

**HARTWICK COLLEGE STUDENT SENATE**  
**Minutes: November 4, 2008**

**Senators Present:** Bassett, Brennan, Damus, Gray, Meyering, Montefusco, Pearson, Post, Schultz (Eric), Shipman, Spahr, Thomas, Vachon, Woskoff

**Senators Absent:** Blea, Jones, Madzar, Pringle, Rubio, Schultz (Victor),

**Senators Late (15 min. +):**

**Passage of Minutes: Thomas: motion to pass the minutes**

**- Vachon: seconded**

**- Motion Passes**

**Committee/E-Board Reports:**

- *Vice President, Rudy:*
  - o Nothing to report
  
- *Finance Report, Treasurer Utterback, A.T. Negrich:*
  - o Nothing to report
  
- *Senate Affairs, Coordinator Fiteni :*
  - o I have one constitution in the works, that's all
  
- *Secretary, Roods:*
  - o Nothing to report

**President's Report:**

- Hunsberger: as most of you are aware, this summer President Drugovich charged Davis and myself to come up with some sort of alternative to the current student laptop program. There are various issues that have come up over recent years with respect to the program and the college is interested in making changes. She gave us four particular criteria that the proposal needs to meet. Those include that it would provide the same or increase support for academic program—otherwise that faculty expect students to use computers in the classroom could expect similar things from the students. We would still expect students to have laptops in certain classes every day. Second, the proposal would respect and accommodate the ever evolving climate for computing—in other words, give students more choices. We're interested in hearing from you all tonight. What kind of choices might that involve—that we could consider those things after we come up with a proposal? Third, to place us in a position that puts us in a comparable position to other colleges. Take a look at how they support technical services for technical computing. Finally, is that we want to cut the cost of the program to the college—that is the financial advantage to the college that is I believe part of what's driving this.
  - o Davis: I'd rather hear from you all especially on number two—what choices or how you would like to see the program changed? Are there strengths or weaknesses?
    - Utterback: what I've heard is they think the laptop program is great for those students who don't have a computer. It levels the playing field. There are also a lot of students who would like the option to opt out. They sometimes had a computer already. There is always that

small group that “I love my Mac and refuse to use PC”. There are other people who don’t like the choice. If there is a way to do it so you can choose the laptop—if you want to do the program you can do it through the school, if you want to opt out you can.

- Davis: you’ve made a few good points in there. For us, as a college and for professors trying to use it in class, uniformity is a key thing. If they’re all the same, we know all of them can run XYZ software. Everyone is better off. However, variety is the spice of life and it makes things very interesting on the sport end. One of the things we have discovered in the summertime when we have residents or summer guests in the residence halls, they bring us their laptops and say “put us on the network”. We require sygate to do that. Some computers we can’t put on the network because they’re loaded up with stuff we don’t have control over. While choice is great, we want to avoid the problem that you bring your favorite laptop from high school but can’t connect to the network. I find myself actually being pro-Mac. Maybe with a caveat that you have to run boot camp and windows as well. Maybe if you go to class where a professor wants to use software that only works in windows, you have to use that. Our current technical staff is not officially seen an apple operating system since 06, when we said “we don’t do Macs anymore”. I think we could make that work, personally. The difficulty is a windows machine is not a windows machine. Windows is not windows is not windows. When you bring your home computers and they have Windows XP, we can’t use our windows domain. The way Microsoft controls users and machines; you have to create a “Microsoft” domain. When you try to do lots of things like share printers with windows XP home, it doesn’t work very well—because home is for home, not college. We might have to say things like that aren’t going to work—slim down the choices some. We could get some choice. How would you react to this: what if we gave you a list of six models that we found would work in all situations on campus—that is, they get on the network, work with applications that professors need to use in class, which are 68 different programs across campus? Would that work? If you had a choice?

- Spahr: I agree with that a lot; I have my own HP personally that I got for my senior year. The HP I got from the school is horrible and was not working. The only thing about that was as I got my senior year, I didn’t want to get sygate. I didn’t want to put sygate in. If you get a computer upgrade and you may not want to get sygate, because once your done it kills your computer, the system itself. That’s the only negative effect.
- Davis: we can get sygate off without putting the computer back to the factory specs. We just have to know that you’re graduating, leaving. We have a separate group that allows you to remove sygate

without a password. The last week of finals, we drag you into that group and you can take sygate off without having a password or coming to us. When you try and get back onto residence hall networks, it won't work after you remove sygate. You also have to read the agreement that you signed carefully. Once you leave college, you're supposed to remove Microsoft Office. Now, when you say that you don't get service in this building, you meant wireless service. Probably by mid-year, beginning of spring term, we intend to have all wireless buildings to make sure that people have sygate. We don't want people to drive on campus and steal our wireless signal. We also want to make sure that it's encrypted that someone can't see your passwords and account balances. Only the wireless in residence halls is encrypted and authenticated, plus Golisano. We bought the equipment to do that we just haven't been able to deploy that.

