



UNIVERSITY OF WISCONSIN – LA CROSSE  
**STUDENT ASSOCIATION**

235 CARTWRIGHT CENTER 1725 STATE STREET LA CROSSE, WI 54601 (608) 785-8717

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**Student Senate Agenda**

Date: October 31<sup>th</sup>, 2007

Time and Location: 6pm in Cartwright 339

- I. Call to Order 6:03pm
- II. Role Call
  - a. Present: Allen, Armstrong, Baalbaki, Bayer, Cerwin, Cooper, Csargo, DeShong(left early), Frenner(left early), Fuhrmann, Grosheck, Hammen, Holzem, Kahl, Kohl-Riggs(left early), Klein, Klotz, Langhoff, Liezeit, Lynch, McCaigue, McManus, Navarre, Putnam, Rome, Ruplinger, Savaglio, Schooley, Trimborn, Van Winkle, Wallace
  - b. Absent: Moua, Nell(excused), Sackmann(excused), Syafitri, Vang(excused), Guidote
  - c. Others: Bergman, Cikara, Knudson, Perket, Smith, Singh, Wilson
  - d. Guests: Joe Baker, Joe Gow, Karen Mclean, Ang Nguyen, Adam Conlin
- III. Approval of Minutes
  - a. Hammen/Ruplinger
  - b. passed
- IV. Approval of Agenda
  - a. Hammen/Klien
  - b. passed
- V. Guest Speakers
  - a. Karen Mclean, Dean of SAH, Student Retake Policy
    - i. Rational for proposed change to CAPS policy
      1. several courses offered in the college that are of very high demand
      2. Students inability to get into the classes that will actually affect their major, means they will have to be enrolled another year.
      3. Size of freshman enrolling, prerequisites.
      4. Looked at the number of students who are actually repeating the courses.
        - a. Other students don't even get a chance to sign up for those courses.
      5. Other campuses allow students to repeat classes if have a grade of C minus or lower.
        - a. Only let them repeat course once.
        - b. If you were a repeat you couldn't sign up for class until later date. Found that problematic and changed policy to only repeat once.

- c. They don't have the resources to offer classes multiple times to students. In those cases if the student has extreme circumstances, there is an appeal process.
- 6. Found interesting that number of repeats one, two and three; the number of second time repeaters is equal to or even exceeds the number of students repeating it for the first time.
- 7. There is a second policy that was endorsed by committee and it relates to calculation of cumulative GPA. If you retake a class your old grade AND your old grade are on your transcript.
  - a. Many students quit going to class in order to fail so they can retake.
  - b. Many other campuses recalculate the grade point.
- 8. Both of these policies are aimed at making courses available to students.
- 9. Much of freshman class comes in with a premed interest.
- 10. Questions
  - a. What percentage of students that switch?
    - i. Don't have that data, but do have parents who say they are going to pull kids out of this school because they don't think they should take another year of classes.
    - ii. Putting prerequisites in place in order to make students more successful.
    - iii. It's not a point of hiring more instructors because we actually have no more physical space.
  - b. What attempts are made at letting students know the affects of retaking classes has on their GPA?
    - i. Students may hear it from advisors but catalog doesn't state that and so the take home message may not be the right one.
  - c. Is this new policy only for Science?
    - i. It would be a campus policy.
  - d. If you retake a course can you retake it on a different campus?
    - i. It would not replace your grade here.
    - ii. It's not just 100 level classes.
  - e. Looking for it to be retroactive? If you flunked a class last year and you took it two yrs later, would it be applicable?
    - i. The catalog applies to students there that year, so I would imagine it would apply to new students.
  - f. When is the earliest this would take affect?
    - i. If it is going to be with the catalog then it would be a while because this catalog is 07-09.

- g. What's the aim?
  - i. The aim is to have students stay in their classes even if they are getting a C because that would be better than having a F even when they retake a class.
- h. What happens to students who try their hardest but don't get the grade they wanted, they are at a disadvantage? Does it negatively affect them?
  - i. Students need to realize that other people may not interpret their transcripts the way this campus is. If the student thought they were getting a horrible grade and did drop the class, they are able to drop the class even its late in certain circumstances.
- i. First generation students do repeat courses.
  - i. They will still be able to repeat courses but we want to make sure you have done something to address whatever it was that didn't allow you to pass it in the first place. If someone is in the class for the fifth time, there is something wrong and it won't be solved by putting the student back in the class.
  - ii. I am proposing that you only let a student repeat a class once.
  - iii. Right now on this campus repeats are unlimited. I think that's a disservice to students.
- j. Do you think that the pros outweigh the cons? My freshman year I did fail a class and retook it and got an A. so this policy would have put me at a disadvantage.
  - i. I think it would tell students that every time you enroll in a class it does count. Many faculty are shocked that we do this on this campus.
  - ii. We have a very academically talented class here.
- k. Students who might be concerned at taking a class can take an audit right? So they can be prepared the next semester?
  - i. Yes students can audit.
- l. When I was a freshman we had a teacher who came here and left after a year and was the worst teacher I've ever had. We need to be better at hiring.
  - i. We sometimes make mistakes.
  - ii. Last year we hired a mistake and the person didn't get retained. We are about academics and we want to have strong faculty members, but it's not only fool proof.

