



Committee on Democratic Civic Engagement

Senate of the Associated Students, 93rd Session
Agenda for Tuesday, March 17th, 2026 at 7:30 PM
Joe Crowley Student Union, 4th floor, Room 406, 1664 North Virginia St.,
Reno, NV 89557

Zoom link:

https://unr.zoom.us/j/84899948085?pwd=jWINQmB3DrxEq5NLiyMgUSqB_uVnEKW.1

1. CALL MEETING TO ORDER

2. COMPLIANCE WITH NEVADA OPEN MEETING LAW

- a. Was the agenda posted three full working days by 9 am, not including the meeting date?
 - i. <https://nevadaasun.com/meetings/committee-on-democratic-civic-engagement-13/>
- b. Is the meeting taking place on the day of the week, month, day, year, at the time and location listed on the agenda?
- c. Is the Zoom link working and available to the public?

If the answer to any of these questions is no, this meeting must be ENDED IMMEDIATELY unless NOML covers a legitimate correction.

3. LAND ACKNOWLEDGEMENT

“We acknowledge that the University of Nevada, Reno is situated on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. These lands continue to be a gathering place for

Posted at the ASUN Offices in the Joe Crowley Student Union, Frandsen Humanities Building, the Pennington Student Achievement Center, the Mathewson IGT Knowledge Center, and online at www.nevadaasun.com. ASUN supports providing equal access to all programs for people with disabilities. Reasonable efforts will be made to assist and accommodate persons with physical disabilities who wish to attend the meeting. Please call ASUN at (775) 784-6589 in advance so that arrangements can be made conveniently. If you would like a copy of any of the agenda items listed, please contact Senator Jason Issa at senatorIssa@asun.unr.edu.

Indigenous Peoples and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and learn on their territory.”

4. ROLL CALL

The Secretary must list roll call.

5. PUBLIC COMMENT (INFORMATION ONLY)

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 Chair may elect to take public comment on actions on this agenda. The Chair may impose reasonable limits on the length of time members of the public may speak.

6. ADOPTION OF MINUTES (FOR POSSIBLE ACTION)

a. 03/03/2026

7. AUDIO OR MINUTES MISSING FOR PREVIOUS MEETINGS OF THIS BODY THAT DO NOT MEET 30 DAY POSTING OF NEVADA OPEN MEETING LAW

Minutes or audio files for previous meetings that are missing must be listed here with the date of each meeting.

8. REPORTS (INFORMATION ONLY)

- a. Report from the Director of Government Affairs, Isabelle Hatch
- b. Committee member reports
 - i. Chair Issa — Coordinator of Democratic Engagement and Special Events
 - ii. Vice Chair Radtke — Department of Government Affairs
 - iii. Senator Banks
 - iv. Senator Bohlander
 - v. Senator Burrows — Office of Community-Engaged Learning & Leadership
 - vi. Senator Castro — President’s Office of Government Relations and Community Engagement
 - vii. Senator Dayton — Associate Director of Student Engagement
 - viii. Senator Evans — Department of Campus and Public Relations
 - ix. Senator Saporito — Veterans Services

9. OLD BUSINESS (INFORMATION ONLY/FOR POSSIBLE ACTION/FOR POSSIBLE CORRECTIVE ACTION)

There is no old business to be discussed at this time.

10. NEW BUSINESS (INFORMATION ONLY/FOR POSSIBLE ACTION)

- a. S.R. 93 - A Resolution in Support of Affirming the Value of “Non-Professional Degrees”
- b. S.B. 93 - An Act to Establish a Non-Binding Voter Engagement & Demographics Survey on the ASUN General Election Ballot
- c. Discussion — Collaboration with the President’s Office of Government Relations and Community Engagement
The Committee will discuss and recommend ways in which the Association can connect students from underrepresented/marginalized backgrounds onto local boards & commissions
- d. Liaison adoption — Coordinator of Student Engagement Outreach

11. MISCELLANEOUS BUSINESS (FOR POSSIBLE ACTION)

- a. Liaison changes and additions

12. PUBLIC COMMENT (INFORMATION ONLY)

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 Chair may elect to take public comment on actions on this agenda. The Chair may impose reasonable limits on the length of time members of the public may speak.

13. ADJOURNMENT

NOTES:

Agenda items may be considered out of order at the discretion of the Chair. The committee may combine two or more agenda items for consideration. The Committee may remove an item from the agenda or delay discussion of an item at any time.



