



# UNIVERSITY OF WISCONSIN–LA CROSSE STUDENT ASSOCIATION

2244 THE U 1705 BADGER STREET LA CROSSE, WI 54601 (608) 785-8775

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## Student Senate Agenda

Date: **October 30, 2019**

Time and Location: **6:00pm Student Senate Chambers; The U**

- I. Call to Order
  - a. 6:05
- II. Roll Call
- III. Consent Agenda
  - a. Approval of Agenda
  - b. Approval of Minutes
    - i. Moved by Wiza, Seconded McLain
- IV. Guest Speakers
  - a. **Representative Jill Billings**
    - i. I've been in office for eight years now, I love my district and having a university in my district. I think it's worth all the parking issues and things people complain about. I have a niece who is here, she's having a great time here too. My committees this year are building commission, which includes state campgrounds, office buildings, higher education, and all the building projects. I am the chair of the higher education sub-committee, it was a little daunting when Governor Evers gave us 1.3 million. We have had eight years of deferred and delayed projects. We needed a healthy investment. My great disappointment is that the Prairie Springs phase two was not included in the budget. I know that when our chamber of commerce just did our day in Madison, Prairie Springs 2 was discussed. There's a group that's forming to make sure we talk about it during research in the rotunda. I'm on colleges university committee, some things that have been recently passed is that if the government is late in their pay that the vets are protected. That gives some relief to vets, there's a minority student loan program, we have some good legislation. A blue-ribbon commission on the university, we will see what happens with those good bills that are still in the committee. Passed last week was the transferability of credits, so students who went to tech schools and then transfer have an easier time getting done in four years. We are ninth in tourism. I was on the Governor's task force on opioid misuse. This was made to address the opioid and now meth crisis. I want democrats and republicans as co-authors of bills. My bills include flavored vaping ban, if you're under 21 now you can't smoke or vape. We see the results that a lot of kids are vaping and vaping in unsafe use. It's targeting kids and children in middle school. I have my safe harbor bill which says you cannot arrest kids who are under 18 for prostitution, most of those kids have suffered abuse and they are victims. They should be treated like victims not criminals. I have a water notification act, if the water is



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unsafe the DNR has to notify. You wouldn't think It'd have to do that. If it's not in the statute, you can't do that so I'm trying to change statute. This is not the most important bill, but I'm working with fourth graders to designate a state amphibian. We talk about civic engagement and the job of politics, as soon as I heard someone say, "We should have a state amphibian" we've been working on how to write laws and drawing photos. They talk about the mating rituals, I got a picture of a spring peeper going to the bathroom. Most bills don't pass so it will be a piece of reality for these kids. Senator Schilling and I had a listening session. Somebody asked about tuition freezes, I have a student looking at seg. fees. What happens with other fees? Is it different in different campuses? I want to take a comprehensive look. They asked about gerrymandering, it doesn't look good. Democrats are being packed into certain districts and republicans are being spread thin. We have 36 seats out of 99. I like the non-partisan does it, where it's retired judges who pick. When the last maps were drawn there was a lawyer who drew the boundaries who would guarantee. The new blue books are out, they have all the information. Salaries of everyone, all public. The special section looked at World War I veterans. Back to the state census, I encourage you all to fill it out and send it back. Make sure your parents don't count you. On campus, the return wasn't great. On La Crosse street, I don't think it's a great first look on campus. I did a prospective student tour. When they have to drive up that street, it's so bad. So, the DOT was here on campus at the Cleary center, if you want to see the plan, contact my office. There's some division between my city. They won't take away property from UWL or the property. I think there's going to be less space. The DOTs plan is one lane out and one lane in and a turn lane in the middle and then bike lanes on either side. The city wants no turn lane, a city going back and forth, and a protected bike lane. The concern the DOT has is with people going to campus. If you want to comment on the plan, we can show you how.

## ii. Q&A

**Fiegel:** We're facing a 1-million-dollar deficit, and it's lower than any other, and we're up in enrollment. What are you doing to help us?

**Billings:** Years ago, the state made the majority of tuition. As time has gone on, the state has invested less. This is trained for our future workforce. Now, not everybody feels the way I do. I think, unless there's more squeak, it will be ignored. The problem is, a lot of those funds are designated funds. I mean, it could be a new football field so that a lot of funds are tied up. I think the universities have spent lots on those funds. Governor Evers put more to the university. Building Commission, a lot of that



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funding was maintained. If there's a joint finance council listening session, I would encourage you to come. Stay engaged, our budget will come up after the elections really quickly. Once we're in office with new legislators.

