

88th Session of the Senate of the Associated Students

Agenda for Wednesday February 24th, 2021 at 5:30 P.M.

Zoom Meeting: Email Hope Cronan at senatesecretary@asun.unr.edu for details

1. **CALL MEETING TO ORDER***

2. **PLEDGE OF ALLEGIANCE***

3. **ROLL CALL***

4. **ADOPTION OF MINUTES**

There are no minutes to be considered at this time.

5. **PUBLIC COMMENT***

Due to Governor Sisolak's executive orders, attendance at public meetings is limited.

Members of the public may participate in the meeting without being physically present by submitting public comment via email to Hope Cronan at senatesecretary@asun.unr.edu or by providing comment during our weekly Zoom meetings. Please email Hope for the meeting details through the email listed above.

Items heard under public comment may be for items either on or off the agenda. Action may not be taken on items raised under public comment. The Speaker may elect to take public comment on action items on this agenda. The Speaker may impose reasonable limits on the length members of the public may speak.

- a. Introduction of Items of IT Interest, Vice Provost Steve Smith
- b. Presentation on the Office of Undergraduate Research, Senator Lauren Harvey

6. **REPORTS OF ASUN OFFICERS**

The Speaker shall recognize any senior officer of the Association, including the Secretary, to offer a report on his or her official activities since the previous meeting and make any summary announcements he or she deems necessary for no longer than five minutes.

- a. President of the Associated Students, Dominique Hall
- b. Vice President of the Associated Students, Austin Brown
- c. Chief Justice, Paulina Pride
- d. Chief of Staff, Demitri Bannoura
- e. Director of Clubs and Organizations, Nolan Lanza
- f. Director of Event Programming, Tara Okui
- g. Director of Legislative Affairs, Alexa Rangel
- h. Director of Diversity and Inclusion, Priya Bajwa
- i. Director of Sustainability, Elizabeth Guillen
- j. Director of Campus and Public Relations, Kyla Kwan
- k. Director of Campus Wellness, Parker Samuelson
- l. Attorney General, Paige Flippin

POSTED ON OR BEFORE 9:00 a.m.

ON THE THIRD WORKING DAY BEFORE THE MEETING

Posted online at www.nevadaasun.com

If you would like a copy of any of the agenda items listed, please contact Keegan Murphy at Speaker@asun.unr.edu or Hope Cronan at Senatesecretary@asun.unr.edu.



m. Speaker of the Senate, Keegan Murphy

7. REPORT OF THE SENATE COMMITTEES*

The Speaker shall recognize the chairperson of each standing committee, in alphabetical order, and then each special committee, in alphabetical order, to report for no longer than five minutes on the committee's activities since the previous meeting. The Speaker Pro Tempore and Parliamentarian will also give reports.

- a. Chair, Committee on Academics and Student Affairs—Senator Stoddard
- b. Chair, Committee on Budget and Finance—Senator Huber
- c. Chair, Committee on Democratic Civic Engagement—Senator Torres
- d. Chair, Committee on Diversity, Equity, and Inclusion—Senator Ribeiro
- e. Chair, Committee on Government Operations—Senator Supple
- f. Chair, Committee on the Safety, Sustainability, and Wellness—Senator Luers
- g. Speaker Pro-Tempore—Senator Supple
- h. Parliamentarian—Senator Harvey
- i. Chair, Committee on Oversight—Speaker Murphy

8. COMMENTS AND ANNOUNCEMENTS*

The Speaker shall recognize in turn senators requesting the floor for a period not to exceed two minutes. The total time for Comments and Announcements before the first reading of legislation shall not exceed fifteen minutes.

9. VETO MESSAGES FROM THE PRESIDENT

The Senate may reconsider acts vetoed by the ASUN President if they are returned by the President with their objections.

There were no veto messages at this time.

10. CONSENT AGENDA

The Speaker shall sequentially proceed through such acts of legislation that have been previously been placed on the consent agenda. Such acts shall be considered adopted by consent, unless a single senator rises in objection thereto. All acts so objected are immediately placed on the end of the agenda for second reading.

There was no legislation filed for the Consent Agenda.

11. FIRST READING OF LEGISLATION

The following bills and resolutions will receive their first reading and may be considered under item 17 of this agenda:

- a. S.R. 88 – A Resolution in Support of Women's Week
- b. S.R. 88 – A Resolution in Support of STARS Reporting at UNR
- c. S.R. 88 – A Resolution in Support of Improving Accessibility to Nevada Pass
- d. S.B. 88 – A Bill to Amend Senator Duties in the SAS

12. MOTIONS TO FAST-TRACK LEGISLATION

A senator may move that legislation under item 16 of this agenda be considered at this meeting. Such a motion shall only be in order provided that a one-day notice has been given to the speaker. The motion shall be decided without debate and shall require the consent of a two-thirds majority of the senate.

There are no pieces to be fast tracked at this time.