- m. How long is the current system been in?
  - i. This has been here for a long time. But realize we have changed as a university.
  - ii. When I brought this to the chairs, there were two chairs who voted against it because they would rather retakes to go to the back of the line. But if that happened then they would never be able to retake it, so that would actually hurt students more.
- n. I am concerned that students would transfer or change their major.
  - i. Other universities have this policy I'm proposing and students know it coming in.
- o. Would like to encourage senators to bring this to the attention to deans of other colleges.
- p. My concern is program credits vs general education credits.
  - i. If we had an exemption for other general education courses then it sets a double standard. Again all students could take a course twice.
- q. With my program you can only take a class twice and we do end up having a lot of students leave or change major.
  - i. There are many programs on campus where the programs are full.
  - ii. If a person is failing the class twice in their major, then what are they doing in that major?
  - iii. I am concerned about the students who are leaving this campus because they can't get into the classes they need.
- b. Joe Gow, UW-L Chancellor
  - i. Tuition plan for deferential tuition
    1. It wont go anywhere without student support.
    2. If you followed the budget you saw that we had the original Growth and Access plan in the budget. We are \$1,200 below the average. UW-L is the second most demand college in the state, and also the cheapest. This is not good because that means we can't what we need. Our student to faculty ratio is 24:1.
    3. Second to Madison we are the most selective university. So the agenda was to get more enrollment and more faculty.
    4. our proposal in the budget is a tiny piece in the UW-system, which is a small piece in the budget. We did not get any where near what we had hoped to get. At the same time it has a lapse, which is a temporary cut, that is going to last four years. That is not very temporary. We were given 90,000 but asked to give

back more than that. So that means we will be losing money. Our money is stretched about as far as it can be stretched.

5. we decided we need to go to the regents with a differential tuition plan. That means we need to raise tuition. Proposal to let us raise tuition on new students only, not to current students. We would take the new tuition money, about \$500 a yr, and with that money hire new faculty and staff. No financial aid would be supplemented with that money.
6. if the students and regents are okay with this then they will let us use 2/3 of our budget for financial aid. That means we still get to do what we wanted from Growth and Access agenda. But it cannot get done unless students back it. Future of the university is in your hands.
7. Questions/Comments
  - a. Is there going to be a deciding group saying where the money goes to faculty and staff?
    - i. Can involve students in that process.
  - b. Met with other presidents and vice presidents, in regards to Growth and Access, all other universities were funded except La Crosse. Confused as to why since we were all working so hard for this.
    - i. Important distinction, La Crosse only growth initiative that said let us do it through our own tuition. Others were using taxes. The governor backed the original proposal, but struck compromise and it was very frustrating. We can't get the short end of the stick; we are one of the great campuses. But now there is a window here to address that.
  - c. You were saying you need to hear students voice, but the only impact on us is benefits. The people applying for fall 08 are going to realize this, what will you say to them?
    - i. This doesn't impact you in terms of you have to pay more money, but you do take on the responsibility of considering if this is the future that you want for the university. I will make the argument that the alternative is that we erode the quality of the university. So you pay a little more for many benefits.
  - d. What's the time frame?
    - i. December meeting. If it doesn't get done in December it falls apart.
  - e. The fin aid we are generating will be applied to minority students, what about other students?

