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The 'civics lesson' should have been given in its entirety in the minutes. However, I know how difficult transcription is. Luckily, I remember most of it. I would like this added to the next minutes as an addendum or included as a correction. thanks. jane

I was having lunch with some friends and the conversation turned to the senate. Actually they were laughing about having to approve another schedule. I said that a friend had served on the committee and he said that there were so many constituencies that it was impossible to satisfy them all. You had to say no to somebody and that meant that someone was always dissatisfied.

One person said, "Can they do that?" I asked, "Can they do what?" "Can they say no?" "Of course," I said. "IN fact that committee was one of the first to say no to the administration." "What happened," she asked. "NOthing happened. School opened and everybody showed up on the designated days."

The conversation then went on to discuss the general defects of the senate: it won't hear some issues, it's afraid to act; it just rubberstamps, etc. What has brought me to my feet today, however, was a statement by someone saying that she just didn't understand how the senate worked. O.K., folks. I am now going to show you how the senate works.

Dr. Boyd, would you place on the agenda for the Executive Committee meeting a request that the Athletic Department find a NONSEXTIST substitute for the Blazer Girls? What is going to happen now is that the appropriate committee will consider the issue. It may come back and say there is no nonsextist way to recruit football players. But if it says the Athletic Department must find a nonsextist way to recruit football players, the Athletic Department must find a nonsextist way to recruit football players. The Blazer Girls are history. The senate makes policy for this university.

But look at what didn't happen. I wasn't struck by lightning. I wasn't fired on the spot. No hole opened up in the earth to swallow me.

The senate was set up to allow maximum communication. ANYBODY can refer ANYTHING to the senate. All you have to do is tell Dr. Boyd. You don't even have to stand up here to tell him. You can e-mail him, phone him, write him a letter, slip an anonomus note under his office door at midnight.

(Dr. Levy: He'll probably still be there.)

Dr. Boyd: I probably will.)

The senate will seriously consider any request from anybody, staff, student or faculty. (I then went on to ask Dr. Boyd to ask the Executive Committee to assign to the appropriate committees other items my friends had complained about: suspension of the p and t requirement for conference attendance until they can be fully funded once more and to have the Institutional Planning Committee survey faculty for their opinion on the direction of the university.)

Dr. Baily, I would like to ask that you designate your next open faculty day to discuss the direction of the university.

Dr. Bailey said he would be happy to.

If you want the senate to act on something, TELL IT. If you want the senate not to act on something, TELL IT. If you want a committee to do something, TELL IT. If you want a committee not to do something, TELL IT. The senate will respond. That's how the senate works.

(Dr. Kelly Wells: Dr. Elza, what would you have done if he (Dr. Bailey) had said no?)

Dr. Elza: Gone to plan B. I had no reason to think he would say no. That's what those open days are for.

Dr. Kelly Wells: I know you had no reason to think he would say no, but what if he had.

Dr. Elza: Tried something else. Sometimes you win one and sometimes you loose. That's no reason to give up. Politics by its nature is a continuous process.

Dr. Bailey: Spoken like a Political Scientist. Are there any other comments? Then we are adjourned.)