I. Dean’s Report

- Russ Johnson, Rob Lester - two members of distribution requirements task force

  - Russ: we now have distribution requirements and academic precepts (10 things about what Colby students should know and learn and are the underlying philosophy behind the distribution requirements). We have had these since the 1980s and a lot of members of the faculty believe it would be useful to possibly restructure or alter these. Margaret McFadden, myself, and ten faculty members are on the task force…. If you look to the handout there are some core capacities that will serve analogously to our current precepts. These core capacities would be more oriented towards training students to not just be learners of established knowledge but also creators of new knowledge… over the last couple of years the task force has met with different faculty and different departments, but we have had not a lot of interaction with students in large groups and we now feel it is time for students to join the conversation as we move closer to actually enacting changes. To anticipate some questions: any new requirements put into place, they would not apply to current students… they would be grandfathered in. People will get the choice of using the new requirements or old requirements, but people are able to adhere to the requirements as they existed when someone entered the school…. We want to consult to get a student’s perspective on how current requirements have worked and what else might work better or worse etc. There is currently a motion being proposed to faculty so that the task force may move forward

  - Rob: i think about this by thinking in differences between content-knowledge and know-how and the ability to do things and apply knowledge… we are sort of thinking of this as possibly a shift from content-knowledge to more of an applied-knowledge

  - Laura Polley: I’m wondering if we can share some of the distribution requirements that we’ve appreciated… I specifically think that my W1 was a very helpful requirement for me and it was a great basis…

  - Russ: a lot of the academic departments and faculty also agree with that that the W1 requirements should stay and continue that

  - Laura P: which requirements did people have less positivity towards?

  - Russ: Page three is really reflective… we are thinking about changing from letter requirements that focus on content and an area of knowledge, but rather having the requirements focus on the modes of inquiry into learning… thus in order to satisfy a modes of inquiry requirement, you would have to learn more about how people in a certain field acquire knowledge and study….

  - Laura P: I think people focus a lot on science and art and people don’t want to take a biology class or an art class because they aren’t great at it or interested in it

  - Ashlee G: I want to talk about some of these “modes of inquiry” for example, the “formal reasoning” mode?
- Russ: Formal reasoning would be more of a mathematics or logic… it would be more like a “Q” requirement… and it would be more focused on how formal numbers and logic are reasoned… Also, this process should not really affect majors and major requirements?

- Ashlee: What is critical interpretation and analysis

- Russ: That is more of a textual analysis - closest to our current L requirement… how do we analyze literature and texts?

- Shivani T: Were all of these created at Colby or were they implemented at other colleges? Also how will we shift from the diversity requirement to the citizenship/understanding society requirement? How will that work into the core capacities?

- Russ: we developed this at Colby and also it was developed at other schools… we looked deeply at what other schools are doing. For example, bates just went through an extensive revision and a lot of schools have a modes of inquiry sort of requirement, but then we also sort of have focused this more towards Colby and what we see as important… additionally in understanding society it sort of seeks to combine diversity and history… we also are not sure how many modes of inquiry to have… for example we could possibly have a more stringent requirement for understanding diversity and inclusion … we could have more courses that much more directly address diversity and inclusion rather than having classes that more superficially address it…

- Graeme: would this lead to more programming…

- Russ: this may lead to more interdisciplinary courses and things… for example scientific thinking…

- Avery: what i’ve gathered is that this will lead to new classes or newly focused classes? Or will it be more of a repackaging?

- Russ: We think this will not be a renaming but a whole shift as it changes how you think and learn the information… for example maybe you learn facts about chemistry and names of elements, but we want it to be more about how a chemist thinks and solves problems…

- Maddie T: I think a strong focus on ensuring that courses are actually fulfilling the requirement it is supposed to… for example I honestly don’t know what class fulfilled my Diversity requirement, and that is unfortunate… so I think having courses that more directly address the requirement and more explicitly allow people to learn about the requirement area is super important

- Russ: yes and we would need a much more thorough description of what fulfills those requirements and we will be thinking about that

- Rob Lester: and we are thinking about ways in which classes themselves can also be evolved and rethought and restructured to fulfill the new requirements… there could be
totally new classes to fulfill the requirements that will be created for this purpose… and also some old classes slightly shifted and restructured…

- Tanner B: what would the appeal process look like for students who think they have satisfied a class requirement but it does not beforehand state that it is a fulfillment
- Russ: there currently isn’t really a process for that kind of appeal and so we probably won’t look to create such a process… The student should really ask the professor about why it doesn’t fulfill a requirement and why the professor didn’t ask academic affairs about that…
- Russ: Colby has always had a strong global focus and a lot of faculty still feel that we should have a language requirement, but we would be interested to see what you feel?

