**Associated Students of Colorado State University**

**Forty-Fourth Senate**

**Thirteenth Session**

**November 17, 2014**

**Agenda**

1. Call to Order
2. Pledge
3. Roll Call
4. Gallery Input
5. Consent Agenda
   * Laffey: I move to approve the consent agenda
     1. Vote: 22.0
   * 11.12.14 Minutes
6. Guest Speakers
   * Pat Burns and Rusty Scott; Flipped Classroom Initiative: I am the Vice President or IT and Dean of Libraries. Two years ago, Provost Miranda went to a presentation on flipped classrooms for STEM classes and found
   * Gwen: Professor Stephanie Clemens hoped to be here but she apologizes she cannot be. She and I both want to convey that COTL is very much in support of this initiative. We endorsed your resolution and we very much want to convey a sense that we hope this is an initiative that is taken congruently for faculty and students’ concerns. Flipped classroom is a teaching approach that involves new ways to bring quality and quantity learning. The definition of flipped classrooms, is they invert the relationship between out of class work and in class work in a traditional lecture course. What would be presented in a lecture would be in a 5-10 min clips that would be found online that are intertwined with short activities. They are designed to create interaction and understanding of material. They are interspersed with learning objects. Digital learning objects might range from a 3D map of something, an interactive game, etc. The idea is that the short video clips are interspersed with learning objects outside of class so that students can gain first level understanding before going to class. Class time would then now be available for learning time with peer work, collaborative work, project based learning, problem solving, all which can take place in the classroom facilitated by the instructor. In traditional lectures, a student may understand how to do a math problem in class and go home to try to do the homework and not know. This way, you have instructor and peers to help you figure out things when you get stuck. It is better designed to promote success. The best way to summarize is that it puts students rather than instructors in the center of learning. We want to shift from Sage on the Stage to the Guide on the Side. Material learned in lecture tends not to be retained well. In contrast, 80% of material of student to student teaching is being retained. Because it’s new, there isn’t a lot of research on that specifically but plenty on the components. Purdue has done this since 2008. They have data from 120 courses with multiple sections of their courses and 14,000 students. 65% of the redesigned courses had increased retention in 34.6% of courses. 65% of course had lower Drop fail withdrawal rates. 46% had highest retention and graduation rates. 65% had higher GPAs than averages and 75%, the GPA was the highest it’s been in four years. It’s not surprising this receives the results it does. There is a lot of research on the components of flipped classrooms. Practices that are included go beyond skimming material to critical analysis with peer to peer interactions that deal with understanding the material, problem solving, and multiple opportunities to use new knowledge. There are corollary benefits. Extentive interaction with faculty and peers. Many national publications that feature this and finding success in student learning outcomes in higher education. That’s why we are approaching this. We are remodeling BSB 105 as a flipped classroom and are working with professors that have volunteered to teach this. BSB will serve as a sandbox for the faculty. Their classes range across subjects. Classrooms that are designed for the flipped approach will be more successful. Anton Benton’s data, we don’t have yet. A pre course survey was administered and a post course will be done in a couple weeks. We are looking at changes in a couple of variables. Self-efficacy, engagement level, and total time spent on a course; they have been shown to create better learning. We will be looking for correlation between those variables and students grades. We do have survey questions and other things that will give a sense of if the physical layout helps the learning as well. We will also get focus groups and interviews with students and faculty for qualitative data as well. Our next steps will be to get spaces big enough for large classes to flip classrooms. There are higher DFW rates in STEM classes that are large lecture courses. We are seeking to find funds to support this. We are also looking at other focuses as well, not just STEM. We had so many faculty who wanted to participate across disciplines. We believe support from your group will go a long way with Administration. We are preparing faculty to implement this approach in many ways: teachings through TILT. The teaching sessions experience the flipped approach through the workshops and learn how to create the learning objects. Faculty will access some online materials before the sessions which they will then come to the workshops and see how they work. They provide faculty with a forum for exchanging their drafts with colleagues. Faculty that take the training in December will work on the course over break and then present to their PDIs.