- i. We use the word diversity, it's a broad term. We cannot give somebody points in terms of their race. But can give you an award based on your need. Low and middle income. Have some flexibility and try to be very fair in fin aid. Try to minimize impact on students as much as possible.
  - ii. Keep in mind to try to be equitable with financial aid.
- f. One of the big problems with the Growth and Access plan was many students didn't know what it was. The student body as a whole should be more informed. Also we are losing students.
  - i. To give us more someone else has to get less.
  - ii. About res halls, I regret that my predecessor did not explore that more fully. Will have people come in and talk about status of new res hall. Need people on campus wide committee. Start design in early 08.
  - iii. One legislature asked about a student referendum. Pros and cons to that approach. I don't know how educated people are on these issues. Another issue is you have been appointed and elected to represent students.
- g. You are asking that we draft a resolution that we support this resolution?
  - i. Some would like to see a referendum and ten percent of students voting affirmative. The challenge on referendum is would people have the vision of the future of the university, or would it just be a knee jerk reaction about raising tuition?
- h. An individual did do a survey of students with old plan and they did support it. We will do a new survey with new plan.
  - i. If you told me this was a bad idea then I cant in good conscience go to the board. I would respect your right to determine your own position.
- i. Wanted to fill everyone in that we did talk about doing a referendum and it is possible to do it before December.
- j. I approve of the growth and access on a personal level.
- k. Isn't this a move towards privatizing a public university? Do you think other campuses will follow suit? Do you think, since we are drawing from the same

pool as other universities, we will have people coming in for specific universities. For me I don't know if I wouldn't be able to afford the raise in tuition.

- i. I wouldn't call it privatization, but we wouldn't have to do this if the state would have maintained the level of funding. When the priorities are set other things take precedence. I'm not optimistic that funding is coming back, so I look at it as using the free market.
  - ii. The impact on the other campus. I think we have a wonderful opportunity to show how it ought to be done. That's why its so important that we have your input. President Riley said we will let UWL do it and see how it turns out. Based on that, are we going to let other campuses do this?
  - iii. I know that we could hire even more top notch faculty.
  - iv. The question of affordability is an issue for everyone; however, we would still be at an average cost for an above average university.
- l. Is it incoming freshman and transfer?
- i. Both
- m. So tuition raised and then asked to pay extra for cost of new res hall?
- i. The cost of res hall will be on students who live in res halls.
  - ii. If you are careful with it you can really minimize the impact on people who need the most aid.
- n. If you are going to raise the tuition then how are you planning to still get group of students who could go to Madison but decide to come here partially because can get a an education comparable to Madison for much less price?
- i. If you are paying more, then you should ask for more.
  - ii. We will never be the kind of university where you have a professor who has office hours from 3-5 on Monday and that's it, because "I'm writing my books".
- o. What about the window for the people who are going to be making this decision and their sensitivity?
- i. That will fade as time goes by.

- ii. They are sensitive, but after the end of the semester its more like “too bad” and they move on.
  - p. Concerned about having a referendum because students might not think it all through, like knee-jerk negative reaction to increase in tuition.
    - i. If you say statement about it and say why you don’t want a referendum then it can be presented.
  - q. I would be in support of a referendum, but I think that part of our job as senators is to educate the students about what is happening. For the board of regents to see what we do would be huge. Going back to issue, I can’t support differential tuition because sends wrong message to legislature. It says UWL didn’t get funding needed but got it through differential tuition, so why fund them next year? Also if there are other students coming in on grants, there is still the fact that they will have to pay more. No way would some be able to come.
    - i. As far referendum, I would be willing to educate and hold forums
    - ii. I understand your logic on signals it sends, but I have heard that the budget passed will not even be able to hold up. What it requires is not differential tuition but getting people together to solve the problem. We are in a situation where we are reinventing the wheel every two years. Every time this university has been cut.
  - r. Do you think we need to have a referendum to pass this bill or will senate be enough?
    - i. Steve Nass is the most outspoken critic of system there is. Also talked to counterpart on senate. Nass said we need a referendum on this. Students on senate are not typical students. Typical students are the ones who are working.
- 8. Later on in the agenda we have discussion on resolution.
- c. Adam Conlin, Co-Chair of UW-L Progressives, Xcel Rate Increase
  - i. Xcel is back in our community and planning to raise rates by 14.2% for electric and other percentage on gas. Translates to rise in fees at university, students living on and off campus. Rise in \$162 per year.
  - ii. Also here to speak as environmentalist. We have incredible opportunity to use wind and solar power in northern Wisconsin. But Xcel will not use that; will use nuclear energy and coal. Uranium resources taken off native lands, used, and then put back in lands as hazardous waste.