13. REFERRALS TO COMMITTEE

The Speaker shall refer all legislation read the first time and not fast tracked to committee.

There is no legislation to be considered for referral at this time.

14. SECOND READING OF LEGISLATION

The following bills and resolutions will receive their second reading and may be considered:

- a. S.R. 88 – A Resolution in Support of Women’s Week
- b. S.R. 88 – A Resolution in Support of STARS Reporting at UNR
- c. S.R. 88 – A Resolution in Support of Improving Accessibility to Nevada Pass
- d. S.B. 88 – A Bill to Amend Senator Duties in the SAS

15. MISCELLANEOUS BUSINESS

a. Senate Committee Changes and Additions

The Senate may make changes to committee assignments

b. Senator Reports

The Senate will share progress they have made in ASUN-related activities that they have been working on.

16. COMMENTS AND ANNOUNCEMENTS*

The Speaker shall recognize in turn Senators requesting the floor for a period not to exceed two minutes.

17. PUBLIC COMMENT*

The Speaker may elect to take public comment on items on or off this agenda. The Speaker may impose reasonable limits on the length members of the public may speak.

18. ADJOURNMENT

Notes:

Unless otherwise marked by an asterisk, all agenda items are action items upon which the Senate may take action. Action items may be taken out of the order to be presented at the discretion of the Chair. ASUN supports providing equal access to all programs for people with disabilities. Reasonable efforts will be made to provide accommodations to people with disabilities attending the meeting. Please email the Senate Secretary at SenateSecretary@asun.unr.edu as soon as possible to arrange for appropriate accommodation.

[DISCUSSION DRAFT]

88th SESSION
2020-2021

S. Res. 88-

A Resolution in support of Women’s Week

IN THE SENATE OF THE ASSOCIATED STUDENTS

FEBRUARY 15TH, 2021

SUBMITTED BY SENATOR RAMIREZ AND SENATOR CASILDO-RIOS ON BEHALF OF INTERN
BELTRAN TO THE COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION

A Resolution

A Resolution in support of Women’s Week

1 *Whereas*, The University of Nevada, Reno does not hold an event focused on women
2 empowerment despite the disproportionate rate in which women suffer from dysphoria of body
3 image, suicide, eating disorders, reproductive health, and self-esteem for each educational college,

4 *Whereas*, Given how recent equal women’s rights have been integrated, women have never been
5 entirely successful when taking a stance on social and economic inequality proportionate to how
6 often they face it;

7 *Whereas*, The Women’s March efforts inspired women to run for positions in power and
8 ultimately ended up making history¹;

¹ <https://www.vox.com/2020/1/17/21068870/2020-womens-march-washington-election-women-voting>

1 *Whereas*, In Nevada, the Women’s March launched a major voter registration drive in 2018, and
2 voters elected the state’s first majority-women legislature¹;

3 *Whereas*, Women began taking initiative to speak up about the injustice, such as unequal wage
4 and lack of reproductive education, which sparked the media’s attention, showcasing the impact that
5 proper advocacy and empowerment can do for a group that has been oppressed;

6 *Whereas*, According to King University, 87% of women compare their bodies to images they
7 consume on social and traditional media and 22% feel bad about themselves if their photos are
8 ignored and not grabbing the attention they think they deserve²;

9 *Whereas*, According to Mental Health America, about 12 million women in the United States
10 experiencing clinical depression each year meaning that one in every eight women can expect to
11 develop clinical depression in their lifetime³;

12 *Whereas*, According to an article by Axia; Women’s Health about the mental health impact of
13 COVID-19, 83% of women report significant increase in depression and 53% of women report a
14 significant negative impact on their mental health after COVID-19 lockdown⁴;

15 *Whereas*, Women already in emotional distress and anxiety prior to the pandemic, further
16 exacerbate stress and underscore a feeling of being alone, trapped, and helpless in the face of their
17 fear and anxiety⁴;

18 *Whereas*, According to Governor’s State University, 27% of women had reported increases in
19 challenges related to mental illness, compared to men’s 10%⁵;

20 *Whereas*, According to PubMed, 103 women from a sample of 294 women were diagnosed as
21 having bulimia nervosa⁶;

22 *Whereas*, Minority women are especially affected by eating disorders and suicide;

² <https://online.king.edu/news/social-media-and-body-image/>

³ <https://www.mhanational.org/depression-women>

⁴ <https://axiawh.com/resources/covid-mental-health/>

⁵ <https://www.govst.edu/suicide-prevention/>

⁶ <https://pubmed.ncbi.nlm.nih.gov/9697013/>

1 *Whereas*, According to the American Association of Suicidology, in 2014, there were 475 African
2 American female suicides in the US⁷;

3 *Whereas*, According to WebMD, suicide deaths among black females aged 13 to 19 rose 182%
4 between 2001 and 2017⁸;