   * Scott: BSB 105 is our sandbox. This is a layout that was joined with a furniture company. BSB 105 will look like this. This is what they call the collaborative or active learning. The podium will be there but there will be table in the middle to teach in the middle of the room. Whiteboards all around. We will have 3 mobile monitors that can be brought up next to groups of people. They will be wireless and they will also be able to display on the projector through any laptop as well. They also have dry erase boards around them.
   * Halten: This is one of our designed build. We have 79,000 dollar cost estimate. It includes everything from furniture. It might cost 1,300 dollars per seat but 2,500 dollars per seat for larger classrooms. UFAB funded one of the classrooms in engineering that could possibly be flipped. Our facilities management we manage construction.
   * Burns: We are going to ask admin and UFAB to partner to get more flipped classrooms.
     1. Crites: What will professor office hours look like?
        1. Burns: Same sort of things as today.
     2. Seel: Is the research we are looking into grant funded or institutional?
        1. Gwen: Right now it’s institutional and we are hoping to get grants in another year or so of data collection. It’s easier to get grants once they have pilot data.
        2. Seel: Are you familiar with the course capacity committee? One of the things brought up in that, is that they have the tendency to decrease graduation rates if taken in first semester here. Is it a lack of student instructor interaction or is it college climate?
           1. Gwen: I’m not familiar with that. I sit on a couple of committees bringing up the same issue. It’s an all of the above answer. It has to do with college environment, coming in with work ahead of time, etc. It also has to do with student instructor interaction. With active learning, it increases the depth.
           2. Burns: If you do it right, it will work in every way and on all levels. We will now be fine tuning things.
     3. Hansen: The demography I represent is for Traumatic Brain injury. Has it shown any research to help those with TBI?
        1. Gwen: The answer is I don’t know yet. I appreciate being asked that question. My guess would be that the impact would be positive. The active learning approach is helpful for other brain related differences that impact learning.
        2. Burns: Flipping is more of a retail that should improve the interaction. Common sense should say it will help quite a bit.
        3. Hansen: If it does show after as successful, would people with brain injuries have a priority status for those courses?
           1. Burns: We would advocate for that but that is a provost decision
        4. Hansen: A student was curious to just see some examples of how the teacher is held accountable for a lesser work load but if I could show them through a curriculum example?
           1. Burns: It’s more work now since they have to do pre work and then go interact with students.
           2. Gwen: It’s a lot more work for them. We advocate that professors target key portions of the course at first because it’s not possible to do a whole flip in the time available.
           3. Burns: We will see what we can do.
           4. Gwen: I’ll give you my card and see if we can find a volunteer to make their canvas sites available.
     4. Gurau: In the short term, how do you know students are using outside materials?
        1. Burns: You form students in the cohort groups to hold them responsible.
        2. Gwen: Canvas site allows a kind of tracking of how often someone visits the site and information.
     5. Sydoriak: After doing this for a few semesters, does this create potential that a campus can stop using a ten year tract and start using instructors?
        1. Burns: I would say that the best kind of learning is coming from those professors who are doing research. And that interaction with that content that really know their fields will be best.
        2. Sydoriak: Is there any possibility it could cause a reduction in faculty?
           1. Burns: I don’t think so. I think that’s faculty issues instead of learning issues. Just putting them online accomplishes what you are saying. I think it would be adding instead of decreasing.
     6. Li Puma: I move to exhaust the speakers list.
        1. Vote 22.0
     7. Watson: How many rooms are you planning to flip in 2016?
        1. Scott: We flipped 2 in engineering, BSB is remodeling as well. We have Eddy Hall with 2 new flipped classrooms. Health and exercise sciences has an opportunity for it as well. Construction standards are including these. Every large new building will have some percentage of them.