- iii. Also have plans to put transmission lines over farms, again, native lands.
- iv. I am here today to ask everyone why should we reward a company who is going to invest in dirty energy and who is going to fail emissions test? Pollutants going down the Mississippi Valley. They recently passed the latest test. But the trick is after they fail they get to choose who will test them next time and when. Only get tested once a yr, they fail, and then they pass, and continue until next yr.
- v. Asking for your support in opposition to Xcel rate increase. I can take this recommendation to public service commission when they have a public hearing.
- vi. Questions
  - 1. Is any of the money going towards cleaning?
    - a. I asked them that when I got a tour of plant and they said no.
  - 2. Xcel is doing a energy monopoly, isn't it illegal?
    - a. A lot of that has to do with accessibility to power, other areas are worse because they burn a lot of coal. The main investment has to be in renewable energy, but they are not doing it with the money that they want.
  - 3. What are the other sources?
    - a. Wind and solar energy. Solar in the southwest. Xcel is part of the Northern States Power, and that runs through much of the Midwest and the potential for wind energy is good.
  - 4. Feasibility studies as far as wind and solar?
    - a. Clean Wisconsin has done studies but don't know what they reveal.
- d. Joe Baker, UW-L Athletics
  - i. After last weeks meeting I felt there were some things that you should know before you vote.
  - ii. 2 things I want to do: answer questions and address an urban myth. It prohibits us from going forward.
  - iii. First question asked last week was how were speakers stolen?
    - 1. As you can see in the pictures, you can see the trouble the person went through to get them. Climbed a ladder, cut cords, and unbolted them. It wasn't a case of us being irresponsible.
  - iv. Next thing we were asked was about the budget.
    - 1. Graph shows how much of our budget is used for administration and how much you contribute.
    - 2. We as a public institution are being asked to fund our own institution.
    - 3. The larger portion is what you provide for us but increasingly we are asked to provide more and more. About 56% of budget comes from students. But we are doing more and more on the other side.

4. seg fees percentages used.
  - a. Most money goes to home contests and travel.
    - i. Our costs wrapped up in contests
  - b. I understand the difficult situation your in. it's a tough thing to do. You also must understand you are my funding agent. So don't be upset with us when we do that. We didn't establish this process. We need to be as civil as possible, we need to work together.
5. Questions before we move on:
  - a. Were speakers bolted in or screwed in?
    - i. However maintenance put them in, believe they were bolted in.
6. Asked last week what total deficit amount to. Deficit continued to grow because of two reasons
  - a. Minimal spending but a lot of under revenue. We did not meet revenue. The expected revenue was put into budgets but not met. So we spent what we thought we could, according to expected revenue, but did not get that revenue.
    - i. Accounts were being "raided" by system. Came up with agreement that they would pay certain amount of debt and athletics would pay as well.
    - ii. Years we could afford more, we paid more.
    - iii. Last couple of years athletics has made payments, senate has not, but we paid off the debt. Athletics has paid about 50%
  - b. Urban myth is athletics came and begged to be bailed out. Senate offered to. Every time we come to senate it's brought up that athletics begged to be bailed out. Not true.
    1. Hope you vote on fact and not on myth.
    2. You vote with your conscience anyway but I hope you have your facts.
7. Questions
  - a. Was the agreement put in writing?
    - i. Yes. We fulfilled our agreement every year and we were able to pay ahead.
      1. Point of info- does anyone have a copy?
        - a. Larry has all resolutions that came from senate. The 2002 agreement, Larry is looking for it.
    - ii. How many student athletes are there?
      1. 550 to 570 people that aren't duplicated on roster.

- iii. Estimate in what you had in total attendance/ticket sales?
    - 1. Don't have the number. Attendance includes number of students who don't pay to get in games.
  - iv. How many does stadium hold?
    - 1. Another urban myth that we can hold many more students. Actually only hold 2,676
  - v. How did debt increase happen?
    - 1. We got redefined and caught up in some things. When system said tax some of our accounts, we didn't have that money. So it sat on our account as a debt.
  - vi. If you had the \$70,000 in revenue you would have been able to pay off?
    - 1. We wouldn't have created our own debt.
  - vii. Total debt from system?
    - 1. Over \$50,000.
    - 2. we have changed our budget format and take more control over it.
8. One other thing to note is we've asked for the carryover this year because we know we will not be able to use our facilities next year. Of we don't get our carryover then next year we will be talking about our deficit instead. We will be playing in Winona and need to pay for buses and other fees. Fees to practice and play there. Our request for the carryover is trying to be proactive and take care of that.
- i. If you know that this is something you are going to incur then why not going to account for it in your budget?
    - 1. Haven't even turned in our budget plan.
  - ii. My question is, are you are going to take it into account? What will you do if you don't get it?
    - 1. We will do what we have to do.
  - iii. Back in 2004 when apportionment made agreements, one clause was to not focus on how we got this debt but how to plan for the future.
  - iv. Was there an agreement that it would get paid back?
    - 1. Never put to us as a loan.
- e. Ang Nguyen, USSA Great Lakes Region Vice-Chair
- i. There are USSA issues we should discuss.
  - ii. Higher Education Affordability
    - 1. Includes most student loans. Some have decreased incredibility. How do students get access to student loans?