- Montefusco: why do you have to take off Microsoft office?
  - Davis: it's our agreement with Microsoft, we have an agreement that says we pay a service fee that you can use as a Hartwick student, but once you leave you're no longer entitled to use it. It's just the program we've chosen.
- Thomas: I like the idea of variety for the list of laptops you can choose from. But how does that effect tech services? Would there be someone who is knowledgeable that could fix it or would it have to be sent off to be fixed?
  - Davis: that's a good question. For me, that's the heart of how we're going to reshape the program. If most of your laptops don't work most of the time, that's not good. If we had a list, and incoming students bought a laptop off the list, we would only put on the list what we have support for. We know how HP works, you can bring in your laptops, can fix most all of them in house. I haven't gotten far enough into how Apple works, in the early 90s we were Apple maintainers. I would think you could bring it to the help desk. If we don't, we would mail it to California and it would get back to you in 3 to 10 days. Then you wouldn't have a computer—what would you do? We would have to give you a loaner laptop. If you bought off the list we would feel obligated to give you a loaner. If you send your Mac out we might have to give you a windows machine, is that alright? We may have to buy Mac loaners to rent to you. Those things can be worked out, it's largely a matter of

creating a program that's not too big but comfortable for everyone and priced right. If you just bring the high school machine—what do we do with that? We've had no part in making it work and when it breaks that's totally on you. Since you didn't buy a computer off our list, it would be a renter, not a loaner.

- ESchultz: how do other colleges our size deal with this?
  - Davis: I'm starting to look at other colleges, I've really only looked at one in depth where I've talked with their tech support. They have the advantage that that didn't require their students to use it in the classrooms. They sold them Dells, Apples, HPs. They said to the students: you don't have to use it in class so they don't have to be the same. There's no requirement that there has to be a certain program in statistics class. Their help desk was totally run by students, no paid employees. It was to make a best effort to get the laptops to run in the dorms. They were running an anti-virus program. So what we don't have yet is a good comparison college where its as heavily used in the classroom as here. We've sampled faculty to see what was used in the classroom. I was very impressed with the number of class sections that made use of the laptop in the classroom at least 20% or better of the time in a given semester. That was fairly high. Greater than 30% probably.
  - Hunsberger: it varies in some cases from department to department. There are heavy use departments; there are light use or no use departments. There are some faculty members who say "I don't allow a laptop in my class". There are probably more than one member who does that—where what happens in the classroom has nothing you do with your computer. But, one of the points of this whole thing is that having had the laptop program since 1993, I believe, faculty members—especially those who have been here that long—many have invested lots of time and effort in developing courses and the way they

teach those courses around student computing—and student computing in the classroom. That’s too valuable a thing to be throwing away.

- Utterback: in the case of, if you had a list of 6 computers, is that where you could just pick one and get it through the school, or would it be “you need to buy one of these computers”. If you already had a computer on this list, would you still have to get another or would you be set?

- Davis: again, uniformity gives us the best situation. I want to say you have to pick one off the list, and I want to choose a vendor that would allow us to control the software on there. We create the image that goes on your laptop now—its Windows XP. We put on semantic and sygate and SPSS and Microsoft Office Pro, AIM, whatever all that other stuff is. We have an image, bit-for-bit, and we clone that onto every laptop. Some vendors allow us to buy that image. When you buy off that list, you buy that image that’s already on the laptop. That would give us the best way to make it useful in the classroom and as much the same as we’d like to. If you bring in your own machine that’s the same brand, maybe we could send you the ghost image or sell it to you. The probability of having one exactly the same on the list is very small. If you don’t specify every little thing you’ll get to models that look the same but inside one has a modem by a Chinese company and the other has a modem that is made in Mexico. That’s pretty unlikely but possible.
- Utterback: but could it be close enough so that it could be the same as the seniors that are already here or people on campus? Obviously the freshmen

- are coming in with computers that the seniors have.
- Davis: the ghost may be able to go on, but parts of it wont run. Maybe you can't plug in the projector and make PowerPoint's.
  - Thomas: one question regarding software that you buy—with the advent of the digital age, would you update the software that you put on computers? I know that the digital design classes are getting more popular. Would you be willing to put programs like Photoshop or just stick with the basic windows office?
  - Hunsberger: what we're talking about are things that faculty need to see in terms of what student computers would look like. Photoshop was one of the things mentioned. We would need to make decisions and ask what the right pieces of software are. Office Pro is one of the things that we need, obviously. There are choices about lots of different things. One of the faculty members in our group is making a case that Photoshop should be provided. That's part of the discussion in terms of what faculty see and students need to do their academic stuff. We want to help that process along as much as possible.
  - Thomas: for students who decide to opt out, would they still pay the same rate as tuition or would it decrease?
  - Davis: first, its most likely that it wont be part of tuition but a separate purchase from tuition. If they opt out, they avoid the cost. Second, it may be that you can't opt out. We haven't decided yet. The reason for that is we think that a computing device similar to current computers is necessary for success as a

Hartwick student because of the way we've built our pedagogy. That's not to say that you can't borrow other people's computers, work in the lap, whatever. You find that most students, to be successful in most of the courses of study, will find a laptop to be extremely beneficial to them.