        2. Watson: The room in health and exercise sciences has 100 students. The number to cost and remodel which includes all components when we build new from scratch. It is a 13% more cost in remodeling cost than just in being built.
        3. Watson: for the renovation of Johnson 222 do you expect it to be 1300 dollars?
           1. Scott: It’s a lot more than that and it probably won’t happen because of the layout of the room.
     8. Bombardier: I was wondering how the perception of student’s performance is affected? Does that bell curve experience have a shift forward?
        1. Gwen: It’s been coming up on many committees. I think there is a move toward a campus conversation bout how we are thinking about that bell curve now and how we are seeing those expectations. A number of admin went to a conference when one of the keynote speakers described a chemistry course that was known as a killer course and the professor flipped it and he achieved the commitment that everyone passed the class.
        2. Burns: The first courses we will target classes that don’t have that bell curve.
     9. Balster: My first is about the noise level. There is a concern of having a hard time focusing.
        1. Gwen: That is addressed partly through acoustics. There are also in some classrooms, there can be mobile mic support so that students might be able to be heard.
        2. Balster: Since they will be directed towards freshman courses, is there any way to gage almost like a pretest to see if they will be successful in that teaching style?
           1. Gwen I am not familiar with any research that any demographics do better with a certain style. Here I think that summaries of some decades of research that active learning approach is better for most people.
        3. Balster: We had a town hall meeting in our area and one of the concerns that was brought up was that working with students of a traditional age vs a nontraditional age can be difficult, is there any research or feedback on that?
           1. Gwen: I don’t know because my forte is on writing courses. The typical thing there is to know if there are any adjustments that need to be made. Even if there isn’t a documented disability, it will be helpful for that approach. People with intense social anxiety, group work is difficult. I have taught instructors of how to modify their styles to accommodate. I will raise that concern.
        4. Balster: The feedback we heard, would there be any way to access that if you aren’t registered?
           1. Burns: we are going in a thing called Unison and it will be making those learning objects open access. They ultimately get to choose though.
     10. Crites: With this opportunity, will there be an expectation of other ways of learning information?
         1. Gwen: I think this pedagogy works with social learning and engages affective and kinesthetic responses and work that cognition is beyond the body and through our interaction with technology. Cognition operates through our social interactions with others.
         2. Crites: In a traditional lecture, you’re just sitting taking notes, will more content and opportunities to engage other learning objects?
            1. Gwen: that is exactly the purpose is to engage these things. The idea is that there will be much more hands on interaction.
     11. Seel: Is there a place online or would you be able to send us a list of courses that would be available next year?
         1. Burns: We will send it to Lance.
         2. Seel: Do you think for the courses you are looking at, will this change the roles for classes with GTAs?
            1. Burns: GTAs will become a lot more involved and interacting with students instead of grading papers.
            2. Gwen: GTA training takes place when the courses will be coming to the semester. All GTAs will receive training in the spring. We are working with departments.
7. Ratification & Swearing in of New Members
   * Sam Block, Director of the Environmental Affairs
     1. Bondi: What directions do you see the department going in?
        1. Block: The deputy direction was created to focus on transportation services. That will still exists. In the future I still see that position being there while I can focus on the broader environmental focuses. I want to look at behavioral things on campus.
        2. Gurau: What is one of your projects you have in mind?
           1. Block: I want to continue to do the thing of giving out reusable coffee mugs. I want to target coffee cups waste by doing a couple of different things. Also I would like to continue giving out reusable grocery bags to target off campus students. Also, energy reduction use. I am looking into a project that when you turn off your monitors, but not the power button, it won’t turn off. I want to do some office games and such.
        3. Seel: is there anyone else you have in mind to fill the deputy position?
           1. Block: I have some friends in the college that might be interested.
           2. Seel: Since this position was vacant, have you begun to get the department ready and managing that while it’s been open?