Written Minutes — **Committee on Democratic Civic Engagement**

Senate of the Associated Students, 93rd Session
Agenda for Tuesday, March 3rd, 2026 at 7:30 PM
Joe Crowley Student Union, 4th floor, Room 406, 1664 North Virginia St.,
Reno, NV 89557

Zoom link:

<https://unr.zoom.us/j/84899948085?pwd=jWINQmB3DrxEq5NLiyMgUSqBuVnEKW.1>

1. CALL MEETING TO ORDER

7:35 p.m

2. COMPLIANCE WITH NEVADA OPEN MEETING LAW

- a. Was the agenda posted three full working days by 9 am, not including the meeting date?
 - i. <https://nevadaasun.com/meetings/committee-on-democratic-civic-engagement-11/>
- b. Is the meeting taking place on the day of the week, month, day, year, at the time and location listed on the agenda?
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If the answer to any of these questions is no, this meeting must be ENDED IMMEDIATELY unless NOML covers a legitimate correction.

3. LAND ACKNOWLEDGEMENT

“We acknowledge that the University of Nevada, Reno is situated on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. These lands continue to be a gathering place for

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Indigenous Peoples and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and learn on their territory.”

4. ROLL CALL

The Secretary must list roll call.

- i. Chair Issa - Present
- ii. Vice Chair Radtke -Present
- iii. Senator Barrus - Absence unexcused
- iv. Senator Burrows - Present
- v. Senator Castro - Present on Zoom
- vi. Senator Dayton - Absence excused
- vii. Senator Evans - Present
- viii. Senator Saporito - Present

5. PUBLIC COMMENT (INFORMATION ONLY)

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 Chair may elect to take public comment on actions on this agenda. The Chair may impose reasonable limits on the length of time members of the public may speak.

6. ADOPTION OF MINUTES (FOR POSSIBLE ACTION)

- a. 02/03/2026
- b. Sole moved Senator Evans
- c. Seconded by Senator Radtke

7. AUDIO OR MINUTES MISSING FOR PREVIOUS MEETINGS OF THIS BODY THAT DO NOT MEET 30 DAY POSTING OF NEVADA OPEN MEETING LAW

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8. REPORTS (INFORMATION ONLY)

Report from the Director of Government Affairs, Isabelle Hatch- Could not attend the meeting

Izzie Hatch- Gov affairs section 3 C9- make sure that senators consult before communication with government officials to streamline communication. CC emails, forward communication, and assist with projects. The Board of Regents is

in Vegas this week. Food insecurity task force and NSHE task force- PVB survey, Community clean-up

a. Committee member reports

- i. Chair Issa — Coordinator of Democratic Engagement and Special Events

No report

- ii. Vice Chair Radtke — Department of Government Affairs

No report

- iii. Senator Barrus — Coordinator of Student Engagement Outreach

Absent

- iv. Senator Burrows — Office of Community-Engaged Learning & Leadership

Meeting with Matthew Little on Thursday, March 5th

- v. Senator Castro — President's Office of Government Relations and Community Engagement

Maintained contact with Austin- no report

Austin needs support to create a system to connect people with boards

- vi. Senator Dayton — Associate Director of Student Engagement

This Thursday, the NSHE Board of Regents- McAndrews and Dayton will make a public comment.

- vii. Senator Evans — Department of Campus and Public Relations

Lab coat drive- 2 months away, ink blot marketing, new donation sites, emailing professors to present in class

- viii. Senator Saporito — Veterans Services

Veterinary services- initiatives to work this semester- assist in April- families of veterans, March 30th- April 2nd, volunteer. Clinton R. Medal of Honor for war in Afghanistan, and they need volunteers.

9. OLD BUSINESS (INFORMATION ONLY/FOR POSSIBLE ACTION/FOR POSSIBLE CORRECTIVE ACTION)

There is no old business to be discussed at this time.

