that software during Zoom meetings and it was realizey.

18:31:11 >> All right, moving on.

18:31:20 >> System chair moving forward. I believe she's here.

18:31:21 [mumbling]

18:31:28 Confirmed.

18:31:33 Motion to approve Kayla.

18:31:36 >> Seconded.

18:31:37 >> All right.

18:31:41 >> In favor, express an aye.

18:31:43 >> Aye.

18:31:44 >> Aye.

18:31:44 >> Aye.

18:31:46 >> Thank you for the aye.

18:31:47 >> Aye.

18:31:56 >> We can also Prez yes or no if you click on participants you can actually say yes or no in your own column and it's easier for people to count.

18:31:58 >> Thank you.

18:32:02 >> There's a counting feature? Wow, okay.

18:32:06 Blowing my mind.

18:32:14 Thank you, motion approved, Kayla, you are now the chair.

18:32:16 Subcommittee update, diversity.

18:32:20 Can we get Emily.

18:32:34 >> Emily: Yeah, so I just have a quick update. We are working on our short and long-term goals. We met with Dr. Lee and drafted some of those. We're in the process of reviewing data

18:32:49 from the Spring 2019 graduate student climate survey, the numbers page, and then data from the engineering department. We're using the UVA, and diversity plans as a guide but I did want to put

18:33:03 a call-out if anyone knows of additional diversity and inclusion data for your specific college or department that public, please e-mail me with that information.

18:33:17 We have one community member that has the college of engineer data clearly, but any other databased on a college would be very helpful. Thanks.

18:33:19 >> Maruf: Thank you.

18:33:22 Moving on.

18:33:31 Grad comp and capital planning. Did not receive official slides from you guys but did you guys have anything to say?

18:33:38 [inaudible] on the call.

18:33:53 All right, moving on, I don't think she's here. Student services. You guys gave quite a few slides so tell me whenever to flip slides and I'll get it. So begin.

18:34:06 >> Isis: We started by taking a survey of graduate students because we wanted to figure out what what services students were using the most and also which ones were the most interested in having

18:34:25 improved through the student assembly. So we got 188 total responses as of the time of making the slides. The link is still active. Vast majority from Blacksburg campus then Roanoke,

18:34:33 and we wanted to make sure that we got an inclusive amount of voices being heard in this.

18:34:53 76% of the participants said that they had been here for three years or fewer.

18:34:59 >> Mostly comp sci education and engineering as you can see.

18:35:13 Next slide. Here are the top six.

18:35:15 Had a significant - - .

18:35:35 As you can see cook counseling and Sciffert blew everything else out of the water. Students really want to see improvements there. I put the honorable mention of Cranwell. We didn't

18:35:42 know the way the school handles international students had changed drastically so we included that.

18:35:57 So when you include Cranwell international center, it's one of the top. Its students are very not happy with the way they're being helped as international students on campus so it's

18:36:03 something that needs to be considered because clearly these student needs aren't being met. Next slide.

18:36:24 So those were the student services side. This has about the same number of responses for grad school and honestly it's not as bad but students really want to see some of these things

18:36:34 improve like the average percentage is way higher. They feel like they're not getting the kind of professional development, financial - - students are not feeling - - students doing

18:36:35 services they want.

18:36:52 Okay, and so the next one we picked some of the ones that are mentioned the most in the comments we have some to fill out for the comments and we chose 5 things to really focus on.

18:36:56 Next slide.

18:37:01 We also asked if there were any services not being offered that they wanted.

18:37:15 The first one is one of our next slides. The graduate specific writing center that's meant for undergrads because we need help. We write papers, we write publications, we need a lot of writing

18:37:19 help and it's not something we have access to on campus at the moment.

18:37:31 Similarly with some of the international students running a home stay program and I I don't know why we wouldn't be able to do something like that, it seems like it would be simple enough to set

18:37:46 up and it would be in my experience it helps the students get acclimated to the country really well. If it's easy to do I don't see a reason not to.

18:37:49 We're seconding the motion here in the chat, nice.

18:38:02 And the last one that came up a lot was social events, but obviously we can't do that right now. Unless you want to hold Zoom events, which are valid. This question mark, it would be easy to set

18:38:07 up events right now, but setting in-person events so we could do that again that would be a big thing.

18:38:12 These are the number one things that aren't happening that students want to.

18:38:13 There we go.

18:38:29 So Cook Counseling, 17% of students. We really want Cook counseling to be better. We have some quotes, some really evocative things. Basically Cook doesn't have enough people

18:38:39 to respond and when they are responding they're responding mostly crisis response people and they're not really good with - - I've had long-term depression for like six years and I'm trying

18:38:47 to get help on it. That's not something that the Cook counselors are super good with, and it's something that the students need.

18:39:02 Our recommendations are getting more staff so we can hire people that are trained in the diverse field of needs.