Block: Yes I have. One of the reasons I decided to apply is because I didn’t know if I’d be able to do the time commitment but I already am doing it.

* + - 1. Laffey: How do you see your job integrated in CSU as the university as a whole?
         1. Block: I see myself as a sustainability liaison. My job is to educate students about sustainability. I want to represent faculty, admin and student opinion.
    1. Vote: 22.0.0
  + Andrei Gurau, Elections Manager
    1. King: How do you intend to improve voter turnout?
       1. Gurau: I’m very open to outside opinion. This is not my idea but that we can have open polling centers on campus. Voting table handing out things when people vote.
       2. Maher: what was the biggest issue last year and how do you plan on changing that?
          1. Gurau: Being closed off and leaking information to other campaigns.
          2. Maher: How do you ensure that this doesn’t happen?

Gurau: Setting a standard and making sure that this won’t happen. My mission is to pull people who don’t have much of an opinion so they can be unbiased.

* + 1. Crites: I move to do it in a placard vote.
       1. Vote: 21.2.0
    2. Vote: 21.0.1

1. Executive Reports
   * Whitesell: Tomorrow is wear yellow day for suicide prevention day. We are open to recruitment for our mental health campaign.
   * Pasillas: The office will be open during fall break Monday and Tuesday.
2. Judicial Reports
3. Senator Reports
   * D: I was out polling about flipped classrooms. Of the 200 students I talked to, mostly 1st and 2nd year students, there is some division but that is mainly due to misunderstandings. It would be best to take under advisement that not a lot of people know what it is. It is also shown support to be an option.
     1. Hansen: Through our town hall meeting, we found the same things. A lot of those who opposed was due to misunderstandings.
   * D: I will be writing to the collegian in the opinions section to try to explain the flipped classroom.
   * Laffey: One new development is that the committee of teaching and learning fully endorsed the resolution and have more coming.
   * Bondi: Last Thursday there was a meeting about student health insurance advisory plan. Overall, there is not going to be a lot of changes. All the formal changes have already taken place. There was one conversation that came about to open dependents and spouses to student health insurance plan as well. I’m hoping to have more information in January. The student health network met with the architects and the director said she loves the design.
   * Laffey: The UFAB has extended project submittals to mid-January. We made some changes in our bylaws this year. If we kept the current deadline, we would only have 2 half thought up projects. This way we get a lot more stuff to discuss.
4. Associate Senator Reports
5. Confidence Business
6. Committee Reports
   * Internal Affairs
     1. Seel: We released Res #4411 Office Hour Database. I motion to bring this into old business.
        1. Seel: The reason we are bringing it out is because students, admin and faculty want the student voice before any action is taken.
        2. Vote: 22.0.0
     2. Seel: We meet tomorrow at 3pm. There is a possibility of new legislation being proposed.
   * External Affairs
     1. Crites: Bill #4408 Inclusive Excellence. We had a couple minor things we wanted to take from last week. We changed this to be its own therefore clause. We took out exifisio. Andrei and I had Sergeant at Arms Bill. We mostly changed the job description making it readable. We added some people on top. We changed some grammar things. We changed created to recreated because it was there in the past. We decided that instead of it being put in the gold book, it would be put where all other job descriptions are. We changed and to after, we decided that they still have to maintain a 2.0 while in the job. We decided they should have a working knowledge of ASCSU constitution. Instead of requiring every minute of senate sessions, there will be an excused absence policy that would need to be approved.
        1. Bondi: Are job descriptions part of the bylaws or do they just follow them?
           1. Crites: with the other job descriptions.
           2. Jordan: it’s a judicial position in the senate.
   * University Issues
     1. Dugger: We had not quite as many changes. Bill #4409 Sergeant-at-Arms. We added a sunset clause for at the end of the semester to see how it goes if someone can’t fill it. We have 2/3 majority vote by senate. The speaker has the power to dismiss sergeant and body. We threw around the idea of payment but didn’t add it in just as more of a talking point.
7. Seel: I move to enter new business instead of old business.
   * Ozekin: In respect to the Supplemental funding proposal, it’d be good to get this done.
   * Vote: 22.0.0
8. New Business
   * SFP #4405 Hillel KlezFest
