



MEETING AGENDA

- 1. Call to Order: 1:37 PM
- 2. Roll & Verification of Quorum (3): 3/5

Name	Email	Initial	Final
Chair Campbell	sgaecs2@ucf.edu	P	P
Vice Chair Duke	sga_sci2@ucf.edu	P	P
Senator Federico		E	E
Speaker Holmes	sga_sci4@ucf.edu	A	A
Senator Sandlin	sgsci13@ucf.edu	P	P

- 3. Approval of the Minutes: [10/4/23 Agenda](#); Approval of the Agenda: Approved by gc
- 4. Open Forum:
 - a. Gray: I wrote a couple of things and I have a suggestion to do with the disability advocacy. Something came to my attention recently, I have had to discuss my experience over and over with faculty, I have provided a lot of information and I go into detail and I have been hoping to move forward to move on. I feel repeatedly pressured to talk about my disability for faculty to see any legitimacy in what I'm saying. Students are viewed by social class and students should not be viewed this way. If students want disability related scholarship they should not feel the need to divulge specifics of their disability. The speech I gave at open forum but faculty needs to move forward and not take steps back. Students should not feel like they are being taken seriously because faculty doesn't understand them. They should not feel the need to explain their disability. If it is not the time of place to talk about their disability they should not feel obligated to talk about it. The only time it should take a while is in extreme circumstances. If faculty does not understand their disability the student is not there to entertain the faculty member. I was perceived as a threat due to my movements and overstepping. I have seen this happen with other disabled students. This is normal for me and others and we accept it. Sometimes when I talk it is taken out of context. There are people in this world that are different. For advocacy to be effective we need to implement a policy where students do not have to disclose their



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disabilities if they don't want to, zero tolerance. Staff's behaviour reflects faculty.

5. Announcements from the Chair:
 - a. Camp: Hey everyone. Still recovering from everything, new stuff to. I apologize if I have to step out of this meeting but yeah, that's it.
6. Announcements from the Vice Chair:
 - a. Howdy everyone! Not much from me, but YDSA is having a clothing drive later this month on the 24th and 26th, please reach out if you have any clothing donations or if you would like to help with it, please reach out! UCF is also doing a showing of the Rocky Horror Picture Show on the 18th, it's from 7-11pm inf the Cape Florida Ballroom.
7. Announcements from Caucus Members:
 - a. None
8. Announcements from Non-Caucus Members
 - a. Cherugail: Just was wondering if you guys had a chance to look at the events checklist for accessibility purposes I sent out a couple weeks ago
9. Old Business:
 - a. None
10. New Business:
 - a. Concern form
 - i. Camp: This is brainstorming. What do we want to be seen on the concern form.
 - ii. Duke: Similar to the one in SBA?
 - iii. Camp: Kind of? We might have to redo it.
 - iv. Sandlin: Do you think anyhting on campus is an accessibility issue.
 - v. Duke: SAS has something similar to that, we can look at that
 - vi. Gray: Let's be clear
 - vii. Camp: should we make it an option for students to include their informaiton
 - viii. Duke: Yes
 - ix. Sandalin: I agree
 - x. Cherugail: How would you all feel about and infographic on the SG instagram letting people know about the resource
 - xi. Camp: I would really like that. It's a great way to bring awareness to it
 - xii. Gray: Student staff have more interaction with other students than other facuilty, while non-student staff are not used to this kind of interaction. The faculty doesn't have as much broad experience
 - xiii. Camp: They might not have the experience, but that have a training
 - xiv. Gray: In my personal experience I have had issues with them
 - xv. Camp: I have to
 - xvi. Gray: When you try and socially interact, they don't want someone like me to talk to them, they're unclear about what they want.



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- xvii. Camp: What was your major?
- xviii. Gray: Psychology
- xix. Camp: I have heard horror stories from psychology about getting accommodations
- xx. Gray: On an individual level it is hard for me. Some faculty members offer me help but it's not taken seriously.
- xxi. Gray: What specifically does it relate to
- xxii. Camp: We have found accessibility issues on campus in the past, noncompliance with ADA and such.
- xxiii. Gray: What is it though?
- xxiv. Camp: That's what I'm getting to. So we brought this to SAS and they said that unless a students that needs the accommodations brought it to them. We're doing this to find students that need these accommodations so we can better connect them.
- xxv. Damarla: We should do outreach for this too.
- xxvi.

b. Disability commons

- i. Camp: So we are back to square 1. The new policy in place, I want to know how to submit a form to this committee in order to get a space. I want Temple's help with this. I want to work with you specifically on this
- ii. Temple: Yes, I'll help
- iii. Camp: We need to file something with the office of space administration and the the director of the SU.
- iv. Damarla: I'd recommend bringing Speaker Holmes
- v. Camp: We need to make it clear that we are SG and NOT and RSO

c. Peer advocacy

- i. Camp: This is another thins I want to work on this term. This is a long one, but it will be so helpful. To summarize, the process of getting accomodations with SAS can be difficult. When I was getting accomodations, I had someone wth me. The point of this is to get volunteers as an expert advocate to sit in accommodation meetings with students.
- ii. Damarla: Is there a certification required?
- iii. No
- iv. Damarla: How do we measure how much of an expert someone is? I think judicial would be great to work with.
- v. Cherugail: how can we know if someone is qualified enough?
- vi. Camp: There is no standard for qualification, it is typically someone who is a provider and has a degree. This is unattainable, but how do we vet people. I want to look at how we vet people



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- vii. Cherugail: I love the judicial idea, esp bc its already in their job description to be a good advocate
- viii. Gray: That's kind of a headache because if you to somewhere and you are expected to explain your disability
- ix. Camp: You have to be upfront with SAS, it gets muddy with professors. When someone asks you what disabilities you have, say you are unwilling to say because of certain sections of ADA
- x. Gray: It gets frustrating when they ask you to describe it
- xi. Camp: That subsection isn't usually something people realize, and when they do they are a lot better about it
- xii. Damarla: Do you want me to set up something with judicial?
- xiii. Camp: Yes please. Samdalin, how much time do you have this next week.
- xiv. Sandlin: This week I have work until 6 every day next week, I'm good over the weekends
- xv. Camp: can you spare an hour next week?
- xvi. Sandlin: Yes
- xvii. Camp: I want you to figure out if there are any pre-existing qualifications for advocates

d. Eddie Gray

- i. Gray: I wanted to say that I don't want this to be viewed as it relates to just me. We don't know how many other students have the same disabilities. There are other people with other disabilities too, so it's just not related to me. I know about the trainings, but I'm not sure how effective they are since they are not live interactions. The professors teach it to students sometimes so there is a live interaction and engagement with students. It's emotionally damaging for me and everyone with disabilities. It's not just me. Professors teach something students on the first day of class and it is not harder to do a webcourse. A one size fits all approach cannot always be taken, not all disabilities are the same. You don't have to be specific about your disability in favor of a brief overview. I want students to be aware of what a real threat is and not based on assumptions. I've had previous experiences of being interpreted as aggressive.
- ii. Damarla: I'm going to need to think about this more, and I like how you know what you want done
- iii. Camp: This is something we will be discussing more going forward. I'm still trying to think about everything

e.

11. Member Discussion:

- a. None

12. Miscellaneous Business:



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a. None

13. Final Roll Call: 3/5

14. Adjournment: 2:28 PM

Key:

P - Present

A - Absent

MTD - Move to Debate

MTV - Move to Vote

MTA- Move to Amend

PP - Postpone

PPI - Postpone Indefinitely

GC - General Consent