10. NEW BUSINESS (INFORMATION ONLY/FOR POSSIBLE ACTION)

- a. S.J.R. 93 - A Joint Resolution in Support of Affirming the Value of “Non-Professional Degrees”
- b. No questions
- c. Chair Issa- Before this piece can be sent, it needs a statement of concurrence from the faculty senate chair.
- d. Senator Saporito- Apologized for it being long
- e. No other points of discussion
- f. Favorably recommended

11. MISCELLANEOUS BUSINESS (FOR POSSIBLE ACTION)

- a. Liaison changes and additions
None

12. PUBLIC COMMENT (INFORMATION ONLY)

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None

13. ADJOURNMENT

7:50 pm

NOTES:

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[DISCUSSION DRAFT]

93rd SESSION
2025-2026

**S. R. 93-
A RESOLUTION IN SUPPORT OF
AFFIRMING THE VALUE “NON-
PROFESSIONAL DEGREES”**

IN THE SENATE OF THE ASSOCIATED STUDENTS

MARCH 9TH, 2026

SUBMITTED TO THE SENATE OF THE ASSOCIATED STUDENTS AND AUTHORED BY SENATOR
BARRUS AND SENATOR SAVORITO
CO-AUTHORED BY SENATOR RADTKE, SENATOR CASTRO, SENATOR ATKINSON, SENATOR
HOANG, AND SPEAKER PRO TEMPORE MOSS
CO-SPONSORED BY SENATOR VILLA, PARLIAMENTARIAN ISSA, SENATOR DEBARGER, SENATOR
EVANS, SENATOR BURROWS, SENATOR POTTER, AND SENATOR DAYTON

**A Resolution in Support of Affirming the Value “Non-Professional
Degrees”**

1 *Whereas*, the Department of Education’s 2025 negotiated-rule making and proposals narrowed
2 which graduate programs qualify as “professional degrees,” explicitly keeping 11 fields¹ and using
3 criteria like doctoral-level status, a minimum of six years of post-secondary instruction (including at
4 least two post-baccalaureate years);

¹ The 11 fields are as follows: Medicine, Pharmacy, Dentistry, Optometry, Law, Veterinary medicine, Osteopathic medicine, Podiatry, Chiropractic, Theology, and Clinical psychology.

5 *Whereas*, the Higher Education Act (HEA) of 1965 aimed at increasing educational
6 opportunities through providing financial assistance to students in post-secondary education²;

7 *Whereas*, the HEA developed a list of professional degrees that clarified which programs would
8 be verified for additional graduate financial aid;

9 *Whereas*, the list of professional degrees mentioned in the act served as non-exclusionary in
10 nature, as it would take far too long to list every department that would be applicable with the
11 legislation;

12 *Whereas*, H.R.4137, the 2007 Higher Education Opportunity Act³ had offered Loan Forgiveness
13 and other forms of Federal Assistance to the programs that are deemed to be “non-professional” as
14 of 2025;

15 *Whereas*, H.R. 4137 served to update, modernize, and expand the HEA to ensure the equal
16 opportunity of American citizens within the 21st century;

17 *Whereas*, H.R. 1 proposes restructuring graduate lending, including the elimination of the
18 Federal Direct Graduate PLUS Loan Program, would remove an important financial cushion that has
19 historically allowed students to cover remaining educational costs after reaching annual/lifetime
20 borrowing limits;

21 *Whereas*, the DOE’s proposed definition of “professional programs” alters which students may
22 access the higher federal lifetime loan limit of approximately \$200,000.00, restricting access for many
23 programs not historically excluded from federal assistance;

24 *Whereas*, the elimination of the Federal Direct Graduate PLUS loan program may force graduate
25 students to rely on private student loan markets to finance their education;

26 *Whereas*, private student loans often require strong credit histories or co-signers while imposing
27 higher interest rates, variable terms, or fewer borrower protections than federal student aid programs;

² [Text - H.R.9567 - 89th Congress \(1965-1966\): Higher Education Act of 1965](#)

³ [Text - H.R.4137 - 110th Congress \(2007-2008\): Higher Education Opportunity Act](#)

28 *Whereas*, reliance on private lending may create barriers for students from low-income
29 backgrounds, first-generation college students, and individuals whose credit history or financial
30 circumstances limit their access to private lending;

31 *Whereas*, colleges have consistently increased tuition costs nationwide, pushing away many
32 individuals from such high cost of living while also placing individuals thousands in debt for years on
33 end;

34 *Whereas*, this decision has significant implications for many undergraduate and graduate students
35 who are either currently attending costly universities or are looking forward to attending costly
36 universities;

37 *Whereas*, previous reductions in need-based aid, college access programs, and campus support
38 services already detrimentally increase the risk of non-completion⁴;

39 *Whereas*, many students often lack financial, social, and academic support systems that are
40 critical to college success;