     1. Bondi: I move to adopt SFP 4405.
     2. They are planning this first KlezFest that is a history and teaching event through Jewish music. It’ll be held in January 31st in LSC Theater.
     3. Speaker: I am in the organization for Jewish campus life to create a home away from home. We have done a hospitality night and focused on similarities with Judaism and did a big interfaith thanksgiving. It was an event that had over 100 students. We will bring a band from Chicago. First program will be Shibot dinner. They will be able to sit down with the band and discuss stories of universal themes of overcoming oppression, freedom, etc. the second event will be a concert that will celebrate freedom and share our heritage. We would like to share those stories through the concert. We have community wide supporters. We would like to team up with other off campus orgs.
        1. Maher: In reviewing the budget, the performer’s bill, will you be taking care of transportation, lodging, etc.?
           1. Speaker: That is one big check for all of those purposes.
        2. Balster: What kind of outlook do you have for how many students have expressed interest?
           1. Speaker: We are hoping to get between 100 and 200 depending on how many cohosts we will have.
     4. Bondi: I move to amend universitit to university.
        1. Vote: unanimous
     5. Bondi: They have put on some really great events on campus and I’m glad to see that they are bringing this forward. I urge a yes vote.
     6. Maher: I think this is a great event. After this we will be exhausting the BSOF fund and if it is around 200 people, the cost for each member is around 54 dollars per student, if 300 attend, it would 33 dollars per student. I think that’s something worth considering. I think it is a great event but if it’s only impacting that amount, I think we should encourage them to get bigger number.
     7. Dugger: The max they could reach would be would be 400.
     8. Vote: 21.0.1
   * Res #4413 Advisor Review
     1. Seel: I move to adopt res 4413.
     2. Crites: I talked to everyone who I thought would be interested in this. The whole intent, how many people had a crappy advising experience and it screwed up their whole semester? We want people to know what advisors are like. Some of them are advisors that no one holds accountable. As a new position, we want to make sure our fees are going towards someone who knows what they’re talking about. One of my professors is my advisor and the other is a tenured faculty but the tenured faculty goes through the process of percentages of teaching and such. We need to be able to hit all these positions equally. The whole point is that it will be quick and easy. How many people go through their registration ready and do it quickly, how many people think adding 3 questions would be a hassle. Some would be, did you visit an advisor, and did your advisor make you feel empowered. There will make something mandatory that we can get an equal amount of input. There will also be a link to go and leave comments if you want. The questions will be mandatory and the option to leave a comment will provide an outlet.
        1. Balster: Have you talked to anyone in the undeclared area because a lot of confusion happens there and they are so important.
           1. Crites: The turnover in that area is really great on student and faculty side. It ends up that way for admin too, a holding area. The people I have talked to, there is no clear answer. I have not pursued that enough. There isn’t a dean for undeclared since they change so much.
        2. Dugger: When I go to advising meetings, as soon as I leave, I get an email with similar questions. Will that go away when this happens?
           1. Crites: Stephanie Clemens thinks it would be more beneficial to be an addition to rather than an instead of. This would be a university level data collection but each individual college has the liberty to do what they want as well.
        3. Seel: If you do something through ram web, they will use information of what your advisor would be, what would be the implementation of having more than one advisor to review?
           1. Crites: My vision is that there will be a field that pops up to type in a name. Another is a drop down list to choose. There’s kinks to be worked out. You would be able to say that you met with these 3 people and then be able to fill out info for one or more.
        4. D: You said there will be a link, will you have a link or blank box?
           1. Crites: Link would be better because if there is a box, there will be an issue of needing to respond in there.
           2. D: Would other students be able to see the comments made?

Crites: No, for protection thing. I know that if I had an advising appointment and was really hot about it, I might post something stupid. I don’t want it to be a professor bashing thing.