18:39:19 There might be an online portal, either this or Sciffert has one, but I've been here for two and a half years and I've never gotten on the online portal.

18:39:22 Next.

18:39:40 And then once a Sciffert services we got some very specific paragraphs about how students have had bad experiences in the center.

18:39:58 The main thing is once again 123 you're hiring more people anyway, you can diversify the kinds of person you hire. Hour - - .

18:40:16 Especially considering now to get into Sciffert you have to walk through the COVID testing area which is not optimal. That was most of it. And all of these things are going to be

18:40:24 hampered by the fact that we have limited access during COVID and we're paying full price.

18:40:29 Stotts are not happy they're paying full price for services that have been lessened during the pandemic.

18:40:34 Next slide.

18:40:52 >> We are interested in broadening voices and there were accessible and equitable to Roanoke was responded to for like most of the questions the students in Roanoke and DC don't feel like they're

18:41:06 getting as much as the Blacksburg students are and the fee structures might be different but we do feel like the voices should be heard and if they're paying money they should get these kinds

18:41:15 of services and they should be the same quality as what we're paying here.

18:41:26 >> Before we go to the next slide or the next comment I'd like to emphasize and - - issues - - respondents - - getting online portal soon.

18:41:27 >> Nice.

18:41:28 >> So - - .

18:41:33 >> Check one thing off the to-do list.

18:41:41 >> Isis: That was so quick. See, look how easy things are, doing them right during the meeting.

18:42:03 A recommendation on that is just like the social events.

18:42:15 These are two things, the daycare was pretty high up on the student response considering that most students don't have children.

18:42:25 If you took the intersection of students with children and students who wanted daycare to be improved percentage would be way higher.

18:42:38 The number one thing that we saw was the daycare is expensive and people don't know we have these services for families there were also a lot of other things that I would like to have

18:42:52 this service improved by having it be offered so I don't think students are really well- America of all of the massive number of students that are offered to them.

18:43:06 Which might be good considering a lot of these have the issue we don't have the resources allocated to them. If students needs these resources they should know how to get them.

18:43:12 I want to say at the end of this we can talk to - - .

18:43:17 Any recommendations that other students have are very much welcome.

18:43:31 I think we could do one space, a website that's like do you have a family and you're looking for resources? Are you feeling extreme le stressed out? Do you need community engagement?

18:43:43 And so raising it up into those kinds of categories instead of just having a bunch of lists that are kind of confusing, ke nobody knows what an ombudsman person is. That I think would help

18:43:53 students a lot in actually being aware of and accessing these resources.

18:43:54 Next slide.

18:44:05 Here's the graduate specific writing center, I think it's the last one because this is the one that doesn't exist yet. Also, I really loved this first quote because the talk about needing a writing

18:44:18 center and they spelled publications wrong and that made me laugh. A lot of students want help on things like these and dissertation writing which is thought something the current writing center

18:44:30 is equipped to handle. They want publication and journal - - .

18:44:40 Fairly easy to set up. You can have people who are knowledgeable in this kind of - - .

18:44:44 They are help out the graduate students with their very specific needs.

18:44:47 I think that's the last slide.

18:44:52 >> Maruf: So green, going green, do we have update?

18:45:04 >> Jack: We've got a cupful short ones. The big *FRS thing is the climate action commitments, the major climate policy for the university after university council unanimously and moving

18:45:08 on up to the board to be voted on November 17 and 18.

18:45:21 There is some contention around the third point there that I wail spare you the details but will update you if it becomes more contentious.

18:45:31 The second thing is we're working on providing a one to two pager of the university's climate policy so that people can easily and quickly get educated on what the university's climate policy

18:45:33 actually is.

18:45:47 The CAC which isn't even policy, it's a guiding document, is about 150 pages long. The president's office put out a 20-page PDF that's nicely illustrated so we're working with the energy and sustainability

18:45:58 sustainability committee to put together a one to two pager that can give you the gist. We're also working on getting graduate students voices I couldn't read my notes for a second.

18:46:11 Getting graduate student voices on green howlings gas inventory processes because as anybody will tell you if you don't count it, it doesn't counten. These will be one of the key ways graduate

18:46:22 students will be able to get involved in moving forward in climate policy, deciding what gets included in terms of our carbon accounting. That was a big expansion from climate action

18:46:29 chitty was including a lot of properties that weren't included before and a lot of scope three emissions as well.

18:46:41 We're still working on programming for next year's earth week, which is the big sustainability week on campus because that's already passed this year, we're pushing that uh to Spring smears to

18:46:44 really get the ball rolling for next Fall.

18:46:56 Additionally we're still working on ways to make our own programming more sustainable. We're running into the same sort of difficulty where it's tough to implement any sort of sustainable structures

18:47:07 because COVID's made everything so in reliable. We're focusing our attention on the climate action commission right now and getting information about climate policy out to folks and then

18:47:23 next%er we're going to tackle sustainable for the students. And different elements.