Perkins: Earlier you talked about the tobacco age being 21, is that all products?

Billings: It's everything. There's some people that are exempt, people in the military are exempt. I'm not a fan, some people don't like it because of the carve outs.

Hanson: Instead of one area with one representative would it be possible to do several representatives in larger areas?

Billings: I think it'd be very difficult, it's changing the constitution. It's the electoral college which have pluses and minuses. The bad thing is, we would never see a presidential candidate in Wisconsin again.

Schock: What is the status of marijuana?

Billings: There are three ways of looking at it, medical, decriminalize, and recreational. Decriminalization, yes. I think we should decriminalize it. Medical is mixed. My issue on marijuana, is that it isn't medicine. People want it medicinally because they want it to move to recreational. Just be honest about it. There are medicines that are based on that same drug, like nausea or things that people want marijuana for. We see CBD oil that has mold in it, or it's higher THC than it's supposed to be. It's the wild west. I would say, if you use CBD oil make sure you know what you're getting and that it's from a reputable place. Recreational, we have that legislation. I don't think the leaders on the republican side are there yet. I say, let's look at a model on what has worked or hasn't worked in Colorado. The problem is, now tobacco companies are getting involved. It's a different product now, we have to look at the unintended consequences. We have to control it and make sure that people who don't want it aren't exposed to it. Make sure it isn't close to schools and churches. There's a lot of pressure. It gets challenging for legislators. I've got mixed feelings with it. I think 80% of people want it, if the vote comes to me I'll probably vote for it. Why is it in our society? What do people want to escape? We have to put some money made is put into our people.

Wolfe: Speaking of the things that make us want to escape reality, climate change. What is the state doing as far as renewable energy?

Billings: Not a lot. I was amazed. When I asked what are we doing about renewables? They said nothing. Governor Walker was doing



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nothing. We are repairing systems and I said let's do something, students lead the way. Governor Evers did put 75 million in his budget, but that may have gotten it cut out. The governor has just announced his task force on climate change. Greta Neubaur, has done a lot of work in this before in issues of climate change. Not much has happened up to now.

Packard: When people go to reassure students on the future of education, they mention how well this will prepare us for the workforce. As far as having a university, education, learning, as a goal within itself, how is that considered?

Billings: When I first got elected, there was a lot of talk about manufacturing. There is talk about students filling the slots of industries within our states. You're paying for this education so you get to decide what you want to study. We don't have to be widgets. Some people, a paycheck gives them big satisfaction or want to be sane in their job, the good thing about millennials is that you can say this isn't working for me. I think it's a great thing, I don't know if businesses are as loyal to their employees. I have 100% faith in your generation, I think you're better than my generation. I think you're all doing great.

b. First Year Seminar: **Dr. Dale**

- i. UWL is right now piloting a first-year seminar program, next fall we will be going to a mandatory first year seminar. All new freshman with less than thirty credits have to take a first year seminar within their first year. Our Gen-Ed program has 48 credits and that's going down to 42 next year. We are eliminating those nine elective credits from gen ed and adding three for first year seminar.

In order to do FYS we have instructors in a vocation process, we have one hundred faculty members in certification. By the time this year is over, over a third will be qualified to teach FYS.

1. Why?

Over 80% have a FYS, and over 50% have them required. We are behind. We were able to look at what works and what doesn't work. There are now Universities that are doing FYS and modeling them after ours. Effective at building relationships with students and instructors, the experiences that are cool and impressive tend to happen later. We are way behind on what we call high-impact learning, just-in-time information, and also opportunities. We don't want every class you take your first semester to be boring. Effectiveness on problem-based learning.

2. Data on effectiveness:

Improve retention rates, time to graduate, GPA.



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### 3. Model:

Enduring questions model.

Take faculty who want to teach FYS and propose it. They choose a topic that is engaging to students. Relevant to things that matter, and are interesting. Invite explorations of misunderstandings. A variety of topics by different teachers. Right now, we are trying to find the best way to have students register, do we ask students their interests? We're trying to figure out the best way to do that.