- Spahr: I completely agree with you that all students should have a laptop. I think the best way to work with that would be to—not only the one system like HP, maybe splitting that with Macs. Maybe get tech services. Maybe have three computers from each company, that way it works with students. As a business student, a Mac wouldn't do anything for me. That small diversity would be great. It allows professors to know what works. It's a good thing to have and a way to advance that even more would be to give the option in the beginning to have the choice between a Mac and an HP.
- Davis: if that was true, would you be willing to pay the extra money for the windows?
- Spahr: yeah, I think they should. The extra warranties would cost you anyways. I bought my computer and it cost me the same amount or a little more of what I paid as a freshman. If a student wants the computer and want a Mac with might be a little more costly, they have to pay for it anyways.
- Davis: macs are getting more popular. If we can solve the sygate issues, they'll be easier.
- Forst: designing packages for specific programs would be great. Dom is an art student and does photography. You could buy the program and pay for that package and be supported for

- one of the six. If you have for specific programs.
- Hunsberger: there might be HP vendor, Apple vendor, a couple of models in each. Certain academic programs might recommend to their students that—if you're coming in and expecting to study Business administration. They may say “this is the model you may want to consider”. So it might depend on what a student intends to study and it might be that way in terms of the recommendation. It'll still be generic machines but have departmental recommendations.
  - Davis: that's a good idea, we talked about that—but it does drive the support cost up. If you bring yours in and it has Photoshop and we have to ghost your machine. That's an extra step.
  - Forst: if you offered a general laptop for everyone that was course driven. If a student brought their own laptop, you can have them buy the base model and trade it back in. That computer could then become a loaner. Then students that bring their own laptops have a risk. Then the computers they opt out of go into the loaner pool.
  - Davis: so you buy your own loaner and keep it on the shelf until your computer breaks? You could say I could buy a computer off next years list and buy your way out of that trouble.
  - Utterback: it would be important that making sure you have options with recommendations from programs. There may be certain classes—I'm in a business class now, but not a business major. If you think down the line, I'm a math major, but I didn't come in as that. I think it

would be beneficial to have a breakdown and research every class that uses specific programs. Then you could have one laptop that works for everything, and recommend that.

- Davis: the point to avoid that is to give multiple choices.
- Utterback: even if there's some kind of chart that's broken down. If you know you'll never take an art class you'll know you won't need the photoshopping ability. If you plan on taking a class down the road, maybe you should plan it simplistically broken down. I don't believe freshmen would think of classes they're taking.
- Shipman: I think we pride ourselves on being liberal arts. If we specialize computers it may discourage people from taking classes in different disciplines. Now, you can do that and are able to and it's not too difficult. Plus people change majors here, and depending on the cost of each package that could be really expensive.
- Forst: would it be the case that the intro-level courses would require that. I don't believe 101 ART doesn't require you to have a big program.
- Davis: let's say you're right about that—would you buy a starter computer? Would we start our own e-bay and advocate something like that?
- Spahr: I know a bunch of people are saying "if I take a business class and have a Mac". With a Mac you can use PowerPoint. If I was a business major I wouldn't want a Mac because that specializes art. Why would I want that if I could have a simple HP. I like it for that reason. I took four art classes and I took a digital art. Maybe you don't need

to have a package. If you want adobe or a PowerPoint you could get this, not the “package” of 20 things, you can by simple things as you go into college. It doesn’t need to be so serious so you spend a lot of money. We don’t even have that yet—if you have a Mac and don’t have things on it. Then you decide you want to take an Art class you can always add a certain system to it, something small. You would only get the package. Just the software.

- Hunsberger: then we might have a standard system that has most of the stuff on it that you need. Office has word, PowerPoint has excelled. Those are the things that you’re going to need. If we decide to put Photoshop on it, and adobe. If we get most of the basic software, the basic things that students need to do with their college courses, we’ll be in good shape. Yes, some departments need specialized software. It’s there. Most of it’s there. I think that we’re going to be working to try and make that still being the case.
- Meyering: adding on to what everyone is saying, I’m also thinking about ISP. Let’s say I wake up tomorrow and say “I want to open an art gallery”. That would necessitate some art and business package. Would I pick and choose? This would also apply to ISP stuff.
- Thomas: regarding sygate, have you looked at re-evaluating the need for Sygate or a comparable security system?
- Davis: we looked at that 2 or 3 years ago. We weren’t 100% happy with Sygate. Sygate used to be its own company and then was purchased by Symantec. They tried to roll it into everything they had, including

the anti-virus program.. Though we weren't happy, we didn't find anything better. I think we probably should revisit that. I expect to be disappointed again and that it does more things than anybody else does. We do get a lower price from Symantec because we also buy their antivirus program. They have a new program out where they take the anti-virus application and network-access control and merged them into one program. Now if it doesn't work its both that don't work. We would have to buy all new software and stuff. We should look at other companies as well. It turns out that the network access control is a new area of networking that hasn't really gelled yet. Some companies have products that are similar but do slightly different things. The one piece that is missing from all of those is the firewall. You could go to their program, pay just as much, but have less control.