18:47:23 >> Finance.

18:47:44 >> I'll be talking, giving a few update on behalf of my team, Clint and Alexis. So in terms of the update you've heard from Dr. Shushok as well as Dr. Wagoner on the positiveness towards the

18:47:53 student budget board we have a few update on too how we are progressing behind the scenes.

18:48:05 We already have existing student budget board policy as looking at it at very different angle based on the alignment with the graduates organizations.

18:48:18 The major three categories we're looking at for funding is on the restriction for current student budget board.

18:48:32 Right now we don't have a proper definition of a graduate student organization. We don't have that. So we're working on ho to define. We're looking at different aspects of it. Are the number

18:48:51 of members in the organization towards being graduates. The mission statement that aligns with what kind of fundings are requested that might be toward what graduate student organization is.

18:49:03 So the next steps for now is we're actually looking at having a focus group discussion who would be wanting to be part of the graduate student budget board likely be requesting funding from

18:49:11 the budget board especially on the major three categories that we have seen here which is kind of limited at this point from the student affairs.

18:49:27 We're also, we will be sending out a serve on interest, different top of categories and different organizations. Their fee and kind of request and understanding what funding

18:49:34 category do you want and at the same time, what type of requests do you want.

18:49:49 If you guys have any questions right now on this, you can please send it to the chat and I will be sending out a survey very soon to understand what kind of questions we have on these while we are

18:49:56 developing policies of the graduate student budget board.

18:50:00 >> Internal affairs, judicial, I don't know if update, do you guys have any.

18:50:12 >> I think that the one thing that we had was - - it's Aidan from the math department, your lazy parliamentarian, all of the above.

18:50:35 The one thing that we wanted to do was, which we had a couple of weeks ago, was to send out a survey for all of you just to confirm that the main principles with which we're rewriting the constitution

18:50:39 were something that was shared among the delegate body.

18:50:52 Awad was going to send that out tonight I think but hadn't until now just because you were rather inundated with surveys from Awad. So that will happen. It shouldn't take more than like 5 minutes.

18:50:55 I would anticipate.

18:51:09 Outside of that we're just progressing and I think we're starting to actually deconstruct the constitution as it's written to make it less all frightening.

18:51:11 Really I think that's all I have to say.

18:51:15 >> All right, thank you.

18:51:18 Exec board update.

18:51:19 Awad, any update?

18:51:31 >> Not really update, but just a comment I wanted to make. When we do have some votes on shared governance solutions and whatnot, I try to send them as soon as we get them out of shared governance

18:51:33 and usually we don't get a lot of time.

18:51:44 Please, if there are any in depth questions about resolutions, respond to the e-mails I sent you the complete documents, when you respond to the e-mails that gives our shared governance representatives

18:51:54 time to dig into information or be forward the information to the committee chairs and what not.

18:52:04 That's a better way than us trying to dig through resolutions in general assembly, that's not really the best use of time. Of course, if people want to dig in more to specific

18:52:10 resolutions we can ask to postpone our vote. It does not have to be on the meeting right after.

18:52:21 I think there were some comments in the chat. I'm not sure they are relevant to what I'm saying. No they are not. If there's anything, please make sure that you respond to the e-mails when

18:52:29 you get the resolutions and if you feel that your constituency might have a say in it if it's something specific to your department, then include it.

18:52:43 One thing I got from some of the delegates actually when I asked them to distribute the link to the meeting with their constituents regarding the meeting with the student affairs - -

18:52:56 I guess maybe at the GSA we did not do good job of making sure that the delegates know that their constituents can attend so want to clarify that.

18:52:59 >> Maruf: You explain your voting motion.

18:53:02 >> Awad: We did not do that?

18:53:03 >> Maruf: Just to make sure.

18:53:10 >> Awad: Yeah, so just most of the voting we're going to do occasionally as we did this year is going to be electronic so that's easy.

18:53:21 If we did do the motion already what I wanted to do was just to motion so that the votes is only for us total y nays and ab tensions for the most part things that we vote on are not necessarily too

18:53:39 contentious that we have lots of nays and ab tensions. It's easier than waiting for every to yay or thumbs up or clap on Zoom are really confusing. Did we do that, Maruf, when I

18:53:40 wasn't here?

18:53:42 >> Maruf: That's a great question, I feel.

18:53:48 >> Awad: I'll see the minutes and if we need to do that again I'll do it at the next assembly meeting.

18:53:50 >> I think we went through that, but I'm not sure.

18:54:01 >> Awad: Even if we have any votes in between they're going to be electronic. I'll take the minutes and if needed we'll do it again next assembly.

18:54:02 >> Maruf. Thanks.