5 *Whereas*, According to the US Department of Health and Human Services, 5.2% of Hispanic
6 women 18 and over suffered from serious psychological distress⁹;

7 *Whereas*, Other universities have been influenced by the attention women's inequality has
8 received on social media and held events to educate their students about such topics;

9 *Whereas*, According to the University of Utah, the University of Utah holds an annual weeklong
10 event focused on issues and challenges faced by those who identify as female or women¹⁰;

11 *Whereas*, According to their events calendar, The University of Oregon holds International
12 Women's Day Celebration to provide a safe and inclusive space for students of all genders to honor
13 women and their global cultures and stride towards gender equity and international peace¹¹;

14 *Whereas*, According to their Women's Center webpage, Montana State University holds
15 Women's History which highlights notable women in history and looks at the latest focus among
16 today's gender historians¹²;

17 *Whereas*, According to The University of Nevada, Reno, The College of Business and The
18 Ozmen Center for Entrepreneurship hold the Women's Entrepreneurship Symposium¹³ ;

19 *Whereas*, There is a lack of university run initiatives at the University of Nevada, Reno to
20 support women and their hardships;

⁷ <https://www.wellspacehealth.org/wp-content/uploads/2016/10/African-American-Suicide-Fact-Sheet-2016.pdf>

⁸ <https://www.webmd.com/mental-health/news/20190626/suicide-rates-soaring-among-black-teens>

⁹ <https://www.minorityhealth.hhs.gov/omh/browse.aspx?lvl=4&lvlid=69>

¹⁰ <http://diversity.utah.edu/ww/>

¹¹ https://calendar.uoregon.edu/event/international_womens_day_celebration#.X6W2S2hKg2w

¹² <https://www.montana.edu/women/womenshistorymonth.html>

¹³ <https://www.unr.edu/business/initiatives/iwes>

1 *Whereas*, Deteriorating mental health, suicide, depression, eating disorders, and gender inequality
 2 among college women often goes unnoticed,

3 *Whereas*, Women at the University of Nevada, Reno have spoken out about the need for
 4 education on such topics;

5 *Whereas*, Educating college students about these topics will improve the overall environment of
 6 the campus as well as aid women in their fight for equality;

7 *Be it Resolved*, The University of Nevada, Reno should create a Women’s Week to draw attention
 8 to the issues of body image, self-esteem, gender inequality and celebrate the contributions of women;

9 *Be it Further Resolved*, a copy of this resolution be sent to:

- 10 • Vice President of Student Services, Shannon Ellis
- 11 • ASUN President Dominique Hall
- 12 • ASUN Vice President, Austin Brown
- 13 • University Diversity and Inclusion Officer, Eloisa Gordon-Mora
- 14 • Director of Public and Campus Relations, Kyla Kwan
- 15 • Director of Diversity and Inclusion, Priya Bajwa
- 16 • Director of Sustainability, Elizabeth Guillen
- 17 • Director of Campus Wellness, Parker Samuelson
- 18 • Program Development Specialist for the Office of Diversity and Inclusion, Jovonnie
- 19 Esquierdo--.
- 20 • Director of Budget and Assessment for Programming, Tara Okui
- 21 • Assistant Director of Marketing and Interns for Programming, Michala Matovina
- 22 • Assistant Director of Diversity and inclusion, Kaeli Britt
- 23 • Medical Director of the Student Health Center, Cheryl Hug-English, M.D.
- 24 • Director of Counseling Services, Jacqueline Pistorello
- 25 • Health Center Coordinator of Operations and Outreach, Carla Franich.

[DISCUSSION DRAFT]

88th SESSION
2020-2021

**S. R. 88-
A RESOLUTION IN SUPPORT OF STARS
REPORTING AT UNR**

IN THE SENATE OF THE ASSOCIATED STUDENTS

JANUARY 22, 2021

SUBMITTED BY SENATORS STODDARD AND STANFILL AND SENATE INTERN NGO TO THE
COMMITTEE ON SAFETY, SUSTAINABILITY, AND WELLNESS

A Resolution In Support of STARS Reporting at UNR

- 1 *Whereas*, STARS stands for the Sustainability Tracking, Assessment, and Rating System;
- 2 *Whereas*, STARS was created by AASHE, The Association for the Advancement of
- 3 Sustainability in Higher Education, which has over 90 members in the continental US;
- 4 *Whereas*, AASHE defines sustainability in an “inclusive way, encompassing ecological and
- 5 environmental health, social justice, secure livelihoods, and a better world for all generations;”¹
- 6 *Whereas*, institutions are assessed in Academics, Engagement (Campus & Public), Operations,
- 7 Planning & Administration, and Innovation & Leadership, whose scores cumulate into a platinum,
- 8 gold, silver, bronze, or reporter rating valid for up to 3 years;

¹ “AASHE, the Association for the Advancement of Sustainability in Higher Education.” *The Association for the Advancement of Sustainability in Higher Education*, 15 July 2020, www.aashe.org/.