- Fiteni: with the Macs, you said installing windows. Would you allow them to keep their Mac-os?
- Davis; they could keep their mac operating system. Sygate doesn't work on the Mac, but if we solve that, you could have a machine that could boot to either operating system and you could choose.
- Montefusco: if we start using different programs. One of my friend's hard drive froze and she didn't have her computer for 5 weeks. Her loaner computer didn't support the programs. How would we compromise if we had all those other programs and if the loaners don't support the programs we have now. What would we do?

- Davis: the only way I can see that that would work is to improve the quality of the loaner pool. Those are machines that have been turned in. They're less capable than that. We'd have to stock machines that are of the current generation, that drive the cost up but the only way to make it uniform.
  - Forst: any concluding questions for us?
  - Hunsberger: this discussion has been very helpful for us about what student concerns are. We're working with a handful of faculty who represent heavy-using kinds of departments. If you have any other comments in the next few weeks—our charge is to present this proposal to the President by December 1<sup>st</sup>. We're basically have four weeks left to come up with that. The group we're working with include Proff Shime, Young, Von Stengle, Whiteman. We're also including April Reed from the Faculty Development and Resources.
  - Davis: you can see me in Clark 110. Come by and chat if you have an idea or a question. It's all dialogue at this point. The more of that there is the better off we all are.
  - Hunsberger: we want to see this done in a way that makes sense that doesn't diminish the education that we're delivering to our college and to our students. We don't want to make it tougher for students, for faculty, and for IT.
  - Forst: thank you so much for coming and we appreciate you being here. IF you want to come back, you're welcome anytime.
- Forst: before we introduce our next guest, I want to thank you all for your really effective comments. I will now turn over the floor to Professor Wisnewski.
  - Wisnewski: so really I'm here to answer questions. I don't know exactly what you know, what you don't know, so obviously the Arnold decision and the fallout from that has been something of a fiasco. There were lots of hopes that were dashed at various stages, a few things done wrong, a few done right. It's been pretty ugly. What do you want to know?
    - Meyering: today George Elsbeck sent out an e-mail about future plans for the Arnold site. While I may be wrong about this, nothing major will be done until spring—which means all winter we can look at a hole in the ground

- Wisnewski: a whole lot has already been done. What already has been done prevents the development of that site in most ways. The only thing we can do at this point is plant vegetation.
- Spahr: it's going in a little, is it going to be staying that way or level it out and make a pathway?
- Wisnewski: how much do you know about the issues in the site? Just to refresh your memory a bit, we're on a hill. There are a lot of water issues, drainage issues. That led to Arnold flooding a few years ago. So, one of the practical problems with the Arnold site was how to deal with runoff. Also, apparently, there's a natural water-flow. I've heard this from somebody who would know. We have to have a way with dealing with that. The school decided to do the cheapest possible thing. They're building a rain garden. A rain garden is a fancy word for a relatively eco-friendly way of handling drainage issues. I know its relatively friendly. You would have pipes that are handling drainage and are channeled through Golisano, so water will be picked up from the rain garden and channeled into the city's basic drainage network. It will prevent flooding. The problem is you have these levels of various types of materials. It's meant to catch the water and slow it down so you don't get flash flooding in Oneonta. On the top you have plants, water-loving plants. One of the plans that got put into place under Miller. They've done most of it. The only remaining decision is what kind of plants to put there. There are issues here, you don't want plants that the deer will eat, because then stuff will be eaten all the time. You want native plants, so you have to find that—which is very impossible. It's very difficult.
  - Spahr: wouldn't putting—I know we cant get huge oak trees and plant a 30 foot tree. Wouldn't trees be a good thing to put in?
    - Wisnewski: no is the answer. Here is the problem. There's a lot of infrastructure stuff. There are all kinds of pipes and wiring. If you plant trees roots will get in there and it will be nasty. Trees that have been around for a while, their roots are set and they'll be fine. Those trees we cut down last semester.
    - Schultz: how much has this course of action deviated from what the students were told?
      - Wisnewski: I have no negative feelings for President Drugovich. I do not feel that Drugovich was deceptive to the college. I feel there was a miscommunication. Here's what happened; Professor Huntington and myself wanted to do a class. President Miller said he talked to President Drugovich and said there was a possibility of seeing what could be done with the Arnold site. Sandy and I were all about that. There was a lot of student energy in the spring and a feeling of student ownership about the face of the campus. Rather than chaining ourselves to Arnold, the idea was—let's channel this energy in a way that's positive. When President Drugovich got on campus, we wrote up a proposal. First, that the President gives us the authority to have the class make a recommendation about the disposition for the Arnold site. We also wanted to get the perspective of all students, faculty, and staff—assess what is needed on campus, what