* + - 1. Gallery: having an optional text field, it won’t be mandatory to type something in there and the link would be more of a hassle.
      2. Laffey: Is there a way to preserve the privacy and the integrity of the survey so advisors do not see names?
         1. Crites: I envision it being optional to write your name.
      3. Wells: As far as along the lines of advising, my advising is getting my advising code and a high five. I have had different experiences with some advisors and some not.
         1. Crites: The point is, did it meet your needs? If you can meet with someone and feel like you got what you need, you can give feedback. Levels of advising are appropriate
      4. Van Doren: Is your goal for this to supplement the other reviews or to replace those?
         1. Crites: Supplement. We need university level questions. It depends because only some departments do it. Because there isn’t something for every college, this is why this is happening.
      5. Bondi: Some departments have dedicated advising staff that focuses on that, how would they be affected? Do you think it’ll be detrimental or how do you feel that go about?
         1. Crites: By having a universal process, it would nullify that. Every tenured tract individual has to advise, research, and teach a certain percentage. This would go to reflect on that percentage of that job.
         2. Bondi: Do you foresee this resulting in professional training in advising?

Crites: I would hope so. It’s hard to change something you don’t know anything about. I would hope the data would go somewhere.

* + - 1. Bondi: I move to exhaust the speakers list.
         1. Vote: unanimous
      2. Seel: Regarding the way those therefore clauses are structured, why is there 3 or 4 yes or no’s but there is also other options?
         1. Crites: A 7 point scale can evaluate a degree a comfort.
         2. Seel: Is it confusing to have one set of questions and then a separate set as well?

Crites: Yes, In order to get a different kind of data, there would need to be different questions.

* + 1. Laffey: I move to send this bill to university issues.
       1. Laffey: It has already received endorsements from external affairs.
       2. Bondi: I would like to take into consideration anyone that actually had any concerns in here. I think its bad practice to automatically send things to committee.
       3. King: Echoing previous speaker, it would be beneficial to create suggestions for a committee.
       4. Seel: We can have discussion about the bill and could put on expedited status and amend it and then send to a committee.
       5. Laffey: The author said she would like this to be sent to university issues not on expedited status.
       6. Vote: 10.9.2
  + Bondi: I move to open up nominations for Parliamentarian.
    1. Bondi: It’s about time for us to nominate one. There have been a number of individuals who would be willing.
    2. Sydoriak: Let’s make sure we nominate someone who isn’t graduating this semester.
    3. Vote: 22.0.0
    4. Goode: I nominate Senator Bigham.
    5. D: I nominate Nick Goode
       1. Goode: Decline
    6. Bigham: I am interested in parliamentary procedure and am teaching it to 99 women. I can learn very quickly. We were thrown into the mix of tings and were forced to participate in the environment. I’m excited to work as senate leadership.
       1. Lee: Do you use parliamentary and Roberts rules in your other chapter?
          1. Bigham: We do on occasion. It’s not something we feel the need to do every meeting but when things get off track.
       2. Seel: Do you feel you actually are familiar with the whole book of Roberts’s rules?
          1. Bigham: No but I am a quick learner and am willing to dedicate many hours.
       3. Seel: Are you curious in becoming a registered parliamentarian?
          1. Bigham: I have thought about it.
       4. Seel: Do you feel comfortable establishing presence in senate?
          1. Bigham: Yes I do
       5. Balster: One of the concerns is the overlap between sergeant at arms and parliamentarian, how will they work together?
          1. Bigham: Parliamentarian is doing that all the time while sergeant of arms will take extensive means to get the body on track while parliamentarian is doing that consistently.
       6. Jordan: Could you express your current familiarity from 1-10 on Roberts’s rules?
          1. Bigham: I put myself at 7.5 because there is a numerous amount of things I have to learn but the best way to learn is to continue my study and be in the position to teach others.
    7. Seel: I move to do a placard vote
       1. Vote: 14.8
    8. Vote: 19.2.1
* Laffey: I move to bring Resolution 4414 to the floor.