1 *Whereas*, the positive effects of STARS include gaining international recognition for
2 sustainability efforts of the campus, enabling meaningful comparisons over time using common
3 measurements developed by the international campus sustainability community (statistics,
4 engagement percentages, etc), and creating incentives for continual improvement toward
5 sustainability;

6 *Whereas*, according to the STARS website, “nine out of ten participants report that STARS has
7 instigated changes that have moved or will move their institutions toward being more sustainable;”²

8 *Whereas*, 1,018 global institutions have registered for the STARS reporting tool, 672 of which
9 have earned a STARS rating;

10 *Whereas*, the aforementioned universities include UC Davis, American University, and Arizona
11 State University (ASU);

12 *Whereas*, an article on the ASU Sustainability Website details, “ASU uses its experience with the
13 AASHE STARS data-collection process to refine annual benchmarks used to assess its progress in
14 advancing its university-wide sustainability program;”³

15 *Whereas*, since ASU first reported in July 2011, it has created successful sustainability initiatives
16 such as the University Sustainability Practices Program Assistants, an annual sustainability climate
17 survey to revise engagement goals, multiple social media handles dedicated to promoting
18 sustainability, and even a Carbon Neutrality Plan which earned ASU its platinum rating in March
19 2020;

20 *Whereas*, Rob Melnick, executive dean of ASU’s Global Institute of Sustainability, praises
21 STARS with teaching leaders to “engage their community and demonstrate a commitment through
22 effective sustainability practices;”

² “Why Participate.” *The Sustainability Tracking, Assessment & Rating System*, 14 Apr. 2020, stars.aashe.org/about-stars/why-participate/.

³ “Arizona State University’s Sustainability Achievements Rated GOLD by the Association for the Advancement of Sustainability in Higher Education.” *Global Institute of Sustainability and Innovation*, 9 June 2020, sustainability.asu.edu/news/archive/arizona-state-universitys-sustainability-achievements-rated-gold-by-the-association-for-the-advancement/.

1 *Whereas*, the University of Nevada, Reno has been a member of AASHE since 2006 and
2 currently has a STARS subscription valid until October 31, 2021, although UNR isn't actively
3 reporting;

4 *Whereas*, Assistant Director of Environmental Programs John Sagebiel is a primary staff
5 advocate for STARS;

6 *Whereas*, in an interview with Mr. Sagebiel, he emphasizes the importance of STARS is, "it
7 shows us where our weaknesses are, it shows us how we can improve, and gives us simple ideas on
8 how we can make our university more sustainable in the future;"⁴

9 *Whereas*, actively measuring sustainability criteria can easily create tangible improvements
10 towards campus sustainability;

11 *Whereas*, a lack of responsive human resources has been a primary obstacle for reporting to
12 STARS in the past;

13 *Whereas*, this is due to the decentralized structure of UNR administration, so responsiveness
14 from potentially hundreds of individuals whom have individual responsibilities is hard, especially
15 when measuring campus or community engagement;

16 *Whereas*, in the Fall 2020 Semester, the Eco-Socialism Committee of the Young Democratic
17 Socialists on campus contacted Mr. Sagebiel to offer assistance in bringing the UNR STARS report
18 to fruition;

19 *Whereas*, the Eco-Socialism Committee recruited volunteers from some student organizations,
20 including the Environmental Club and Engineers for the Common Good, to conduct research and
21 outreach to assemble a STARS report, but progress has been slower than anticipated due to the small
22 number of volunteers and the challenges of reaching staff escalated by the COVID-19 pandemic;

23 *Whereas*, by initiating a culture of reporting, STARS will encourage collaboration between
24 departments to provide data and open a line of communication about sustainability understanding;

⁴ Ngo, Olivia J, and John Sagebiel. "STARS Overview." 10 Dec. 2020.

1 *Whereas*, ASUN has an enormous voice and a captive audience, and its support can bring greater
2 awareness and enthusiasm about STARS to administrative authority;

3 *Whereas*, engaging with STARS facilitates conversation and development of future ASUN and
4 university sustainability initiatives that successfully draw in diverse people across campus to better
5 evaluate sustainability throughout their daily lives;

6 *Whereas*, such initiatives can include:

7 1) Continuing liaison work by Senators, especially in the Committee on Safety,
8 Sustainability, and Wellness to establish frequent communication about STARS criteria
9 and ensure data is being recorded for future reporting;

10 a) Communication with the Provost's Office is especially beneficial, as they fund
11 the STARS subscription and have the authority to expand upon sustainable
12 projects completed by Environmental Programs;

13 2) Expansion of the Wellness and Sustainability section on the ASUN website to include
14 relevant sustainability statistics, tips for students to follow sustainable practices, a map
15 of sustainable features of campus, or promotion of events on campus that take active
16 measures to be sustainable;