2. Some students get help from advising, but what about students who didn't pick a major? Needs to be more information for students. A lot of people don't know where they should begin.
- iii. Dream Act
  1. Hasn't gotten passed by Legislature. It has gotten more attention. I don't feel we pay enough attention to it so I want to work on a campaign. If anyone interested please contact me. Undocumented students are still students.
- iv. One of the things we talk about meetings is student voice.
  1. Want to know what we have done to empower students.
  2. Many campuses have the problem that the student voice is not enough. Why doesn't student body know about Growth and Access? How do we reach the student body? We need to be more active and consistent in our ways of reaching students.
- f. Motion to suspend the rules and move item B up before officer reports: Cerwin/Lynch
  - i. Critical discussion because I will be in Chicago next Wednesday.
  - ii. Call to question.
    1. Acclimation
      - a. Objection
      - b. Vote on motion
        - i. Passed.

## VI. Officer Reports

- a. Bjorn
  - i. Apportionment carryovers, go over Southworth, and viewpoint neutrality.
    1. Can't base decisions in comparison to other line items. And can't decide not to vote on something because you don't like the organization.
  - ii. Academic Initiatives oversight committee
    1. Still need one more person.
  - iii. Retake policy
    1. If you don't like it can make a resolution in opposition to it, if you like it you can make resolution in support of it.
  - iv. Alternative office hours due tonight.
- b. Erik
- c. Others
- d. Chief of Staff
  - i. Still working on restructuring
- e. Shared Gov
  - i. Regent resigned because felt governor did not take strong stance on Dream Act.
- f. Jill
  - i. Need to get info together for each new student.
- g. USSA
  - i. Interested in growth and access agenda.

- ii. Meeting with Ang, scheduled electoral action training weekend for next weekend.
    - h. City Affairs
      - i. Had meeting earlier this week.
        - 1. What happened to alternate side parking?
          - a. Few things going on. Will be brought up to make diagonal parking. But council is hesitating because of street sweepers and storm water utilities. So right now it isn't feasible.
    - i. Gender Issues
      - i. Looking for other campaigns to work on.
    - j. Social Justice
      - i. Want to start biweekly coffee house.
        - 1. want to use carryover to fund newspaper and international coffee house
        - 2. Will have free coffee and food to bring in students and educate them.
        - 3. Biweekly event.
        - 4. Money will only be used for funding food and coffee.
    - k. UC
      - i. You will be getting an email reminder for united council event.
      - ii. If you have any time you can put into education write me and I will send you a class rap sheet. Please respond to emails board sends you.
    - l. PR
      - i. Will be working on educating.
      - ii. Next week will have publicity campaign ready for senate.
      - iii. Taking over construction of the website, any suggestions let me know.
- VII. RHAC Report
  - a. Friday night at 7pm in Valhalla, music.
- VIII. Advisor Reports
  - a. Larry won't be in late night any time soon.
- IX. Committee Reports
- X. New Business
  - a. 2006-2007 Year end Carryovers
    - i. Hammen/Klein
  - b. Discussion
    - i. Motion to change athletics carryover to \$15,000, reducing by \$11,000
      - 1. Allen/Rome
        - a. Thinking of some middle ground. We hold every org responsible for their debt. We paid in to it some money as well. We took students money and put it to this. They will need extra money for next year, so half is good. Need to hold them responsible for past actions.
    - ii. Disagree with past actions. Last year we talked about carryover for CAB. Many people used past action as reason to not give carryover,

not right. We need to look at the present issue. Now they have a surplus, he presented where the money will go.