things are lacking, and implement a plan. Maybe you want to do some eco-friendly stuff on that, maybe have a class on grant-writing, where you find money to build those things. There could be lots of stuff that different departments have done. So that was one of the main things we asked of the President, that she put the authority of this into the hands of the class. The second thing was that she act as our representative when it came to present to the board. The caveat was that we would present it to a committee, then it would go to her, then the trustees. As we were talking to her, we were looking at a diagram. Huntington said “we want as little to be developed here as possible”. We want the class to have as much say in this process. Drugovich said “as far as I know, right now, all of that is possible”. The next question was “is the garden a done deal? We do not want to have a landscaping class” She said “no, it’s what is recommended”. So, I want to be very clear, I do not think she intentionally deceived us. She was a month into her office, I just don’t think she didn’t know—what contracts we had signed, how far along the process was. When you take over the presidency of Hartwick, it will take a while to get up to speed. She had the best intentions in all of this and had no motive for deceiving us. However, as the site continued to be developed, we found out several things. The claim that was made to us is that the roads had to go in and it had to be a rain garden. What’s the class supposed to do? Pick out the vegetation. President Drugovich may say “this is the green space” and thought we would have the say as to what goes here. My memory and Sandy’s memory was that all of this was supposed to be possible. The idea was that ideally, we could have some kind of pond that would capture water—there would be a natural stream—and capture rain-water. You could build that into the system that already exists. You could also recapture rainwater and use it for landscaping. So it could actually save some costs. It’s even possible to treat recaptured water and make it useable for drinking water. The idea was to have a pond that was relatively shallow and freeze in the winter. One thing that there’s not a lot of is outdoor space for the 7 months of the year when it’s winter. If it was shallow enough and wouldn’t be a safety hazard, you could skate on it when it was frozen. The other idea is we could build into this back hill some kind of community structure some kind of strawbale. This would have been built by students and faculty, just like the one at Pine Lake. What would this be? A little coffee shop, student performances, poetry slams, what-have-you. There would be some kind of big porch where people could sit and sip hot

coco. Maybe in warmer times, that was some of the thinking. And no roads on the side. Frankly, in my thinking about this hill, I think this entire road should be gone. We have roads here and down here. The idea would be that in front of Frizbee field there are walkways. We would have pedestrian friendly walkways. The fact that we have 1500 people and a main thoroughfare, its stupid. Its only a matter of time before someone gets hit by a car. As students who live and breathe on this campus, its your space. It doesn't belong to the staff and faculty so they can walk 15 feet less. It's a safety issue and it's a prime real estate of this campus. That would be a big project. We weren't there yet, we just said we wouldn't need this part of the road. If we had to do it, have the road wrap here and put some kind of stone that would support an emergency vehicle. We wouldn't have it possible for a car to drive through the heart of campus. This was the plan and basically got shot down. We talked to people, and talked about the possibility of the pond, they told us some stuff—well, the plants would be big and freeze, and plants on top of the ice. Biologists said “what?” In talking to President Drugovich, claims got made that this road had to go exactly like this, we've already contracted, paid for the asphalt. “the train has left the station”. Then we found out, we looked out and they were making it. We thought “what are we doing?”

- Spahr: do you think we could help you do something as a student body? Can we do petitions, can we do something to not just save the point of the class but not have a stupid rain garden that looks horrible. We broke down a great building because we thought something great would come of it.
- Wisnewski: how many of you think that Arnold was structurally damaged? That's not true, by the way. It's false. It was structurally sound. I've got the documents that the building was structurally sound.
- I just had a question about when did they decide that they would tear Arnold down. They made petitions last year, and I knew no matter how many e-mails were sent, it wasn't going to make a difference. When did they make the decision and was there any attempt to have student or faculty or staff involvement? Even if there was, would it have mattered?
- Wisnewski: this is exactly the way I think student senate could address the underlying issues here. So, it's a tricky question—when did they make this decision? This was a decision made as a top-down model of governance. It's not clear that a liberal arts college should be run in that particular way. First, it was announced at some point in 2002 that Arnold would be