17 3) Collaboration with the ASUN Office of Sustainability or Department of Event
18 Programming to coordinate student experiences with incentives to be more sustainable;

19 a) On August 26, 2020, this Senate body passed "An Act to Create the
20 Department of Sustainability," which integrates an Assistant Director of
21 Sustainability position into the SAS beginning in the 89th Session, giving ASUN
22 more human resources to promote sustainability efforts;

23 *Whereas*, STARS will help the Associated Students and the higher education community keep
24 the university accountable and ensure transparency in areas such as sustainable operation,
25 interdisciplinary academia, and open access to research, as well as diversity, equity, and inclusion;

1 *Whereas*, Mr. Sagebiel stated, “There’s a value in expressing our values as a university, and by
2 letting the public know that UNR is sustainability-inclusive, there will be a positive change in the
3 UNR community’s attitude toward sustainability, regardless of the rating;”

4 *Whereas*, for students to become well-rounded global citizens, it is critical for sustainability to
5 transcend the curriculum into recognizable actions of daily life;

6 *Whereas*, STARS criteria is closely related to the United Nations Sustainable Development Goals
7 (SDG’s), which is a 15-year agenda outlining a vision for increased economic, social, and
8 environmental sustainability in 2030;⁵

9 *Whereas*, the SDG’s include no poverty, climate action, decent work and economic growth, and
10 reduced inequality, which a considerable amount of ASUN Senate legislation, either directly or
11 indirectly, reflect a desire to work towards;

12 *Whereas*, the strategic plan *No Walls 2025: A Student Vision for the University of Nevada* envisions
13 “students [becoming] leaders in the sustainability movement on campus, and assisting in campus
14 sustainability projects;”⁶

15 *Whereas*, STARS will inevitably help guide the *No Walls* vision forward, preparing UNR to make
16 deeper global impacts as an institution;

17 *Be it Resolved*, the Associated Students support the University of Nevada, Reno in reporting its
18 sustainability-related statistics to STARS;

19 *Be it Further Resolved*, the Associated Students will continue to advocate the importance of
20 student and staff engagement in overall campus sustainability;

21 *Be it Further Resolved*, this legislation will be sent to the following:

- 22 • ASUN Director of Sustainability, Elizabeth Guillen
- 23 • ASUN Director of Campus and Public Relations, Kyla Kwan

⁵ “STARS Technical Manual, Version 2.2.” *STARS by AASHE*, The Association for the Advancement of Sustainability in Higher Education, June 2019, stars.aashe.org/wp-content/uploads/2019/07/STARS-2.2-Technical-Manual.pdf.

⁶ The Associated Students. “No Walls 2025: A Student Vision for the University of Nevada.” 2015.

- 1 • ASUN President, Dominique Hall
 - 2 • Assistant Director of Environmental Programs, John Sagebiel
 - 3 • Associate Vice President of Facilities Service, Denise Baclawski
 - 4 • University Diversity and Inclusion Officer, Eloisa Gordon-Mora
 - 5 • Vice President of Student Services, Shannon Ellis
 - 6 • Provost, Kevin Carman
 - 7 • University President, Brian Sandoval
-

[DISCUSSION DRAFT]

88th SESSION
2020-2021

**S. R. 88-
A RESOLUTION IN SUPPORT OF IMPROVING
ACCESSIBILITY TO NEVADA PASS**

IN THE SENATE OF THE ASSOCIATED STUDENTS

FEBRUARY 1ST, 2021

SUBMITTED BY SENATOR KIDD AND SENATE INTERN THOMPSON
TO THE COMMITTEE ON ACADEMICS AND STUDENT AFFAIRS

A Resolution in Support of Improving Accessibility to Nevada PASS

1 *Whereas*, “Nevada PASS (Peer Assisted Study Sessions) is a nationally recognized program to
2 provide assistance in some of the more difficult classes on campus”;¹

3 *Whereas*, Nevada PASS’s main objective is to assist students in studying and reviewing content
4 to better prepare them for the class as a whole;

5 *Whereas*, Nevada PASS is a program offered by the University of Nevada Tutoring Center;

6 *Whereas*, Nevada PASS cannot accommodate the schedules of every college student between
7 their obligations surrounding other classes, work, and personal matters, etc.;

8 *Whereas*, Nevada PASS currently attempts to accommodate the schedules of its students by
9 surveying their availability at the beginning of the semester;

¹ <https://www.unr.edu/tutoring-center/types-of-tutoring/nevada-pass>

1 *Whereas*, this assumes that availability during week one of the semester stays the same
2 throughout a fifteen-week time frame;

3 *Whereas*, any University program must try it's best to accommodate the needs of *all* students,
4 including those that cannot attend the fixed times of Nevada PASS sessions;

5 *Whereas*, there is potential for an increase in interaction for the program if students utilize it
6 during their own time;