1. King: I would like to have some time to look over it before it being brought to the floor.
2. Crites: I think this bill deserves the opportunity to be heard but the precedent has been set, I don’t think we should make an exception
3. Guinn: We have a website going for a campaign promise. They are trying to do a huge push for donor support on Tuesday after break. Before we get alumni support, we need ASCSU support.
4. Bondi: Considering the situation we are facing, I urge a yes vote. We all want to support the idea of this bill and I hope we can get through this tonight.
5. Jordan: The bylaws do have the opportunity for this to be brought forward for situations like this.
6. D: Can this be voted on tonight? They want this to be passed on Tuesday, which is today.
7. Vote: 18.2.0
8. Bondi: I move to adopt resolution 4414.
9. Guinn: I’m really sorry that this is not normal order because it’s Tuesday after break after thanksgiving. This would be a great way to incorporate the program. The website will go live next week so that the link can be pushed out for funding and hopefully get enough money around 50,000 dollars for spring semester. It’s up to your discretion on how and when you want to use it. At the end, it will only be billed for the meals used. It is anonymous so there will be no stigma. It will come from your FAFSA score and only ask two things student ID and name.
   1. D: where did you get the statistics?
      1. Guinn: Amy Pizzoni has them because they sent out a survey every year over the last four years.
   2. Hansen: Where’s the money coming from?
      1. Guinn: Donations. Even if we don’t have the money, we will push it out with what we have.
   3. Dugger: It’s a card, its preloaded meals you can use on campus?
      1. Guinn: Through residence halls on your ID.
   4. Bondi: one of your campaign goals was to have a food bank, why was this chosen over a food bank?
      1. Guinn: We pushed out two different surveys. 2 said they wanted the pantry and the rest said they would want this option instead.
   5. Seel: On Tuesday, would there be a campus wide donation or a private thing?
      1. Guinn: Both. The office of the annual donations is what puts on Thisgiving Tuesday. They have a massive phone line talking to alumni. It’s their biggest day of the year.
      2. Seel: if you got more than 50k, would that go to helping more students?
         1. Guinn: Yes
   6. Balster: It’s geared more towards freshman and sophomores living on campus?
      1. Guinn: Freshman can’t use this program because they are already enrolled in this. Meal swipes would be able to swipe whoever you want in. The reason the residence halls is more important than food bank, it addressed gluten free, dairy free, etc. we were thinking this would give people more freedom to control your life.
   7. Watson: What has the funding that has come out of Thisgiving Tuesday gone to in the past?
      1. Guinn: I can get them to you.
      2. D: Do you mean dining halls? I don’t see any dinging hall personnel, have you talked to them? Would you consider extending to LSC?
         1. Guinn: Yes, potentially. It costs 6.50 for all you can eat vs .50 off a meal in the LSC.
         2. D: Working in housing and dining services, an adult meal costs 11.50. Are you using faculty rate?
            1. Guinn: I’m not sure how faculty works exactly. But that is separate money taken out of that account. Housing and dining worked with us to give us a break.
   8. Hansen: If this is a pilot program, this is geared to be renewable?
      1. Guinn: Yes.
      2. Li Puma: That’s why we are partnering with Amy because it will be institutionalized.
   9. Bondi: Do you all have an idea of a marketing push to make sure this is utilized?
      1. Guinn: This won’t be heavily marketed without having too many people apply for it. They will be referred to on a case by case at first. It’s more of the letting students know on demographics of students who qualify.
      2. Bondi: How are we defining this?
         1. Guinn: If you have less than 10,000 dollar family income, you automatically are enrolled. It’s on your FAFSA score.
   10. Crites: We aren’t allowed to have a job as we student teach but are expected to pay for rent and such? If I student teach in Ft. Lupton, do I have to drive here to get a meal?
       1. Guinn: Not sure, will let you know.