II. Minutes
- Approved

III. Executive Board Report
- Sam
  - Fill the stands was saturday and that was very successful, we had shirts and hats and things and the night hockey game was packed
  - Spoke with the Holy Cross President and they have a first year required bias training and I will be talking to Meredith again this year
  - We are attempting to plan a health services and counseling center open house
  - Met with a group of student leaders and Nathan about events happening during JanPlan, so if you are having an event then please contact or email Nathan about that
  - Ashlee G: most classes have been strongly encouraged in the past to program during JanPlan, is that the case again?
  - Sam L: I support people doing whatever they have time for in JanPlan, first years have some required planning for Global Entry Students, but there is not an official requirement for event planning otherwise.
  - Ashlee: What does planning look like so far? I know JanPlan can get a little sad if there aren’t a ton of events planned…
  - Sam L: Nathan has a lot on the schedule, about one a day…
  - Taylor: The planning is somewhat one-dimensional there isn’t a lot of variety through campus life yet there are a lot of board game nights and also
- Taylor
  - An idea that Sam brought that both of us really like is that at Holy Cross their President and VP also do weekly podcast where they talk about things going on on campus and it gives students an opportunity to hear from SGA leaders on campus and world-wide topics. They bring in guest speakers (other SGA members and community members) and we are thinking about this possibly partnering with the Colby radio center
  - Stressbusters is happening this week
- Continuing work with the two faculty members trying to look at what we can do educationally to include learning regarding racism and bias in the classroom
  
  - **Zack**
    - No updates
  
  - **Tyra**
    - Not present
  
  - **Molly**
    - Not present
  
  - **Laura**
    - Publicity committee met and we have been working through a lot of new ideas on how to publicize our media… possibly stickers with our social media icon for people to follow… possibly working on some raffles to incentivize people to follow… working with ITS and Jess to get SGA their own email account
  
  - **Maddie**
  
  - **Diego**
    - Things are slowing down for me… no story-time this week. Working on getting questions on bias in the classroom onto course evaluations

IV. **Community Forum**

V. **Old Business**

- **Motion 1:** I, Ben Freeland, of the Class of 2020, move to require one of the four first year wellness seminars needs to have a central theme of *racial sensitivity* and/or *multi-culturalism in communities*.

  - Ben F: this motion came out of talking with Sarah Kaplan about how SGA can work towards more racial understanding … currently first years are required to take 4 wellness seminars throughout the year and we thought it would be helpful to require that one of these requirements be a diversity and racial sensitivity related seminar… education and things like this are an effective way to help combat ignorance and a lack of understanding….

  - Ben F: Katie Sawyer is very supportive of this idea… the only thing in the air is the registrars ability to track this. I will not be here next semester, so this is on someone else to follow this up and see this through. Karlene is also looking towards ways to change wellness seminars in the future, so you guys might have a part in changing this.

  - Shivani: I think the goal is very clear of promoting events about racial sensitivity and multiculturalism… how do you verify that a certain event will do that? We don’t want to put the burden of teaching about racial sensitivity on the students who are just trying to
raise awareness and express things. Also I am worried about people using events that are clearly not about racial sensitivity to check off their box

- Ben F: the person who makes these decisions are going to be Katie Sawyer and possibly we can have people help determine that

- Graeme: I think the idea behind this is awesome… I don’t really remember the wellness seminars I went to, but I think that the sexual violence prevention training model was much more deliberate and effective… I think this more robust programming might be a more effective and impactful

- Ben F: we also talked with Katie about creating one credit seminars about racial sensitivity or diversity to have this be a more structured format… also thinking about that counting towards a wellness seminar…

- Tanner B: going off of that I think it might be useful for you to kind of have a broader range of events be wellness credits and might put less of an honest on members of certain communities to be educating the rest of the student body on this…

- Holly L: logistically, does SGA have the authority to alter wellness seminars?