torn down, maybe 2003. Then it was announced that it wouldn't be torn down. Then it was announced that it was. This was over a period of a year and a half. In the interim, there was a planning committee set up by the president according to the needs of the college, programming needs. Arnold hall had 27,000 square feet. This has 36,000. There were some options on the table. Different construction/architects were called in. there were occasional forums. The problem with forums is that yet you're given a chance to say what you want to say and then also given the opportunity to be totally ignored. People kept saying "why didn't people raise objections before?" The answer is simple: they did. I talked to lots of faculty members that said, "This is a mistake to tear this building down". Of the original plans, there were six different possibilities. All of them involved a new building. Many of them involved a smaller version of Gollisano hall in conjunction with a renovation of Arnold. Costs, one of the original estimates of a smaller Golisano was around 8 million. Another estimation for a completed Golisano was about 8 million. Cost wise, looking at initial estimates, this building we have now cost 12. Cost wise, it was not more cost effective to tear down Arnold. Again, this is from Burnt Hills documents. That was for full renovation of Arnold. How much does it cost to get Asbestos out of the building? 50,000 dollars. The renovation of Arnold would have included fixing the roof damage, the full-scale renovation would have been even better and bigger than the renovation of Breese. These plans were vetted, passed through committees, and they were forums where people raised objections. Then Miller made a decision. I don't mean to be a rumor monger, but when some people in business were asked "what do you want, this building is supposed to be for you. Do you want a big building? Small?" The original reaction was "let's have a small building, an additional 20,000 square feet rather than 36,000". There's a certain model of decision making that existed under the Miller administration and exists a lot—and it's one model. There's a top dog and he or she listens to what people have to say sometimes better and sometimes worse and make a decision. There was a sign on President Millers desk that said "because I said so". Nothing sums it up better than that. What's needed is a change in the way we think about the involvement of students and staff and faculty, a change in the way we think about how we're involved in the decision making process. The fact that you have two representatives on each trustee committee. Or that there are top down ideas. There are more grassroots

- ways to proceed. The class was about that—can we have an idea about the space that comes from the bottom up.
- Woskoff: is there room to put things on the rain garden?
    - Wisnewski: the ground is meant to be permeable, so to build on it, it would just sink. Maybe you could have a spider-building, with a big tree house arching over it.
    - Meyering: there was going to be some kind of bus stop?
    - Wisnewski: that's still going to happen. At any point in your planning, were you considering the bus stop? Everyone has heard about LEED certification. It's 80's style environmental progressivism. It's not that impressive anymore. The way the LEED system works is you accumulate points. I forget the certain letters. If you get 200 points you get one type of certification. You get points for a bike rack. Does a bus come buy? You have a point. Parking spaces for hybrid cars? A point. Points for waterless urinals. You can't just do a bunch of little things. A lot of the rhetoric was that "the LEED certification requires it". Those of you here last year know if I was interested if that was true. It was false. We would lose points, but the question was could it be made up somewhere else. I think its supposed to come up on the other side of the road. You might have hybrid spaces, and two LEED points. They neglected that if you increase the green space, you get four LEED points, so the math would have worked out. If we lost only one point, its not like we wouldn't have LEED certification. The idea that is has to be there is not true. These two spaces don't need to be here, either. There are two spaces over there we could.
    - Roods: I don't want to see a bus go in between Bresee and Clark and Dewar. Can I get a wave of placards in agreement? Everyone? Awesome.
    - Meyering: this is a diesel fuel bus?
    - Forst: its OBT.
  - Bassett: is there anything we can do or are we just screwed with this crappy rain garden?
    - Wisnewski: I don't know how crappy it will be.
    - Bassett: what I understand is that there could have been a pond, could have gone ice skating. Now there's going to be muddy grass with plants. Any maybe a spider-building.
    - Wisnewski: I want to emphasize this. People I've been talking to. It raises the question as

“what counts as consulting and asking people”. When we look at the amount of paved area. It’s like talking about the clean air act. The idea that it’s a green space is laughable. In answer to your question as to what can be done. In order to not have the rain garden there, you might be able to walk on it, you couldn’t build anything on it. In order to put things on it, you’d have to dig it all up, which would mean—in principle there’s no problem with that. Like, in order to get rid of the road we’d have to tear it all up. There isn’t the will to do that on this campus. Who can blame her? We just spent 1000s of dollars on this asphalt, we can’t tear it up. It stinks that this is the situation we find ourselves in. I don’t blame Drugovich at all. Miller set these things in motion and placates things. He knew that there was no way to do things he promised people they could do. I will say that there is a way you guys can help. I mean, the way is simple—what the class is going to do now is write up an account of how the process went wrong, how Miller could have done better. If you ask Miller what went wrong, he would say “nothing. It was perfect”. When I tried to suggest there were other ways to get people involved he said “no it was perfect”. The class wants to create this document about what went wrong, how the process failed, and how to get student body, and faculty, and staff, involved on these decisions. This changed the face of Hartwick College—it will never look the same. What we, I think this has been mentioned to you—what the class did initially was we devised a survey to assess their involvement on decision-making on campus. Also, you can help us distribute those surveys. We still want to know about how those students feel about this stuff.