### 4. How it works:

A hybrid class, meets two hours each week and the third hour is online. Every single first year seminar will have the same online course. "Common Experience". It's seven modules with two units each. There's belonging, general education, planning, money management, and more. I can tell you that there's people from all over campus who are involved in this. The last thing I have for you is the four learning outcomes. All of them will have Examine enduring questions and how they may be studied, employ strategies that contribute to success in college, participate effectively in class discussions and collaborative projects, explain the purposes and value of a liberal arts education.

### ii. Q & A

Paulson: What categories from gen eds are being eliminated? Is language being eliminated?

Dale: No categories are being changed for the gen eds, but the nine electives will be

Neadler: I hope when they revise it, I know that for me it's been a very tight fit. Even though you're removing three elective classes, it's effectively potentially adding three credits they may not have space for them.

Dale: There are so many places that these could have changed, Poli Sci for example went from 36 to 30, because we see it's important that other things are happening. I know there are programs that are harder than others to fit it all in.

Wolfe: Could you go back to the slide with the common curriculum? Can you talk more about connections?

Dale: We want the timing to match up for things on campus. The unit for involvement is regarding involvement fest. The campus resources was put together by res life and student life. Student support for studying, the health center, and things like that have a series of videos for where things can find them then take a quiz.

Wolfe: Is there anything about sustainability in that section?



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Dale: I'm compiling a list of all the things that would be awesome to have in this course. We are asking someone to sit on the advisory committee from Student Association for what our priorities should be. I think that's how we would make decisions like that.

Fields: In the general education do you talk about diversity?

Dale: No where in general education do you hear about why we need general education. Why is it valuable? Why is it more credits than your major? The diversity is the academic value, why is it a component? It's more specific about diversity in the classroom.

Agterberg: I'm going back to connections, as far as campus involvement will it look different for second semester?

Dale: Instead of having a live involvement fest, we will send students to an online source that would demonstrate the same thing.

Agterberg: There's also an involvement fest in February.

Dale: Oh, awesome! If you have things that you think should be here, or things that you think should be in organizations that you think they should be involved in.

Agterberg: Would you be able to talk specifically about student association and what student senate does? This would be a really good way for students to know it exists.

Dale: Understanding the structure at a university, students don't know what a provost is or what student government does.

Schock: Can you touch on the training?

Dale: One of the things you may have picked up is that professors aren't always trained on different levels that students take classes at. Many gen eds are taken by freshmen or seniors. We have talked specifically about college freshmen, or who haven't had to study. Teaching a first year class has a whole lot of things that go along with it. The instruction that goes along with it, we go through these units and talk about how they can support themselves in this classroom.

If it's near the end of the semester, is it hard for students at the end of the year to fit within scholarships? For students in second semester how would that work?

Dale: We need to run 90 sections of this, we don't have the capacity. Within the structure we have, the best thing is to take half of them in the fall and then not have students in the spring be disadvantaged.

McReavy: It's not the same across universities, do transfer students have to take this?

Dale: Only transfer students who are have less than thirty credits. There are students who don't have it, and we want to make sure they have it. We won't require students to take it.





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Cayo: So if I came as a transfer student and had a first year seminar, would I have to take it?

Dale: No.

Cayo: I'm trying to understand how this would be applicable to non-traditional students who might not find this applicable?

Dale: There's talk of making a transfer seminar.

Yuengst: Since not everyone can take it, is it just who can take it first?

Dale: We do not want students who get here first to get all the awesome things, right now it looks like we will have some sort of survey so we have some process of students selecting a course or students who have a strong preference, or who don't have a high entrance GPA.

Garcia: Is this the curriculum just online, or is it in class too? In class, we don't talk about anything online.

Dale: One thing we are working with faculty to do is to focus on bettering, because of what we're learning on the pilot, we are trying to figure out how we can better support that. Some sections are doing it better than others.

Fisher: I was wondering if you had any thoughts of putting in resources like CTC or violence prevention or campus climate, I didn't know about that.

Dale: Campus resources unit is Campus Climate and CTC getting involved.

McReavy: When you mentioned students who might be given priority, are you considering first generation students?

Dale: There is research showing that students who are going to benefit the most are in it but that they aren't the primary group.

Schock: You're talking about the amount of professors in training and I think that two things they could include is inclusivity training and ALICE training.

Dale: There is some of that in the training, there is inclusivity training but it is a great opportunity. I'm excited that we're engaging such a large group of faculty. We have a lot of instructors now, like you said, who are thinking about teaching in a way that benefits their students.