1. Agreement is that they only keep \$70,000 of revenue.  
Anything above is treated as carryover
2. If they go forward next year and don't use all the money then apportionment can take that back.
3. Have faith in Joe that he will not ask for more than he needs.
- iii. Athletics shouldn't have to pay us back for what this body paid before.
  1. 2004 resolution states cause of debt is not as important as how to prevent it. No where did we say they had to pay us back. They don't owe us anything.
  2. If you want to take away some of this money there should be a rational for that.
- iv. They don't owe us anything; it has no bearing on what we are doing right now. We made an agreement over two years ago and we keep holding it over their heads. In all the documents they never say or come close to saying they were to pay us back. Apportionment wanted to use the money before the state took it away from them. I'm sick of holding it over their heads because it has nothing to do with it.
- v. We shouldn't compare athletics to CAB. Agree that we should restrict the carryover of the amount the speakers.
- vi. \$1,000 for the speakers and \$10,000 for rentals that they won't have the stadium. But that won't come in to play until next budget cycle.
- vii. Redundancy is one of my biggest pet peeves, but we should stop holding it over their heads.
- viii. This group has worked so hard to get them out of debt, this takes us back a step.
- ix. Call to question
  1. Objection
- x. Motion to close speakers list
  1. Csargo/VanWinkle
  2. Speakers list Closed
- xi. Final note on representing students: if we take the money back it's not really going back to students. It's going into reserve account which we are already pretty comfortable with.
- xii. \$1,000 for speakers is fine. But we shouldn't have the rationale behind \$10,000 as holding the stadiums. Unless we ask them about it we shouldn't take it away. Maybe they do have to pay it upfront
- xiii. Friendly Amendment to make it only an overall reduction of \$1,000
  1. Klien/Hammen
    - a. Point of info
      - i. You can't make a friendly amendment when there is no amendment.
        1. Point of info
          - a. There is an amendment
        2. Point of parliamentary procedure

- a. It's not your amendment anymore; it's the body's amendment.

2. Discussion

- a. Hope you turn it down because athletics is still going to get their revenue this year.
- b. Their concern is they want to have something to hold on to and thinking ahead. We have this money right now; we can put it to good use. Regardless of whether they use all those funds to secure places, they will need all the money in the future.
- c. We will not make much money this year because we didn't make it to play offs.
- d. Call to question
- e. Voting on changing number.
  - i. Roll call vote
  - ii. Point of info, what are we voting for?
    - 1. This is to make reduction of only \$1,000 to amendment. Afterwards we vote on original item.
    - 2. quorum
    - 3. passed 23,3,1
- f. Encourage you to approve it because I think there should be a level of accountability.

xiv. Vote on new amendment

- 1. call for division
  - a. passes 23,3,1

xv. Discussion on document as a whole

- 1. When do we stop throwing around money?
- 2. I support apportionment committee's decision.
- 3. Would like to ask if student orgs committee was to give out recommended amount, how much more would they need?
  - a. They would need it all
- 4. apportionment commented they should overspend
  - a. point of info
    - i. Chair of apportionment asked to overspend, not committee as a whole.
  - b. Would just like to see something more solid. If we don't allow them their carryover we are giving them half of what they were requested. Motion to change carryover in Organizational Grants from \$3,000 to \$6,267
    - i. Discussion
      - 1. I think there are still people confused. The idea was to try to spend 2,000 more than what they were given to make sure



- c. Motion to package line item e and f in one and c and d.
  - i. Items packaged
- d. UW-L Student Association Resolution Opposing the Xcel Rate Increase
  - i. All they are trying to do is help people so we should support environmental council.
  - ii. Don't like that Xcel is resorting back to nuclear energy. Sad that energy companies aren't invested in the future and not helping us.
  - iii. Like the presentation, but the resolution just says that they are against it but doesn't get into environmental reasons.
  - iv. We have got a week before we go into new business. Let's look it over and decide whether we want to change wording.
  - v. Document important, university shouldn't have to pay more for energy.
  - vi. We kept simply on financial issue because it has the most impact on students, though if you want to focus on environmental impacts its fine
  - vii. Motion to close discussion
    - 1. call to question
      - a. passed
- e. UW-L Student Support of New Growth and Access Agenda
  - i. Need to move forward on this. As student rep of overall student body it can be our decision. Doesn't need to be referendum because this doesn't affect students now.
  - ii. Intention was for input of student senate.
    - 1. Remember that two things push agendas in politics: money and pressure. Right now we don't have the money but we do have the pressure.
  - iii. We should vote on it. As students we see cuts from the budget no matter what. I think it's a good program that we should do.
  - iv. We shouldn't have to go to referendum, they need to be educated and that's going to take time. And they don't pay attention to us. And this for future students, and they might be selfish and not think about future students.
  - v. We are not just making the decision for students now, its for the future. We are in a unique situation.
  - vi. I think we do need to look at referendum because we might have someone who speaks against it if we don't have referendum. Last referendum was for stadium that was for the future, so I think it works. And we do have time to do it. As far as people who don't pay attention, that is a problem everywhere and we don't force people to pay atte.
  - vii. If we are fearful that student body is going to vote no, then why are voting yes? And isn't it our job to educate the student body?
  - viii. Ask that people keep in mind that plan is for access and affordability. But keep in mind that not all future students will be able to afford it. And legislatures can take it the wrong way.