41 *Whereas*, private lending institutions retain the ability to deny or restrict loans on
42 creditworthiness, income, or other financial indicators, which can disproportionately impact
43 marginalized communities;

44 *Whereas*, federal student loan programs historically provided a standardized and
45 nondiscriminatory pathway for graduate students to finance their education;

46 *Whereas*, many graduate students enroll in academically rigorous programs at highly selective
47 prestigious universities, chasing goals and degrees that no longer fall within the newly narrowed
48 deduction of “private degrees”;

49 *Whereas*, students pursuing such programs will experience a substantial reduction in available
50 federal assistance, regardless of whether the university they are attending is incredibly costly;

⁴ [June 4, 2025 Hearing entitled “Examining Policies and Priorities of the Department of Education”](#)

51 *Whereas*, the reduction of federal graduate lending support may discourage talented students
52 from pursuing advanced degrees, or force them to go into higher-risk private debt to complete their
53 education;

54 *Whereas*, this policy initiative will detrimentally affect scholars who have already spent hundreds
55 of hours in their desired work fields;

56 *Whereas*, programs related to Public Health, Social Work, Education, Speech Pathology and
57 Audiology, and Accounting could restrict students' access to federal loan limits, making education
58 less accessible and affordable;

59 ***SEC. 1. NURSING***

60 *Whereas*, the largest health care occupation⁵ are registered nurses, with over 2.4 million workers,
61 followed by nursing, psychiatric and home health aides (1.2 million). Women make up more than
62 85% of workers in both large occupations⁶;

63 *Whereas*, at the University of Nevada – Reno, the Orvis School of Nursing has 150-200 students
64 enrolled at any given time,

65 Whereas, this program has graduated 240 students between Spring 2023 and Fall 2025;

66 Whereas, nursing students are employed within three months of graduation, entering quickly
67 into the workforce to support our Nevada community;

68 Whereas, cutting financial support for these programs has major implications for Nevada's
69 advanced nursing workforce;

70 Whereas, cutting down the nursing pipeline can undermine national goals to expand a diverse,
71 highly educated nursing workforce capable of meeting growing population needs;

72 ***SEC. 2. PUBLIC HEALTH***

73 *Whereas*, the most common sector that offers Public Health programs are Public, 4-year or
74 above institutions (i.e. 27,306 completions as of 2023)⁷;

⁵ [U.S. Bureau of Labor Statistics: Healthcare Occupations & Occupational Handbook](#)

⁶ [U.S. Census Bureau: National Statistics on Women Employed in Health-Care Jobs](#)

⁷ [Public Health | Data USA](#)

75 *Whereas*, the University of Nevada-Reno awarded 407 degrees in 2023;

76 *Whereas*, long-standing recognition as professional degrees within public health are essential to
77 community health, emergency preparedness, and prevention;

78 *Whereas*, if finalized, this could significantly increase the cost of obtaining a public health degree,
79 as well as further straining the workforce by staff shortages, rising chronic diseases, climate-related
80 events, global migration shifts, and ongoing spread of misinformation⁸;

81 ***SEC. 3. SOCIAL WORK***

82 *Whereas*, the most common sector that offers Social Work programs are Public, 4-year or above
83 institutions (i.e. 38,528 completions as of 2023)⁹;

84 *Whereas*, the University of Nevada-Reno awarded 297 degrees in 2023;

85 *Whereas*, declassifying BSW, MSW, and DSW as professional degrees will reduce access to social
86 work education, increasing the dependency on high-interest loans and create a decline in enrollment
87 in social work education¹⁰;

88 *Whereas*, the BSW program at UNR has had a 14.7% increase in enrollment (2020);

89 *Whereas*, 55% of BSW students are POC and 86% are female, classifying it as the most diverse
90 program at the University;

91 *Whereas*, BSW students at UNR achieve an 80% pass rate on the social work licensing exam,
92 which is 13% above the national average¹¹;

93 *Whereas*, social workers help individuals, families, and communities in health and human
94 services;

95 *Whereas*, social workers are the largest providers of mental health services in the United States
96 and enact policy change on the federal level ¹²;

⁸ [Public Health Degrees at Risk Under New Federal Loan Rules - This Week In Public Health](#)

⁹ [Social Work | Data USA](#)

¹⁰ <https://naswfl.socialworkers.org/Advocacy/Legislative-Updates/ID/3303/What-DOEs-Proposed-Change-Means-for-Social-Work-Degrees>