V. General Student Body Open Forum

VI. Officer Reports

a. President: **Sita Agterberg**

i. Let me know by tonight if you want to go to Student Representatives.

b. Vice President: **Dana Nielsen**

i. Tuesday was the listen and learn open forum, on sexual misconduct, if you want to talk to me about it you can chat with me. It went decently.

ii. New look to minutes



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- iii. Volunteer Reception Center – Exercise and Training
  - 1. Monday, Nov. 4 5pm-7pm
  - 2. Lunda Center, WTC
- iv. Name Plates
- c. Chief of Staff: **Mark Morales**
  - i. No report
- d. State Affairs Director: **Alex Becker**
  - i. No report
- e. Local Affairs Director: **Bennett Thering**
  - i. I want to update the off campus housing page. You can email me. I want to update it to be less boring. I want to have a format where if possible, a student can type in if, for example, they want a pet friendly landlord they can type it in.
- f. Inclusivity Director: **Faith Fisher**
  - i. Meeting with Tracy Gaskin
- g. Public Relations Director: **Olivia Ahnen**
  - i. This Friday from 6-8 we have our S'mores with the Senators. It is not mandatory but highly encouraged. Bring your friends.
  - ii. I'm thinking about more labeling at least twice a year, one at Whitney Center and one at the Student Union. You'd only have to do it once, if we all sign up then student's would get to know us. I'm going to try to sort out who to schedule when.
- h. Sustainability Director: **Samantha Wolfe**
  - i. No report
- VII. Advisor Reports
  - a. Reminder that deadlines for LeaderShape are coming up. If you want to go reach out to me, they told us only 102 students but we can make sure anyone who wants to go can go.
- VIII. Committee Reports
  - a. Goodreau: JCES met, we outlined goals. We figured that a lot of the time we talked about sustainability coordinator so we are making a subcommittee.
  - b. Wiza: AIDAC met on Tuesday. On the next couple weeks we will have hearings.
  - c. Wolfe: Green Fund Ad Hoc met on Friday. We're working on contact people and getting in touch to write grants that are relevant.
  - d. Cayo: SUFAC met on Monday, we are almost done with our capital funds. We're talking about speaker funds. We looked over the budgets submitted to us.
  - e. Fields: Academic Program Review Committee met, we are going over a first read of the radiation therapy major and then we went over, second read of nutrition minor. Now a faculty member will take it to faculty senate.
  - f. Schock: Student Orgs met Thursday. We finalized our budget, which includes the grant money, we updated our bylaws and we approved a new E-Sports club.
  - g. Neader: Student Services and Buildings committee met. Mostly we talked about budget. We're going to be talking about the budget under our committee next





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Monday. We are going to be talking about meatless Mondays once the budget is set. If you have any personal thoughts, we're going to think about how we're going to think about that.

- h. Agterberg: Ad Hoc for Advisor Surveys met. We're talking about master advisor training. We also talked about having a survey and what that will look like.
- i. Ott: SEI committee met and it seems like the conversation shifted to general dissatisfaction with SEI's. We want to see how other colleges are doing their SEI's email me or talk to me.

## IX. Organizational Reports

- a. Wolfe: Students for Sustainability met, and we had two speakers who worked with Meatless Mondays and their two capstone projects and going forward with marketing and getting people engaged. Seeing if it's possible for Whitney, something is being written for Green Fund Grant for promotional items.
- b. McReavy: RU met. We are having a Halloween party next week, it might be Tuesday at 7 pm. I am continuing to email various people across campus to see about getting menstrual products in the all gender bathrooms.

## X. Unfinished Business

### a. SA1920-018: **Resolution Recommending Students for Sustainability to be Awarded a Senate Seat**

- i. Schock: A vacancy is here, so it fell on the Student Orgs committee to fill the seat. We had two applications, and feel that students for sustainability made the best case. Because it has the point of the vacant seat, it would be a year-to-year vacancy, I would want to delete the second whereas. And also change the final, therefore be it resolved. This would keep it consistent with what the bylaws interpret it as. This would be voting until the end of the year.

Seconded by Hanson.

Call to question – Mclain.

Passed.

#### 1. Discussion:

Yuengst: Can we remove the ands?

Wiza: Call to question.

Seconded by Yuengst.

Passed.

### b. SA1920-019: **Resolution On Adopting an Inclusivity Statement for Senate**

- i. Cayo: Trying to get a diversity and inclusion statement mandated in the student association bylaws. After this passes we're hoping to pass it into orgs and committees.