   11. Gallery: When you have a housing plan, its required to have a meal plan, would there be an alternative if they live on campus?
       1. Guinn: Not this year. We will look into that next year.
   12. Van Doren: For other freshman that live off campus, would that program be open to them?
       1. Guinn: Yes
   13. King: What if there is a student who has a minimal meal plan, can you apply for this and substitute that?
       1. Guinn: Yes.
   14. Guinn: They are planning on being able to provide the opportunity for future parents of students to provide for other students as well in the fall if they can afford it and want to support it.
   15. D: If we don’t reach the 50k goal, would we still be able to go through with this?
       1. Guinn: Yes it’ll just support less students.
10. Bondi: I think this bill is fantastic. It might be rough but it gets the point across. I move to put it on expedited status.
    1. Vote: 21.1.0
11. Whitesell: I have been involved in this process and I would like to strongly urge a yes vote. It’s important that students who deal with food insecurity, they have a safe space.
12. Nolan: I think this is fantastic idea. I recommend a yes vote.
13. Seel: For the people we are sending it to, can we make some grammatical errors. I kind of consider those redundant.
14. D: I move to add Jim Dolak, the executive director of housing and dining services, to the list of people it is sent to.
    1. Vote: unanimous
15. Watson: I move to previous question.
    1. Vote: 20.0.2
16. Vote: 21.1.0
17. Old Business
    * Bill #4408 Inclusive Excellence
      1. Bondi: I move to adopt bill 4408.
         1. Vote: 21.0.1
      2. Bondi: I move to adopt all of the amendments proposed by external affairs committee.
         1. Crites: On the endorsed by, I asked for the names to get their titles on there. I move to amend Andrei Gurau’s title and add the colleges and positions on them behind the last 3 people of the endorsers.
            1. Vote: 20.0.2
         2. Bondi: All of these amendments are deemed fit.
         3. Nolan: I move to do the same to the others in the list. I move to previous question.
            1. Vote: 20.0.2
      3. Bondi: I urge a yes vote.
      4. Williams: 3 weeks ago, I went back to the residence hall association and asked if they approved of this constitutional amendment and after describing the amendments, the RHA overwhelmingly approves of this bill because it focuses ASCSU’s efforts to reach out to on campus issues.
      5. Vote: 21.0.1
      6. Sydoriak: What is the point of submitting something on Monday if we waste time fixing grammatical errors?
    * Bill #4409 Sergeant-at-Arms
    * Res #4412 Flipped Classrooms
      1. Laffey: I move to adopt res 4412.
      2. Watson: I move to put Samuel Laffey’s title after his name as a friendly amendment. I also move to change that as a friendly amendment with a comma.
      3. Laffey: Since this bill was introduced last week, there have been additional endorsements. I move to make these amendments (unanimous)
      4. Confidence clock expired:
         1. Vote: 15.5.2
    * Res #4411 Office Hour Database
      1. Laffey: I move to adopt res 4411.
      2. Laffey: I had a conversation with Dr. Burns about this bill. This needs to happen so that the process can get started.
         1. Gurau: They want student support. This bill is on a dock it for December 15th. It has a lot of support.
      3. Hansen: There were a couple of concerns brought up from adult learners of why do we need this with how fractured on campus this is. They think we need to spend money on other things.
         1. Gurau: It will take really little money to get this going.
         2. Hansen: Several voices think it is not needed.
      4. Jordan: I’ve toured law schools before and they had something like this. Why shouldn’t we?
      5. Vote: 19.0.3
18. Announcements
    * Watson: Things are going very well for the music festival. College of business is supporting it.
      1. Balster: Do you have your music line up?
         1. Watson: No because we need cash before that. We have gotten in contact with Big Gigantic and the Dirty Heads.
    * D: I want to extend an invitation to all of you to join me in polling.
    * Whitesell: Have a lot of good self-care this break.
    * Wells: Thank you for your first vote on the bill. And we have recently have started the process on changing single stall bathrooms to gender inclusive bathrooms.
19. Roll Call
20. Adjournment