¹¹ <https://www.unr.edu/degrees/majors/social-work%5C>

¹² <https://socialwork.charlotte.edu/news/2021-03-25/social-workers-are-essential/>

97 *Whereas*, the field on social work is projected to grow by 11% from 2020- 2030, surpassing other
 98 job market growth ¹³;

99 ***SEC. 4. EDUCATION***

100 *Whereas*, the most common sector, by number of Education degrees awarded, is Public, 4-year
 101 or above (172,661 completions)¹⁴;

102 *Whereas*, the University of Nevada-Reno awarded 354 degrees in 2023¹⁵;

103 *Whereas*, the University of Nevada-Reno awarded 168 degrees in Spring 2023 and 129 degrees in
 104 Spring 2024;

105 *Whereas*, educators are vital supporters of our society and required to support the future
 106 generations;

107 *Whereas*, educators serve as the fundamental and continuation for all college subjects, including
 108 but not limited to Philosophy, Economics, Policy Analysis, Nursing, Business, and International
 109 Affairs;

110 *Whereas*, Nevada’s system of education consistently ranks near the bottom nationwide, and
 111 removing further support from future teachers will only damage the state’s education further;

112 *Whereas*, many big contributors to Nevada’s poor assessment in education include a lack of
 113 funding, poor test scores, and a shortage of student-teachers;

114 *Whereas*, the Federal Government’s notion on Professional Degrees will further attribute to the
 115 state’s educational shortfalls in funding and teacher shortage, as the career will continue to appear
 116 less attractive to future educators, further transforming the role into one with incredibly low supply
 117 yet high demand;

118 ***SEC. 5. SPEECH PATHOLOGY AND AUDIOLOGY***

¹³ <https://socialwork.columbia.edu/news/bridging-gap-urgent-need-social-workers>

¹⁴ [Education | Data USA](#)

¹⁵ Ibid

119 *Whereas*, the most common sector, by number of Speech Pathology and Audiology degrees
 120 awarded, is Public, 4-year or above (6,258 completions)¹⁶;

121 *Whereas*, the University of Nevada-Reno has awarded 22 degrees in 2023¹⁷;

122 *Whereas*, the American Speech-Language-Hearing Association (ASHA) has certified 2.3
 123 Doctorates of Audiology (AuD's) per 100,000 Nevada residents;

124 *Whereas*, the number of certified AuD's per capita within Nevada is ranked 50th in the nation,
 125 highlighting the severe lack of availability and accessibility within the state;

126 *Whereas*, the number of ASHA certified 33.4 Speech Language Pathologists (SLP) per 100,000
 127 Nevada residents¹⁸;

128 *Whereas*, the masters program is the entry level degree for a SLP, and the average cost of a SLP
 129 masters program ranges from \$23,000-\$75,000¹⁹;

130 *Whereas*, the clinical doctorate is the entry level degree for an AuD, and the average cost of an
 131 AuD ranges from \$76,000-\$150,000²⁰;

132 *Whereas*, the costs for these degrees are already growing increasingly expensive, which already
 133 deters students from pursuing the necessary degrees;

134 *Whereas*, on top of the clinical hours needed and additional licensure costs, lack of federal
 135 assistance can detrimentally affect a wide range of scholars;

136 ***SEC. 6. ACCOUNTING***

137 *Whereas*, the most common sector that offers accounting programs are Public, 4-year or above
 138 institutions (i.e. 37,847 completions as of 2023)²¹;

139 *Whereas*, the University of Nevada-Reno has awarded 80 degrees in 2023;

¹⁶ [Audiology & Speech-Language Pathology | Data USA](#)

¹⁷ [Audiology & Speech-Language Pathology | Data USA](#)

¹⁸ [Pressing Need for SLPs: State by State Metrics](#)

¹⁹ [Is a Master's Degree in Speech-Language Pathology Worth It?](#)

²⁰ [Audiology School Cost](#)

²¹ [Accounting | Data USA](#)

140 *Whereas*, nationally, the accounting profession remains a critical component of the U.S.
141 economy and business sector, with more than 1.5 million accountants and auditors employed across
142 the United States, sustaining businesses, nonprofit organizations, and government institutions;

143 *Whereas*, depriving accounting majors of recognition in federal policy jeopardizes access to
144 higher education for students pursuing careers in accounting and related professional roles, including
145 underserved, first-generation, and economically disadvantaged populations who rely on federal
146 student aid to complete their degrees;