7 *Whereas*, engagement in Nevada PASS sessions is essential for its operation and success;

8 *Whereas*, the integrity and objective of Nevada PASS encourages not recording sessions in order
9 to increase student attendance;

10 *Whereas*, in order to maintain the integrity of the program and increase opportunity to students,
11 instead of recording every meeting, only review sessions should be recorded;

12 *Whereas*, by recording review sessions, it will provide equal opportunity to students and better
13 prepare them for their exams;

14 *Whereas*, additional stress during the COVID-19 Pandemic, and in consideration to the many
15 obstacles it creates to a student's ability to attend live sessions, there is a need for access to recorded
16 content;

17 *Whereas*, there is a positive correlation between the number of PASS sessions a student attends
18 and their ability to pass an exam/class;²

19 *Whereas*, recorded review sessions can be emailed to students at their request, or posted on the
20 UNR Tutoring Center page;

21 *Whereas*, review sessions provided by Nevada PASS are supplementary in reviewing for an exam
22 and does not replace the responsibility of a student to prepare for an exam themself;

² 2020 Fall Nevada Peer-Assisted Study Session Summary Report, Attached as Addendum A

1 *Whereas*, it is understood that Nevada PASS review sessions are most productive with the
2 involvement of students and that viewing of the recordings is to be used for further review, schedule
3 conflicts, and to accommodate the students that cannot attend;

4 *Whereas*, recording Nevada PASS review sessions would promote the program to students that
5 experience conflicts in attending normal live sessions, emphasizing the importance of making it part
6 of their schedules;

7 *Whereas*, the passing of this resolution will open the door to investigate ways to make Nevada
8 PASS even more accessible;

9 *Be it Resolved*, that the Tutoring Center provides equal opportunities in exam preparation for
10 students;

11 *Be it Further Resolved*, that the Nevada PASS Review Sessions are recorded and made available to
12 students who are unable to attend the live sessions.

13 *Be it Further Resolved*, this legislation would remain in effect until the end of the COVID-19
14 Pandemic, when all classes and school functions return in-person;

15 *Be it Further Resolved*, this legislation be sent to:

- 16 • President of the University of Nevada Reno, Brian Sandoval
- 17 • Vice President of Student Services, Shannon Ellis
- 18 • Director of UNR Tutoring Services, Marsha Urban
- 19 • Program Manager of Nevada PASS, Christopher Chadwick
- 20 • Associate Director of Student Life Programs, Aja Buter
- 21 • Director of Diversity and Inclusion, Priya Bajwa