- Woskoff: did you already do a survey? Josh Simmonds, I did one in the beginning of the year.
- Wisnewski: when we found out about the decision, we stopped. I’ve got 1000 in that box. We got started and we stopped because the class was set up to do a particular thing and we learned we couldn’t do that. And then there were some other meetings to see if the pond could happen, and they said we couldn’t. At this point we think it was a good survey, we might as well collect that data and see what it says.

- Meyering: so returning back to a question. When I walk by this site in the future, what will I see?
- Wisnewski: they'll see snow covering an area, and a lot of paved area. In the spring, it's not going to be an eyesore, it will be a grassy knoll.
- Meyering: is this the best we can do?
- Wisnewski: obviously not. That's why I think the thing to do at this point is that what ultimately happens with this site, maybe in 10 years. Frankly, our opportunity here is we have a new president who has a certain idea about what the mission of the college is. We have a chance to make a change in how collective decisions are made. That could lead to these types of ideas. Frankly, when its all done, you guys are discontent, so are faculty. People thought "I didn't know there would be all this pavement". There's more things paved now than before. As far as any quick-fix for the site, I'm not hopeful.
- Montesfusco: if we put a bench, will it just sink?
- Wisnewski: no, its not like a wetland. It will be find to walk on, find for park benches and that sort of thing. What you couldn't do is put a several-ton building on it. You could but it would just sink down, right? It could probably even handle a car without sinking. This building would weight a lot more than a ton. Maybe you could have a tool shed or something. A doghouse would be fine.
- Forst: just to move forward with this. We'd like to have you guys take the surveys back, take a few of them, survey your dorms, who you represent, then bring those back to us at the next meeting and we can collect those and give them back to professor Wisnewski.
- Wisnewski: I would like to have you guys give recommendations about the role of senate in the future process.
- Woskoff: is there any other area on the entire campus where we could have something like a community area? Was that our one chance?
- Wisnewski: there are lots of places we could fool with. One of the things about this spot was we were already doing construction. Moreover, it's prime real estate. That would have been an ideal space. If you put it way up on the mountain. What use would it get then? Maybe some.

- Forst: one of the reasons this would be opportune is that the space of what we have as students are poorly located and unsupported by the administration, such as Laura's Coffee House.
- Wisnewski: the structure that we had talked about, the community structure, that's not ruled out by the rain garden. This would have taken place on the backside of the lot, of the area. Imagine that the structure would have been more into the mountain. You would want it built into the side of a hill—it becomes much easier to heat and cool a space, so more eco-friendly. It would sit, obviously they're not putting the rain garden under the asphalt. That place could still feasibly built on. But you would have to tear up the road, which is brand new. Also, there is all this wiring under here. That wouldn't prevent tearing up—when they scarify a road—they take off the top foot. You could dig down a little bit, then put some topsoil with stones that grass could grow through. It would have the appearance of a grassy area and support emergency vehicles. You could do something like that in this area. You would have to convince people to get rid of the road, which seems like a hard sell, at least right now.
- Montesfusco: so you feel like doing that as of now would be—we wouldn't get anywhere?
- Wisnewski: that's right. The reason again is that if the market hadn't crashed, we could say that we want to set up a five year plan. Hartwick is always worrying about money—always. The market crash hurts the endowment, hurts our investments, our operating budget. To ask now to tear up stuff that we just put down would be tough. If we say "this is where we went wrong, this is what we should do differently". This is what you should do. She's thinking about this stuff right now. Plans like this, that the community needs to be involved in in a much deeper level.
- Utterback: the asphalt hasn't been laid yet? But bought. Couldn't they use the asphalt in other places? There are places with significant places that could use repaving? There is no way they can stop it before its laid down?
- Wisnewski: every time we've talked to them about stopping what they're doing—at several stages. When my office was in Arnold, we said stop for one year—that's what that petition was

about—just to hold off after one year. There was that stage, then just a few weeks ago “can’t you just stop?” What gets said is we signed contracts and don’t want to get sued. That’s just a red herring, a distraction. There will be legal fees. But the idea they would cost more than the contract itself is ludicrous. We’ve tried to say “can you just stop?” the response is “not really”.