147 *Whereas*, excluding accounting degrees from the “professional program” definition may reduce
148 enrollment in accounting majors and worsen the current shortage of qualified accountants, disrupting
149 essential functions such as financial reporting, auditing, and business operations across the U.S.;

150 ***SEC. 7.***

151 *Whereas*, nationally the total amount of degrees awarded in the following fields sum up to
152 282,600 degrees, and 1,160 degrees for the University of Nevada-Reno²²;

153 *Whereas*, it is vital to our growing nation we continue to recruit qualified, prepared, trained and
154 supported practitioners;

155 *Whereas*, the fields targeted by this announcement are primarily female dominated, falling under
156 the “Pink Collar” Classification²³;

157 *Whereas*, the targeting of diverse and primarily female programs serves as a threat to the
158 occupational outcomes of women and minorities;

159 *Whereas*, this policy threatens to deprive scholars and workers of vital opportunities for
160 generations to come;

161 *Whereas*, federal agencies are legally required to review and provide responses to all substantive
162 public comments received during the comment period;

²² [Data USA](#)

²³ [Historical Overview of Pink-Collar Jobs](#)

163 *Whereas*, courts may invalidate or overturn these newly adopted policies if the agency’s
164 responses to substantive comments are deemed inadequate or deficient;

165 *Whereas*, the public will receive a 60–90-day public comment window where practitioners,
166 associations, universities, and advocacy groups can legally push or force the DOE²⁴ to replenish the
167 Federal Direct Graduate PLUS Loan Program;

²⁴ Department of Education

168 ***BE IT RESOLVED BY THE ASSOCIATED STUDENTS...***

169 *Be it resolved that*, the Associated Students of the University of Nevada-Reno supports affirming
170 the value of “Non-Professional Degrees” in students’ pathways of professional careers;

171 *Be it further resolved* that the Associated Students of the University of Nevada-Reno will continue
172 to work with on-campus bodies, such as Faculty Senate, to outwardly express financial support for
173 these programs;

174 *Be if further resolved*, that the Associated Students of the University of Nevada-Reno will continue
175 to advocate to the Department of Education regarding the NPRM;

176 *Be it further resolved*, that a copy of the legislation be sent to the following:

- 177 • Brian Sandavol, President of the University of Nevada, Reno;
- 178 • Amy Koekes, Associate Director of Student Engagement Outreach;
- 179 • Luis Aguilar-Herrera, Associate Director, Student Government;
- 180 • Michael Flores, Government and Community Engagement;
- 181 • Heather Speed, Vice President of Student Services;
- 182 • Jennifer McClendon, Faculty Senate Chair;
- 183 • Joshua Garn, Associate Dean of the School of Public Health;
- 184 • Mel Flores, Dean of the School of Public Health;
- 185 • Lillian Wichinsky, Dean of the School of Social Work;
- 186 • Casilde Isabelli, Dean of the College of Liberal Arts;
- 187 • Carmina Aglubat, President of ASUN;
- 188 • Ethan McNamara, Vice President of ASUN;
- 189 • Isabelle Hatch, Director of Governmental Affairs;
- 190 • Leaf Acklin, Speaker of the 93rd Senate Session;

[DISCUSSION DRAFT]

93rd SESSION
2025-2026

S.B. 93 -
**AN ACT TO ESTABLISH A NON-BINDING
VOTER ENGAGEMENT & DEMOGRAPHICS
SURVEY ON THE ASUN GENERAL
ELECTION BALLOT**

IN THE SENATE OF THE ASSOCIATED STUDENTS

NOVEMBER 30TH, 2025

SUBMITTED TO THE SENATE OF THE ASSOCIATED STUDENTS BY PARLIAMENTARIAN ISSA & SPEAKER PRO TEMPORE
MOSS
CO-AUTHORED BY SPEAKER ACKLIN

Whereas, the Associated Students of the University of Nevada (ASUN) exists to represent the interests, needs, and perspectives of the undergraduate student body; and

Whereas, effective representation and outreach by ASUN depend on accurate, up-to-date information about student engagement, priorities, and obstacles to participation in student government; and

Whereas, ASUN elections represent one of the largest annual points of direct engagement between students and their student government; and

Whereas, the collection of voluntary, non-identifying student input at the point of voting can provide valuable feedback to guide institutional outreach strategies, civic engagement initiatives, and resource allocation; and

Whereas, many universities and student governments utilize post-vote surveys or ballot-adjacent questionnaires to better understand student participation trends and engagement barriers; and