ADDENDUM A

2020 FALL NEVADA PEER-ASSISTED STUDY SESSIONS SUMMARY REPORT																							
Course	Class Enrollment	Number Attended	Percent of Class Attended	Number of Session Hours Attended	Student Contact Hours	Average session visit per PASS student	1-4 PASS Session	5-9 PASS Session	10+ PASS Session	Mean Grade PASS (12.0)	Mean Grade non-PASS (12.0)	Diff in Mean Grade PASS/Non (12.0)	1-4 PASS Session DFW	5-9 PASS Session DFW	10+ PASS Session DFW	#DWF/#PASS	PASS DWF Rate	#DWF/#Non PASS	Non PASS DWF Rate				
Accounting 201	196	87	44%	48	335	3.85	2.91	3.48	2.98	3.21	2.79	0.42	7	0	0	7	by	87	8%	18	by	109	17%
Accounting 202	144	49	34%	26	138	2.82	2.49	2.21	4	2.74	2.28	0.46	12	3	0	15	by	49	31%	27	by	95	28%
Accounting 401/601	113	64	57%	54	468	7.31	1.89	2.43	3.19	2.75	1.02	1.73	15	3	1	19	by	64	30%	35	by	49	71%
Accounting Total	453	200	44%	128	941								34	6	1	41	by	200	21%	80	by	253	32%
Chemistry 121A 1001	245	75	31%	52	697	9.29	2.69	3.06	3.05	3.05	2.03	1.02	4	0	0	4	by	75	5%	53	by	170	31%
Chemistry 121A 1002	280	109	39%	51	531	4.87	3	3.56	3.62	3.30	2.38	0.92	3	0	0	3	by	109	3%	38	by	171	22%
Chemistry 121A 1003	282	109	39%	54	588	5.39	2.82	3.46	3.6	3.23	2.15	1.08	12	0	0	12	by	109	11%	51	by	173	29%
Chemistry 122A 1001	144	37	26%	46	168	4.54	2.49	2.99	3	2.91	1.81	1.10	3	0	0	3	by	37	8%	42	by	107	39%
Chemistry 122A 1002	213	84	39%	50	533	6.35	2.57	2.44	2.98	2.78	1.93	0.85	4	2	0	6	by	84	7%	33	by	129	26%
Chemistry 201	101	33	33%	50	172	5.21	2.58	2.85	3.43	2.84	2.11	0.73	2	0	0	2	by	33	6%	14	by	68	21%
General Chemistry Total	1265	447	35%	303	2689								28	2	0	30	by	447	7%	231	by	818	28%
Chemistry 220A	207	75	36%	63	447	5.96	1.87	3.31	3.34	2.78	1.64	1.14	20	0	0	20	by	75	27%	57	by	132	43%
Chemistry 341 1001/1H02	47	35	74%	61	340	9.71	2.98	3.41	3.72	3.45	2.48	0.97	2	0	0	2	by	35	6%	3	by	12	25%
Chemistry 341 1003	174	110	63%	55	605	5.50	3.1	3.48	3.68	3.36	2.02	1.34	3	0	1	4	by	110	4%	23	by	64	36%
Chemistry 341 1004	200	105	53%	60	866	8.25	2.91	3.39	3.57	3.23	1.98	1.25	1	0	0	1	by	105	1%	24	by	95	25%
Chemistry 342 1001	115	63	55%	55	692	10.98	2.49	3.09	3.54	3.12	1.93	1.19	2	0	0	2	by	63	3%	13	by	52	25%
Chemistry 342 1002	76	47	62%	50	461	9.81	2.46	3.24	3.06	2.92	2.22	0.70	4	0	0	4	by	47	9%	7	by	29	24%
Organic Chemistry Total	819	435	53%	344	3411								32	0	1	33	by	435	8%	127	by	384	33%
Computer Science 202	142	43	30%	36	145	3.37	3.02	3.49	4	3.35	1.82	1.53	6	0	0	6	by	43	14%	40	by	99	40%
Computer Science Total	142	43	30%	36	145								6	0	0	6	by	43	14%	40	by	99	40%
Engineering 241	226	100	44%	55	401	4.01	1.64	2.36	3.09	2.36	1.29	1.07	34	6	1	41	by	100	41%	78	by	126	62%
Engineering Total	226	100	44%	55	401								34	6	1	41	by	100	41%	78	by	126	62%
Physics 151	258	99	38%	55	464	4.69	3.37	3.41	3.6	3.51	2.58	0.93	3	1	0	4	by	99	4%	42	by	159	26%
Physics Total	258	99	38%	55	464								3	1	0	4	by	99	4%	42	by	159	26%
Grand Total	3163	1324	42%	921	8051								137	15	3	155	by	1324	12%	598	by	1839	33%

[DISCUSSION DRAFT]

88th SESSION
2020-2021

S. B. 88-

A Bill to Amend Senator Duties in the SAS

IN THE SENATE OF THE ASSOCIATED STUDENTS

February 24, 2020

Submitted by Intern Murphy, with sponsorship by Senator Ribeiro to the Associated Students of the
University of Nevada, Reno

A Bill to Amend Senator Duties in the SAS

Whereas, Due to the vague and broad language used in the Statutes of the Associated Students,
Senators' expected attendance at Student Advisory Board meetings is unclear;

Whereas, Unclear expectations could impact the efficiency of outreach and inconsistent
communication with other senators, students, and faculty;

Whereas, By adopting the changes in Addendum A, it would clarify the roles of senators on their student advisory boards and create an easy framework for the different colleges operating on varied schedules with different amounts of legislative seats;

Whereas, The changes clarify that expected attendance for senators is half the total meeting times, so that senators have time to go to both boards;

Whereas, If senators are given permission by the Speaker to only go to one board, then they should be attending every meeting of whichever committee or board they choose;

Whereas, Additionally, adopting changes to increase a senator's involvement with their individual college through Diversity, Equity, and Inclusion (DEI) Committees will work to serve the ASUN missions of inclusivity in representation;

Whereas, UNR President Brian Sandoval spoke about his future hopes for students at the University, where he outlined he wants students to have "A place where they feel welcomed, a place where they feel connected, a place where they can pursue whatever it is they want to do in their professional and personal lives."¹

Whereas, according to *No Walls 2025: A Student Vision for the University of Nevada*, "To break down the diverse wall, we must:" ... "Ask and listen to the needs of diverse students on campus";²

Whereas, With DEI Committees, the potential benefits extend far and wide as these groups "Facilitate communication between all members of our community through discussions of questions and issues and through the search for a consensus when it comes to our community values and intentions."³

¹ <https://www.unr.edu/nevada-today/news/2020/new-president-sandoval>

² <http://de5u0yfu98nbk.cloudfront.net/wp-content/uploads/2015/01/02142829/No-Walls-2025-AStudentVisOnForTheUniversityOfNevadaReno1.pdf>

³ <https://www.echohorizon.org/Page/2275>

Whereas, Diversity in higher education is imperative to the open stream of ideas and perspectives that universities are built to offer, as well as sustain the comfort and safety of underrepresented groups on campus;

Whereas, Each college of the University of Nevada, Reno are responsible for creating strategic plans for retaining diverse students as well as cater to their unique needs;