#### 1. Discussion:

Hooke: Someone mentioned if we would prefer disability or ability. I don't know how you feel about that.

Cayo: I am open to it, I don't know how I feel about it. Does anyone else have any ideas?



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a. Discussion:

Hanson: I would advocate for saying advocacy instead of disability. Disability is saying lack of ability, it's kind of derogatory.

Packard: I would agree with that, especially with the way it's stated.

Mclain: Call to question

Seconded by Wiza.

Passed.

Yuengst: Can we add a hyphen?

McReavy: Can you move the abilities so it is still alphabetized?

Yuengst: You missed some hyphens.

Packard: Same query as last time, would there be a committee if there is an infraction that this would go to enforce this if it is violated?

Cayo: We didn't have any ideas in regards to that, but I would yield to anyone who has ideas.

Agterberg: So, my idea is that we, UWSP has there's in the union and its signed by big admins on campus so for us it would be Chancellor Gow and other people. Hate bias committee is a good example, otherwise there's other committees but I can't think of any.

There are committees on campus that are ready to deal with this.

Mclain: Does Faculty senate have a diversity and inclusion statement?

Agterberg: No.

McReavy: Do we have, can we make faculty senate do anything? Can we suggest or strongly encourage?

Nader: Call to question.

Seconded by Mclain.

Passed.

XI. New Business

a. SA1920-021: **Resolution Endorsing the Reaching Higher for Higher Ed Bill Package**

- i. Becker: A package of six bills introduced, it would greatly increase funding to the UW system. It would establish a blue ribbon commission to set long term goals and expand grants and things like that. This bill will take student senate in support of it and send it off to let people know about our support.

1. Discussion:

McReavy: Can I yield to the officer on how likely?

Becker: Not likely, but we're going to lobby in favor so we'll try our bet.

Packard: I'm curious about AB 387, does it make it seem unlikely?

Becker: What that bill does is they can't institute a freeze without funding the freeze with state aid. If they're going to continue having the tuition freeze, they can't continue it without funding.



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McReavy: Second whereas, and has limited several should be and have. I believe it should read to establish to create long term goals.

Cayo: Move to end discussion.

Seconded by Yuengst.

Passed.

b. SA1920-022: **Resolution to Support S.2557 Student Aid Improvement Act of 2019**

- i. Becker: This is the reauthorization of a 1965 bill that would make FAFSA much simpler and would increase the maximum award for the Pell Grant. It would transfer a lot of questions and make it possible to take information the government already has from the IRS to fill it out quicker. The likelihood of this passing is high with 20 Democrat senators and 15 republican senators supporting it.

1. Discussion:

McReavy: I want to amend the document just for clarity. Could the two be flipped and then they are sectioned together?

Lichtfuss: I'm curious on the third whereas, I don't know how much you know about it but maybe the intention or logistics and the point of information kind of deal.

Becker: Basically, it's people paying what they can pay then it satisfies it for that payment.

Schock: Move to end discussion.

Seconded by Lichtfuss.

Passed.

XII. Discussion

a. 24 Hour Computer Lab: **Sita Agterberg**

- i. Agterberg: I'm curious to hear feedback, what do you think?

McReavy: I would be in favor of this. I think it would benefit a lot of students who don't have one or who just lose or break a computer. It would be great.

Lichtfuss: Is this a physical location with desktops or rent a laptop?

Agterberg: There's no place on campus that is open 24 hours, it would probably be some sort of physical space or it could be laptops.

Schock: It could be a by need base, I know as a physics major there are some programs where we have to go to a computer in the library to do this. If there were a room that would maybe make it possible, or do something where they have to apply and then get card access.

Cayo: Would this include printer privileges?

Agterberg: Maybe.

Cayo: I think that would be super helpful, I get done with work at one am and often there are no printers open.

Packard: Similar on what programs would be beneficial to have on there.