- Ben F: we would just be approving that we support this?

- Avery F: I think that what Graeme proposed about changing the structure because it might not be taken seriously enough if it is a wellness credit… I also don’t think that SOBLU and Pugh events should necessarily be the place or time for learning or forcing people to be there because they have to be…

- Ben F: I don’t think this is something that has to be the only option going forward, I agree with Graeme’s points earlier about the benefits of a different structure, but what I think this does is that it supports the idea that this is important not that it is equal to any other requirement

- Nena B: I have a question and comment. First question, have you reached out to SOBLU or those who put on a lot of these events about this? I also kind of disagree that the kind of more intimate classroom style things will be more effective because I think that opens the door for more BIPR-type things to be said… I think it promotes the idea of “go learn about black people in a classroom” spin and I actually would prefer going to “Sounds of Blackness” or “Sh*t Got Real”

- Ben F: Yeah Katie Sawyer generally reaches out to people about these events and making them wellness credits and it is always a mutually agreed upon process, so the clubs and groups putting on the events agree that they want it to be a wellness credit

- Ashlee G: I think that this is a really good idea and it could be done really effectively, but it requires placing the burden of teaching on certain individuals. A professor that you could possibly reach out to is Professor Carrie Levan, and after taking an entire semester class and capture it into a 2 hour seminar…
- Ben F: this isn’t going to solve any issue but it is a step in the right direction… I don’t think this needs to be the end all be all to solve institutional racism in Colby and beyond, but might just be a small way to promote understanding…
  - Vote: Y: 8 A: 6 N: 3
  - Vote to Table: All Yes
  - Motion Tabled
  - Zack: In the future let’s choose to motion to question much less quickly and know what we are doing…
  - **Motion 2: I, Will Phillips, of the class of 2020, move to make a master gym schedule in order to alleviate congestion in the weight room.**
    - Jessica Cherry and Dawn both believe that this is an idea that would be feasible and if people do not like the idea of having a paper schedule we can also look for other ways of publicizing that information
    - Laura Polley: we could put one in the SGA office
    - Laura Powell: we could have a treadmill session…
    - Holly L: it might not be totally feasible to get the lifting schedules of teams because it varies so much
    - Laura Polley: this could be an online thing where like things could be noted (i.e. like if football is having testing one day it would be an interesting thing to note since that is a random day with tons of people there)...
    - Laura Powell: you could have people sign up for specific equipment
    - Sam Leppo: maybe have an online thing that lists rough headcounts for certain times of day
    - Will Phillips: yeah possibly a bar of how many people will be around
    - Nena B: to add on to the sign up thing it would also possibly discourage people
    - Merrill: yeah it could also cause problems with people monopolizing and also there are just so many people… i think having teams signed up broadly when they will sign up then people at least have somewhat of an idea and might force teams to have more consistent schedules…
    - Graeme: we could also talk to desk workers who know times when it is consistently busy?

VI. Committee Reports
- **Academic Affairs:**
- **Academic Honesty:**
- **Budget:**
- **College Affairs:**
- **Mission and Priorities:**
- **Student Conduct Board:**
- Admissions and Financial Aid:
- Athletics Advisory:
- Campus Life Residential Program:
- Cultural Events:
- Diversity and Inclusion:
- Information and Technology:
- Library:
- Off-Campus Study Advisory:
- Parking Ticket Appeals:
- Security:
- BIPR:
- Dining Services:
- Health Care Advisory:
- Finance:
- Housing and Facilities Advisory:
- Community Engagement:
- OCOC:
- Publicity:
- Traditions:

VII. Class Reports
- 2019: planning senior week, bar night is at viper, wine and cheese paint night on Thursday
- 2020: planning junior senior event
- 2021: working on a class dinner and junior stressbusters and a study abroad workshop
- 2022: having first class dinner next week, planning mental health awareness programming and another class dinner for Jan or Feb

VIII. New Business
- Read the sheet I put in front of you all, you can receive info from Jess Mano on it
- Another formal meeting is next Sunday and I know it is the beginning of reading period, but it is free speech task force… please get motions