Whereas, The approach many of the colleges took to meet this goal was to conceive a DEI board that consists of both faculty and staff, with the committee selection and mission statement being at the discretion of the Dean of that college;

Whereas, Through the drafting of this legislation, each dean or diversity faculty head from each college was outreached to, where they each have expressed support for this incorporation of a new member and have room on their committees for an ASUN Senator;

Whereas, If a board is not already formed then there will be collaboration with the dean of that college, or the selected chair of the DEI committee, to form a faculty and student committee;

Whereas, If a diversity board does exist, but no student sits on it, then senators are expected to advocate for changing the by-laws to include student representatives;

Whereas, According to the American Council on Education, students of color now make up more than 45 percent of the undergraduate population, compared with less than 30 percent 20 years ago;⁴

Whereas, Active deterrents that affect marginalized students include financial hardships, lack of resources to succeed, and other unique barriers that come with being a minority on campus;

Whereas, It is the responsibility of the institution to cater to these students yet research has shown “Many schools haven’t established new systems to accommodate the needs of this diverse student

⁴ <https://action.mla.org/stories-who-are-todays-college-students-the-marginalized-majority/>

body—like flexible class schedules; online learning; improved advising and mentoring; and easier access to financial aid, application, and enrollment processes”;⁵

Whereas, Supporting students who do not fit the traditional mold of institutional approaches will help improve DEI efforts on campus;⁶

Whereas, Senators are meant to represent all voices, and these meetings will serve as conduits to marginalized issues that senators themselves cannot fully understand without listening;

Whereas, Adopting the changes made in Addendum A will result in more representative Senators, a more effective senate session, and advance university efforts in sustaining and increasing DEI;

Be it Resolved, the Statues of the Associated Students reflects the changes in Addendum A.

Be it Further Resolved, This legislation be sent to the following:

- University President, Brian Sandoval;
- University Diversity and Inclusion Officer, Eloisa Gordon-Mora;
- DEI Program Development Specialist, Jovannie Esquierdo-Leal;
- DEI Executive Assistant, Cheyenne Magpanty;
- Deans of each college:

Gregory Mosier, **Business**; Bill Payne, **CABNR**; Donald Easton-Brooks, **Education**; Manos Maragakakis, **Engineering**; Debra Modellmog, **Liberal Arts**; Jeffery Thompson, **Science**; Debra Thomas, **Orvis School of Nursing**; Bonnie Coker, **School of Community Health Sciences**; Thomas Schwenk, **School of Medicine**; Shadi Martin, **School of Social Work**; and Alan Stavitsky, **Reynold’s School of Journalism**

⁵ <https://action.mla.org/stories-who-are-todays-college-students-the-marginalized-majority/>

⁶ <https://www.usnews.com/education/best-colleges/articles/diversity-in-college-and-why-it-matters>

ADDENDUM A

TITLE I: THE LEGISLATIVE BRANCH CHAPTER 101: COMPOSITION

SECTION 03: SENATORS

b) DUTIES:

The Senator is in the prime position to communicate between students and heads of colleges. The duties of the Senator include, but are not limited to:

- 1) Host four office hours within a two-week period
- 2) Regularly attend the entirety of the convening of the Senate and its committees to which the Senator has been assigned. Inability to attend the entirety of Senate meetings on a weekly basis will result in disqualification from the Office of Senator. In the instance of disqualification, a Senator shall resign from Office.
- 3) Report during committee meetings to which the senator is assigned with respect to the Senators activities as in the previous meeting, whenever the chair of the committee requests.
- 4) Mentor and educate Legislative Intern(s) that may be assigned to them in concurrence with the standards proposed by the Speaker Pro Tempore and approved by the Senate body for that session.
- 5) Regularly attend meetings of the Student Advisory Board of the college which the officers are representing or take initiative regarding an inactive or nonexistent advisory board.
- 6.) Regularly attend meetings of the Diversity, Equity, and Inclusion Committee of the college which the officers are representing or take initiative regarding an inactive or nonexistent diversity committee.
- 7.) Below are the **minimum** attendance requirements expected from a senator for the above duties outlined in Title 1, Section 03, B lines five and six, but officers can serve any additional time at their discretion:

a.) Senators are only required to sit on half of the semesterly meetings for each group (SAB and DEI boards)

b.) For colleges that only have one senator, that senator is expected to meet a quarter of semesterly scheduled meetings, so long as they are regularly attending their diversity committee meetings **and** their student advisory meetings.

c.) For unique scheduling circumstances, the expected attendance of the senator will be at the discretion of the Speaker of the Senate.

d.) Any senator has the option to satisfy all of their attendance requirements by being a member of just one board or committee, but must be permitted by the Speaker to do so. Only strenuous scheduling circumstances are recommended to be permitted and the senator is expected to collaborate with fellow senators of their college on the information they learn in their role as a member.