- Fiteni: I think they put a pause on binder right now. If you built it up there, an addition, its kind of dumping money on top of the hill where no one wants to go visit.
- Wisnewski: the idea that you’d put a 36,000 square foot building without having a master plan in the first place.
- Fiteni: a master plan is a great idea right now. That way this is avoided in the future.
- Wisnewski: we have the figures on the asbestos estimates, and what it actually cost them. It’s nowhere near 250,000. For a skyscraper, it’s a lot more square footage. If it did cost that, the dollar amount, 12 million for this building, would have gone way up—more than 12 million. Let me say, I agree that it always costs more than they say. That’s why it costs 12 instead of the proposed 8. I don’t know about the rest of you, I don’t think destroying things is a particularly good idea, particularly in a community that claims to be sustainable. There’s nothing sustainable about tearing down a structurally sound building. I’m kind of beating a dead horse here. Are you on board with delivering the surveys? It’s going to be work.
- Meyering: as a history major, it was a personal blow to me to see Arnold go down. Not only were we going against our sustainability mantra, we were also disregarding our history. I have a lot of fond memories of that building.
- Damus: as a business major, I never had class in that building. If we did save Arnold, where would the building be?
- Wisnewski: Golisano would have been smaller. If there had been a moratorium and had found funds to save the building, the college wouldn’t have been able to tear down Arnold. If we had done that, that’s the beauty of the thing—we could have done anything to that building. If you saw the original pictures, one half of it was a chapel. Maybe we could have used it for clubs space for student activities. I remember

someone made a snarky remark that I just wanted to keep my office. Frankly that was never on the radar. The whole idea was to get money and let the community decide. My office in there was really great though.

- Bassett: what are these surveys about?
- Wisnewski: I'm uncomfortable with you guys doing these surveys unless you really want to do it.
- Pearson: I know we went over this, I just want to say thank you. Upperclassmen give heated, not really informative things about what happened. Thank you.
- Forst: just to mirror that, I just want to thank you for coming in and clearing up these issues that were in the gray for us. I would encourage you do take a look at these surveys and distribute them to the students you represent.
- Wisnewski: take all the surveys. Get them all filled out.
- Vachon: can we make photocopies if we need to?
- Wisnewski: the method of retrieval is getting them back in a week—we need time to process the surveys and put them into SPSS.
- Forst: thank you very much for coming in, it was very informative.

### SMRs

- PALS: 198.05
  - PALS need money for food for our Leadership training on Saturday in Chesboro. Aramark is very expensive and we need this. Food and packets. The leadership training is a requirement for anybody who wants to cross over into SOSUBU, for anyone who wants to have better leadership skills. It's basically you do modules and role playing. You need to deal with different situations.
    - Vachon: what is PALS?
      - It's the pluralism associate league for students, it promotes people to be tolerant of people of different backgrounds.
      - Meyering: could you explain program packets? What are they?
        - Papers about whatever we discuss in that training. Its about how to be a leader 101.
        -
    - Finance recommended the full amount.
      - **Woskoff: motion to pass the full amount**
        - **Brennan: seconded**
        - **Motion Passes**
- Negrich: we also have to approve edited Finance Bylaws.
  - Utterback: we had a club that brought it to our attention that they had equipment that they purchased last year, they returned it and bought different equipment. They sort of came to us to check and see if we now have

this equipment so we have that. They had already done it. We brought it to finance. There's no process in writing. There's nothing written down, it's a rare situation. Most clubs don't do that. They wanted to inform us of the loophole so we could rectify it. The best way to go about that is to treat it that is a reallocation and treated by Finance committee in the same way. If you want to move money around it would be the same thing. We added that. We also changed some language that changed the fuzzy word "may" to "must". The only other thing changed "may" to "need to".

- **Roods: motion to approve these changes**
  - **ESchultz: seconded**
  - **Motion Passes.**

### **Old Business:**

- Forst: in terms of facilities issues, a list is being compiled. A lot of concerns of the last five years are being addressed. If you have questions between now and the next meeting send those to Senate at [Senate@hartwick.edu](mailto:Senate@hartwick.edu)

### **New Business:**

- Montefusco: I just wanted to bring up the fact that the bus driver stops for half an hour to smoke a cigarette and read his book. This could be a scheduled stop, he does have to have a break. But not when there are people on the bus trying to get places in a certain amount of time. So, I just didn't know if we could look into that.
- Thomas: going along with the bus stop down at Yager. Could we make that a covered bus station now with weather changes? Right now its just a bench chained to the ground.
  - Forst: they're looking at that. If a bus stop is but in behind the Arnold site, those precautions are being taken. That was one of the things discussed at the safety walk.

### **Announcements:**

- Utterback: colleges against cancer is doing the relay for life kickoff you should come to the kickoff, to learn more about it and there will be free food and music. 7pm on Thursday
- Meyering: tomorrow night at 6:30 stack, WickSAA will be having sophomore Sundays. If you are a sophomore or can pass as one—because we have no way of checking—please stop by.
- Pearson: Saturday for first year students, there's a pine lake day. We're hosting everyone, so first year students can come see the lake and what we do and what living there is like. There's a potluck, I think it starts in late afternoon in strawbale. And there will be a pot-luck dinner and a contra dance at 7. There is pie in the sky ice cream.
- Roods: **motion to adjourn**
  - Forst: I would like to urge everyone to grab surveys and distribute them out. Bring them to the next meeting.
    - **ESchultz: seconded**
    - **Motion Passes**