18:54:11 Finance. You don't have additional update.

18:54:13 >> No, I don't have additional update.

18:54:15 >> Maruf okay, programs.

18:54:29 >> TFP, the travel fund program, travel being in quotation marks right now, applications are open, they are due by November 13, and this cycle corvees control 1 to December 31 as the conference

18:54:50 dates. We have already got symposium and exposition planning under way for March we're hopeful but I'm pessimistic about what that would look like.

18:55:09 Opening in Spring. And then our other program is cap and gown which doesn't really get thus of as a program with graduations being virtual, we were wondering if there was a general ainterest

18:55:22 in having cap and gown materials for photo op rentals and thinking about that as an option.

18:55:32 In the participants list if there was a checkmark yes or an X for now of if you personally are interested in that or if you know people who would be graduating this Fall who might be interested

18:55:54 in using the cap and gowns that GSA has as part of a rental program not for graduation, but for photo op use, I'd appreciate some feedback because if no one's interested there's not a lot

18:56:01 of point of putting in a lot of time and effort to revamp something that no one cares about and that's it for update from me.

18:56:09 >> Thank you. Enjoy could put that on the slack I think that would be good for cap and gown. Program.

18:56:13 Have to do with it.

18:56:14 Events June.

18:56:17 >> June: Hi, everybody, thanks for hanging in there.

18:56:19 Two big things right now.

18:56:30 We have buy Blacksburg initiative. We got special stickers for everybody to put on their IDs that will tell businesses they're graduate students and they're entitled to these discounts that have

18:56:32 negotiated ahead of time.

18:56:43 They should be in the GLC in the front desk, and if they're not don't worry most of these discounts can be given without the sticker just because it's so crazy right now. We do want to get the stickers

18:56:51 to you eventually whenever you can get in-person to campus, but of course we're not pushing it that much.

18:57:05 Growing has an online farmers market that you can put a coupon code in and get 15% off of their produce, the Blacksburg farmer's market also has a discount, you can go in there, get four dollars

18:57:15 in tokens and also 10% off from them, and then market is also offering a 15% discount as well.

18:57:21 Please go check us out and they want us to be able to just participate in the local economy as well.

18:57:28 So, I'm looking forward to people engaging with that program, and let me know any feedback about how that goes.

18:57:49 And also, little Hokie hand me down is coming up next week. That is our event every year for graduate students especially to get items for children ages 0 to 10 free for the taking. We have a

18:57:59 sign-up link right now on the GSA web page. And also I think on the women's center web page that allows people to sign up for time slots ahead of time.

18:58:11 So that we can limit I think there's about 20 people in the room at any given time so we like, we would like to give everybody items but we also want to make sure we're being safe. Please direct

18:58:26 people who are interested in that event to the website so that we can conduct it in a good manner that doesn't give people a headache. I've asked Dryden to forward these flyers to everybody

18:58:38 so you can take a look at the information on your own time. If you would like to help unload trucks and setup at the event next week, send me an e-mail as well. We might need some extra

18:58:47 volunteers because we've noticed that some of the undergrads that are normally very helpful with this event like the service organizations this year are not coming out in the same numbers again

18:58:56 because of COVID. If you're comfortable, we could really use your help and yes, let me know if you is any questions by e-mail thank you.

18:58:58 >> Maruf: Thank you, June.

18:59:08 No real update - - .

18:59:29 >> Sharon: No real update. It's not so much, um, that, um, we want to go and we do need your help for the little Hokie hand me down. It salute of work. Anybody who can get an hour here

18:59:33 or there, a fund or two, your input is appreciated.

18:59:40 >> Maruf: Thank you, and Sabrina are you on the call?

18:59:41 Don't think so.

18:59:45 All right, 6:59 p.m. Do I have a motion for adjournment?

18:59:46 >> So moved.

18:59:51 >> Second.

18:59:55 >> Aidan: In that case, aye for - - .

18:59:57 >> What? Don't we vote for it?

18:59:58 >> I don't know.

19:00:04 >> We have to vote for, we have to have official votes, guys.

19:00:09 We'll do the yeses and nos.

19:00:10 >> In the participants?

19:00:20 >> That looks like a yes to me.

19:00:32 >> I'd like to thank our captioner for coming in, and, um, I'll stick around for 5 more minutes if you guys wish to chat about whatever.

19:00:32 >> All right.

19:00:34 >> So, the - - .

19:00:35 - - .

19:00:36 [cross talk]

19:00:43 >> Maruf: I think, yeah, Dean would you like to say something?

19:00:46 Dean, I think you're on mute.

19:00:48 Or I can't hear you anyways.

19:01:19 Having audio problems.

19:01:31 She had a comment about just informed - - they're working on guidance for faculty commenting specifically on the use of videos.

19:01:33 >> Dean: Can you hear me now?

19:01:33 >> Yes.