- ix. I don't see why we can't do both. We can pursue a referendum and vote in senate. I hesitate to take to a referendum because students not educated.
- x. We may loose some people but the cost of not increasing tuition is far greater.
- xi. Think a referendum needs to be a group effort. Doing something like that before December is a PR nightmare. I would need everybody's help.
- xii. Like the idea of being proactive.
- xiii. When financial aid looks at cost of tuition they will keep that in mind and compensations will be made. The budgets are adjusted per institution. Your financial aid will be able to help.
- xiv. We don't have a lot of time to put this out there. If we ask the students they may agree with it, but how do even weigh that? there will always be people that will be cut out.
- xv. Point of clarification
  - 1. Can survey results be public information?
    - a. Through a class so it won't be a public and scientific survey, but I will bring it in.
- xvi. 2,000 was the largest voice of students in a referendum ever. Maybe this will show the legislature that we are taking care of ourselves.
- xvii. Future students will look back on this, but it's not just for future students, it's also for us. It will add value to our degrees. Survey would pull out a lot more info than referendum will.
- xviii. Is the referendum the best way to?
  - 1. This is a persuasive process. Need to have conversation and figure out best way to present it. I need to be able to tell them how the students feel.
  - 2. Issues of educating people are going to be there no matter what.
  - 3. Another thing is you have the holiday coming up.
  - 4. I hope you trust that I wouldn't bring you something that wasn't of great importance.
  - 5. Its one that you will have to decide.
- xix. It would be very good if you don't do a referendum that you do a vote. It would be helpful to address that specifically.
- xx. We can never assume it's a done deal. A referendum and having faith that we are a smart university, a referendum would be very strong.
- xxi. Sometimes we think we are the "end all be all" in the university. But we out something forth; we need to show that we are backed up. It weakens us if we don't.
- xxii. Referencing the stadium referendum, but at that point in time there was a lot more time. There are other ways we can gather input. Is some information already out there that we have collected from students.
- xxiii. I have learned in USSA that surveys are extremely effective. We should make a survey based on people who care. But the people who

care will not necessarily act. So we also need to survey people who will act and speak out. First of all we need to agree if this is what we really want.

- xxiv. We need to take the resolution and educate. We should decide on something next week if we will do a survey or a referendum. And if only 2,000 vote, then only 2,000 vote. That's fine.
- xxv. Like the idea of a survey. It can be controlled and we can inform and educate about the topic at the same time. There is more information that can be received from a survey.
  - 1. If chancellor hears from this body that we are not for it then he will not pursue it.
- xxvi. Support the idea of a survey, but think about time constraints that we have. Would be good if chancellor goes and does class raps.
- xxvii. Agree with referendum. We need to show what rest of students think because shows our credibility. Some of the people I have been talking to didn't know about it but said they would support it after learning about it.
- xxviii. I wouldn't know how else to communicate, I don't know what level of awareness there is at all. If they didn't know then we would focus on people who do know about it?
- xxix. Undeniable that we need student backing, I'm worried about education aspect. Have been working on it for years with the assumption that if they were educated then they would vote yes, but 90% of the halls came back voting no.
  - 1. It's more complex than the stadium project.
- xxx. Time sensitive, you were elected because your student body trusts your decision.
- xxxi. Believe that students were informed of previous plan but not of changes made recently. Stadium was a yes or no question. This needs to be fully explained and it's important to do. Important to get student opinion.
- xxxii. Survey would be better way to go.
- xxxiii. All who don't want a referendum voting does not mean we are fearful of students voting no. just means we are fearful of uneducated people voting. Regents should take into consideration that we were voted in by students. For people who do want referendum then I would like a referendum to see them in the trenches because I don't have the time to do it this month.
- xxxiv. Only people who would vote no on this are people who have brothers and sisters coming in.
- xxxv. Motion to close discussion
  - 1. Csargo/Allen
    - a. Point of info: anyone on the speakers list?
      - i. Not first time
  - 2. Discussion closed.