Whereas, the ASUN Elections Code currently contains no mechanism for the routine collection of structured voter engagement data during elections;

THE STUDENTS OF THE UNIVERSITY OF NEVADA REPRESENTED IN THE SENATE, DO ENACT AS FOLLOWS:

Be it enacted, that the changes outlined in Addendum A be adopted into the Statutes of the Associated Students; and

Be it further enacted, that these changes shall take place during the 94th session of the Senate of the Associated Students; and

Be it further enacted, that a copy of this bill be sent to the following individuals:

- Vice President, Student Services, *Heather Speed*;

- Senior Associate Director, Center for Student Engagement, *Amy Koeckes*;
- Director, Center for Student Engagement, *VACANT*;
- Associate Director, Student Government, *Luis Aguilar-Herrera*;
- President, Associated Students, *Carmina Aglubat*;
- Vice President, Associated Students, *Ethan McNamara*;
- Speaker, 93rd Senate, Associated Students, *Leaf Acklin*;
- Chair, Committee on Democratic Civic Engagement, *Jason Issa*;
- Chair, Committee on Government Operations, *Nicholas Bohlander*;
- Director, Department of Government Affairs, *Isabelle Hatch*; and
- Director, Elections & Democratic Education, *Ty Krysiniski*

Addendum A

TITLE VII: ELECTIONS

CHAPTER 702: ELECTIONS CODE

SECTION 17: THE BALLOT

- a) NAMES ON BALLOT: The order of the names on the ballot shall be arranged in alphabetical order by last name, first name, middle initial (if available).
- b) FORM OF BALLOT:
 1. The ballot shall primarily be administered using an online voting mechanism. The selected online voting mechanism shall meet University accessibility requirements.
 2. Provisional paper ballots shall be available in limited quantity at all physical polling locations, to students eligible to vote but unable to access the online ballot at a physical and/or electronic polling location due to a technical error.
 3. In the event the online voting system is unavailable or becomes unavailable at any time during the voting period, the Director of Elections and Democratic Education shall adopt temporary rules to carry out the elections using paper ballots. The Director of Elections and Democratic Education in consultation with the Attorney General and CSE Associate Director, or their designee may determine whether there is sufficient cause to extend the voting period.
- c) PAPER BALLOT:

Paper ballots may be used in the event of a technological issue or failure occurs during the elections period.
- d) PETITIONS:

Ballots for petitions shall be presented separately, as not to include multiple petitions on one page or screen.

 - 1) Ballots shall begin with the petition title and petition question, as approved by the Attorney General
 - 2) Ballots for petitions shall include options, vertically, for yes, no, and abstain.
 - 3) Voters shall not be able to proceed without marking one of the options on the ballot.
 - 4) No option will be selected by default when the ballot is presented to the voter
- e) VOTER ENGAGEMENT & DEMOGRAPHICS SURVEY:

A voluntary, non-binding Voter Engagement & Demographics Survey shall be integrated into the official ASUN General Election ballot.

 - 1) The survey shall:
 - a) Appear only after the final submission of the official voting ballot;
 - b) Have no effect on vote tabulation, ballot validity, or election results; and
 - c) Be completely optional for all voters.

- 2) The purpose of the survey shall be limited to:
 - a) Identifying patterns in student participation;
 - b) Improving ASUN-wide outreach and engagement initiatives;
 - c) Informing future institutional planning and student services; and
 - d) Supporting the work of ASUN departments and committees.
- 3) The survey shall not collect any personally identifying information, including but not limited to:
 - a) Names;
 - b) NSHE identification numbers;
 - c) Email addresses;
 - d) IP addresses; and
 - e) Any other direct identifying data.
- 4) Administration and Oversight:
 - a) The Director of Elections and Democratic Education, in consultation with the Department of Government Affairs and the Senate Committee on Democratic Civic Engagement shall be responsible for drafting, reviewing, and approving all survey questions annually.
 - b) All questions must be:
 - i) Neutral in tone;
 - ii) Accessible; and
 - iii) Compliant with University data and privacy standards.
- 5) Use and Publication of Data:
 - a) All data shall be reported only in aggregate form;
 - b) No data may be released in a form that could reasonably be used to identify individual voters;
 - c) Within sixty (60) days after certification of election results, the Director of Elections and Democratic Education shall submit a Survey Summary Report to the ASUN Senate.