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- Yuengst: I think just having some place to study on campus would be nice to have, especially since Perkins closed.
- Mclain: I think having a 24 hour place to study would be nice and giving students a safe place on campus would be nice.
- Moralez: In terms of security and safety concerns that isn't staffed, people may be more vulnerable and having computers that are not monitored is possible for theft.
- Lichtfuss: With expensive equipment and stuff, if it was card access you could monitor who is in or out you could determine. It could help reduce the possible.
- Yuengst: With card access you could swipe in and out, and then see how it's being used. If it's in a building, the whole thing would have to be unlocked.
- Nielsen: We talked about WING.
- Ahnen: I know you have to get into the building and the actual main part to get to where the classrooms are, but once you swipe in once you can go down the stairwells without swiping in. But I know there are stairwells on the other level. It's a maze of a building, it's hard to navigate. I just don't know how feasible that would be. The kind of things we work with, I'm not sure how set they would be with that being a thing in the WING building.
- Myers: I like the card access idea, similar to food pantry. I see this as a potential for a student position and on campus jobs are always an idea. I'm regretting saying it now.
- Fiegle: My concern is on weekends at 2 am on a Saturday morning. It might be a good idea to only have it open during the day on weekends and then on weekdays have it open more.
- Mclain: Could we send a survey? Would it be possible to extend library hours?
- Agterberg: They had extended the hours, the only problem is budgeting. You have to pay people to stay longer.
- Myers: I know Louis works in the library.
- Louis: My opinion, I know some people who struggle with it. If we're talking about four in the morning or five in the morning. Do I have to yield? I yield.
- Myers: I don't know how many students would want to work it.
- Evans: I also work in the library, so the main thing is there's usually one person who stays until 1 am. There's not enough staff aside from students working there.
- McReavy: As a starting point, could we get computers in residence halls? I'm pretty sure Reuter doesn't lock the computers. Could it be an option to just have them in the basement of dorms.
- Lichtfuss: As an RA, all halls have them in the basements and no. They are never locked.



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Fields: If someone, theft, what senator Myers was saying is if you signed up for it could it be possible to sign that?

Schock: Move to end discussion.

Seconded by Fiegle:

b. Permanent Green Fund Ad Hoc: **Sam Wolfe**

- i. Wolfe: If it were to become permanent, who would you like to see on it? I'm thinking the person who goes to JCES, and the Green Fund directors and I think the sustainability director would be a good person, and the MSO seat, not just administration but also student organizations.

McReavy: I'm not sure who this would be but someone who has knowledge of students working on campus but it's important to know how work impacts workers. Somebody who can maybe talk about impact.

Wolfe: Can you give an example?

McReavy: The one example I'm thinking about is in Paris, basically what happened was that there were a lot of policy changes that encourage sustainability. But that impacted workers and how much more work they had to do.

Wolfe: I think if it's structured the way it has been so far, that those things would be included by default.

McReavy: Let's say they put lettuce towers in and now someone has to do extra work but isn't being compensated.

Myers: As a member of the green fund ad hoc, I would also like to make this permanent. I think sustainability on campus is important and attractive to potential students. It did take a lot of time to pass everything, I think if it's permanent we could create a lot more cool things on campus.

Agterberg: What are thoughts about making this a sub committee of JCES? It's the joint committee of environmental sustainability.

Goodreau: I think this could be an option, the big thing is that in JCES we approve the green fund grants, we look over those and everything, I guess what are the benefits of that?

Agterberg: I think conflict of interest, it should be through senate.

c. IRBs for Psychology: **Dana Nielsen**

- i. Nielsen: Yesterday there was a survey that was sent out that had some sensitive subject matter, and it didn't have IRB so I think it should have IRBS.

Agterberg: We had to be certified and then have our professor review anything.

McLain: For those of us not in psychology, what is IRB.

Nielsen: If you have a subject that involves human subjects you have to be approved by the institutional review board.



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Neader: I was wondering if in this instance, was it a lower level class they maybe got to pick for? We didn't have to go through the review board in smaller surveys but we did have to go through the professor. Shouldn't they be reviewed before going out to the public?

Packard: I have contacted professors before because I received questionnaires where there was no way to draw conclusions from the questions they were asking and the response I got back was letting students send stuff out then use it as a teaching method.

Fisher: I don't have to fill them out.

Hooke: I think whatever email you did get, probably should subjected to that. I'm a culture anthropology major and we have to do it.

### XIII. Announcements

- a. Cayo: Regarding the Diversion and Inclusivity Statement, can the members come meet me?
- b. Mclain: Is safety ad hoc meeting after this? No? Ok.
- c. Lee: Happy Halloween.
- d. Wolfe: Geography club is doing a Halloween clean up, I don't know when it is or where it is. If you're interested, look it up.
- e. Myers: There's a swing dance on Friday somewhere. BSU is having a basketball tournament, does anyone want to play with me?

### XIV. Adjournment

- a. Senator Mclain.
- b. Seconded by Cayo.