- f. Relay for Life Facilities Request Klien/Ruplinger AAU Basketball Tournament Facilities Request
  - i. Langhoff/Hammen
  - ii. This year they requested the REC indefinitely. We gave them two years.
  - iii. Weekend facilities request in April
  - iv. Lets close discussion
  - v. Call to question
    - 1. objection
      - a. For the relay for life, it had some grammatical errors.
    - 2. move to close discussion
      - a. acclimation
        - i. discussion closed
- g. Resolution Granting Organizational Status to the Vietnamese Student Association & Resolution Granting Organizational Status to the Students for Sensible Drug Policy
  - i. Hammen/Ruplinger
  - ii. Everything is good to go.
  - iii. Motion to close discussion
    - 1. Hammen/Lynch
      - a. discussion
        - i. We lose focus when we shut down like that.
    - 2. Acclimation
      - a. discussion closed
- h. Organizational Grants
  - i. Fuhrmann/Klien
  - ii. First priority goes to clubs that want to have events on campus, then to go to events off campus, then to cover some travel expenses.
  - iii. Some orgs can receive funding through other means.
  - iv. Must occur before July first
  - v. Other reasoning was event wasn't open to anyone else.
  - vi. Discussion/Questions
    - 1. How can orgs apply for multiple?
      - a. Have more than event going on.
    - 2. The final percentage could be altered.
    - 3. Next week we will be voting on it, so are we going to be presented for an entirely new document?
      - a. No, options would be if you want to approve an amount and then what amount.
    - 4. Is the money recommended actually how much we have to spend?
      - a. no
    - 5. We have a document with two scenarios, but with carryover then we will have a third carryover.
    - 6. Point of clarification
      - a. We were asked to over spend.

- vii. Motion to close discussion
        - 1. McManus/Holzem
          - a. acclimation
            - i. discussion closed
    - i. USA Today Trial Period (non-action)
      - i. McManus/Csargo
      - ii. Motion to postpone for one week.
        - 1. It is a non-action item it would be easier to postpone it instead of taking it off the agenda
      - iii. Call to question
        - 1. Acclimation
          - a. Discussion postponed until next week.
- XII. Announcements
  - a. Everyone interested in working around issue of survey or referendum please stay until afterwards.
  - b. Don't be surprised to receive emails from other universities, other campuses are redoing their structure completely and one university is just using our system. So they might be emailing you and looking for some advice.
  - c. LASO has Day of the Dead in Port O Call tomorrow.
  - d. Motion to adjourn
- XIII. Adjournment
  - a. Meeting adjourned at 10:51pm
- XIV. Voting Results
  - a. Vote on overall document.
  - b. Vote on friendly amendment.

<b>a. Vote On Overall Document</b>			
<b>Name</b>	<b>Yes</b>	<b>No</b>	<b>Abstain</b>
Allen, Jeffery	X		
Armstrong, Vanessa	X		
Cerwin, Nicholas	X		
Cooper, Mitchell	X		
Csargo, Nicholas	X		
Fuhrmann, Eric	X		
Groshek, Mathew	X		
Hammen, Derek	X		
Holzem, Nataliex	X		
Kahl, Erik			X
Klien, Ryan	X		
Klotz, Melissa	X		
Langhoff, Andrea	X		
Liebzeit, Konrad	X		
Lynch, Kathleen	X		
McCaigue, Kelsey	X		
McManus, Aron	X		
Navarre, Stephanie	X		
Rome, Jacob		X	
Ruplinger, Melissa	X		
Savaglio, Britta	X		
Schooley, Jillian	X		
Trimborn, Steven			X
Vanwinkle, Joshua	X		
Wallace, Karly	X		

<b>b. Vote On Friendly Amendment</b>			
<b>Name</b>	<b>Yes</b>	<b>No</b>	<b>Abstain</b>
Allen, Jeffery		X	
Armstrong, Vanessa	X		
Cerwin, Nicholas	X		
Cooper, Mitchell	X		
Csargo, Nicholas	X		
Fuhrmann, Eric	X		
Groshek, Mathew	X		
Hammen, Derek	X		
Holzem, Nataliex	X		
Kahl, Erik			X
Klien, Ryan	X		
Klotz, Melissa	X		
Langhoff, Andrea	X		
Liebzeit, Konrad	X		
Lynch, Kathleen	X		
McCaigue, Kelsey	X		
McManus, Aron	X		
Navarre, Stephanie	X		
Rome, Jacob		X	
Ruplinger, Melissa	X		
Savaglio, Britta	X		
Schooley, Jillian		X	
Trimborn, Steven	X		
Vanwinkle, Joshua	X		
Wallace, Karly	X		