



Associated Students of College of San Mateo

## Student Senate Regular Meeting Agenda

Monday, April 18, 2022, 2:15 p.m.

**In-Person:** Center for Equity, Leadership and Community Building 17, Room 146  
College of San Mateo; 1700 W. Hillsdale Blvd.; San Mateo, CA 94402

**Via Zoom:** Join Link: <https://smccd.zoom.us/j/87482622878>  
Dial-In Number: (669) 900-9128 | Webinar ID: 874 8262 2878

**As per District policy, face coverings will be required while indoors in any campus buildings for individuals who attend the meeting in person, regardless of COVID-19 vaccination status.**

**Please silence all cell phones and other electronic devices.**

The public is invited and encouraged to attend ASCSM Student Senate meetings. All meetings are open to the public and are accessible to those with disabilities. Start times are approximate. The public may address the Student Senate on non-Agenda items during the Announcements and Hearing of the Public items on the agenda. Members of the public may participate in discussions only when recognized by the chair. The Student Senate reserves the right to suspend the orders of the day if necessary to conduct business.

**I. Call to Order**

**II. Roll Call**

**III. Approval of the Agenda**

**IV. Approval of the Minutes of Prior Meeting(s)**

**V. Announcements and Hearings of the Public**

During this time, members of the public may address the Student Senate on non-agenda items. Limit of 15 minutes per topic and 3 minutes per speaker.

**VI. Reports**

**a. Officers**

- i. President Andrea Morales
- ii. Vice President Nicole Hong
- iii. Finance Director
- iv. Vice Chair Lita Kavapalu
- v. Secretary
- vi. District Student Trustee Ashley Garcia

**b. Senators**

Including reports from ASCSM boards and committees, ASCSM task forces, College and District participatory governance committees, and other boards, committees, or organizations.

**c. CSM Administration**

- i. Dr. Jennifer Taylor-Mendoza, CSM President
- ii. Kristi Ridgway, CSM Acting Vice President of Student Services
- iii. Mike Holtzclaw, CSM Vice President of Instruction
- iv. Micaela Ochoa, CSM Vice President of Administrative Services

**d. Advisors**

- i. Aaron Schaefer, Student Life and Leadership Manager
- ii. Fauzi Hamadeh, Student Life and Leadership Assistant

**VII. Action Items**

**a. Appointments – President Morales**

The Student Senate shall discuss and consider any and all appointments and/or recommended appointments to the Student Senate, ASCSM Boards and/or task forces, any College and/or District participatory governance committees, and/or any other appointments that may be deemed necessary. Possible action to take place.

**b. Legislative Bills – Advocacy Board Chair Chang**

The Student Senate shall discuss and consider recommendations from the Advocacy Board regarding positions on local, state, and national legislation. Possible action to take place.

**c. Funding for Spring Fling**

The Student Senate shall discuss and consider allocating funds for the annual Spring Fling event. Possible action to take place.

**d. Funding for CSM Centennial Pins**

The Student Senate shall discuss and consider allocating funds to buy a supply of lapel pins in recognition of the college's centennial. Possible action to take place.

**VIII. Information and Discussion Items**

**a. Update on Summer and Fall 2022 Class Schedules**

The Student Senate shall engage in a discussion and provide feedback regarding the class schedules for the summer 2022 session and fall 2022 semester. No action to take place.

**b. Debrief of ASCSM Events**

The Student Senate shall discuss and review any recent ASCSM events. No action to take place.

**IX. Future Agenda Items**

During this time, members of Student Senate may suggest agenda items for consideration for future meetings.

**X. Final Announcements and Hearing of the Public**

During this time, members of the Student Senate and the public may voice any concluding comments. Limit of 15 minutes per topic and 3 minutes per speaker.

**XI. Adjournment**

## **Appointments**

There is no printed material related to this item.



## ASCSM Legislative Bill Report and Summary

First name Nerissa    Last name Chang    Email nerissacha1@my.smccd.edu

**Bill Name**

College for All Act of 2021

**Bill Number**

S.1288

**Sponsors**

Sen. Bernard Sanders [I-VT]

**Co-sponsors from Northern California**

*Max of 10*

Sen. Padilla, Alex [D-CA]\*

**For the Advocacy Board Meeting of**

Apr-6-2022

**Purpose of Bill**

This bill establishes measures to expand access to higher education, including by eliminating tuition and required fees for eligible students, revising the Federal Pell Grant program, and reauthorizing certain programs to assist students from disadvantaged backgrounds.

**Group(s) impacted**

(1) all students at community colleges and two-year tribal colleges and universities; (2) working- and middle-class students at four-year public institutions of higher education (IHEs) and tribal colleges and universities; and (3) eligible students at private, nonprofit historically Black colleges and universities (HBCUs) and minority-serving institutions.

#### **Fiscal impact (if any)**

The bill permanently reauthorizes and otherwise revises the Federal Pell Grant program

#### **Last action**

Senate - 04/21/2021 Read twice and referred to the Committee on Finance.

#### **Current status**

Introduced

#### **Bill Description**

This bill establishes measures to expand access to higher education, including by eliminating tuition and required fees for eligible students, revising the Federal Pell Grant program, and reauthorizing certain programs to assist students from disadvantaged backgrounds.

Specifically, the bill provides funding to eliminate tuition and required fees for

(1) all students at community colleges and two-year tribal colleges and universities;

(2) working- and middle-class students at four-year public institutions of higher education (IHEs) and tribal colleges and universities; and

(3) eligible students at private, nonprofit historically Black colleges and universities (HBCUs) and minority-serving institutions.

The bill permanently reauthorizes and otherwise revises the Federal Pell Grant program by providing funding to increase the maximum award for each eligible student, increasing the duration limit for the use of Pell Grants, and allowing students to use their awards to cover living and non-tuition expenses.

Next, the bill makes Dreamer students (i.e., students who have been granted Deferred Action for Childhood Arrivals status) who entered the United States before the age of 16 and who meet certain educational criteria eligible for federal financial aid.

Further, the bill requires the Department of Education to award grants to underfunded IHEs, HBCUs, and minority-serving institutions for investing in support programs to improve student outcomes (e.g., graduation rates).

The bill also reauthorizes through FY2031 the Federal TRIO Programs and reauthorizes through FY2025 the Gaining Early Awareness and Readiness for Undergraduate Programs. Education is a social institution that should not be privatized or profited off of, it is a basic need and standard that needs to be met for every single person.

#### **Recommended Stance and Justification**

*Support, oppose, watch? Why?*

Support. The education opportunity gap directly affects vulnerable communities such as those who are low-income and minority students in general. In every case, high school diplomas have been upended by bachelor's degrees for the foremost basic qualification for jobs. Post secondary education is usually only accessible to those who already have the means to attend such institutions, leaving out large communities.



## ASCSM Legislative Bill Report and Summary

First name Christina Last name Bernardino Email christinaybernardino@my.smccd.edu

### Bill Name

Environmental Justice For All Act

### Bill Number

S.872

### Sponsors

Tammy Duckworth (D-IL)

### Co-sponsors from Northern California

Max of 10

Sen. Padilla, Alex [D-CA]\*

### For the Advocacy Board Meeting of

Apr-6-2022

### For the ASCSM Senate meeting of

Apr-11-2022

### Purpose of Bill

This bill establishes the reinforcements needed to address environmental inequalities, specifically uplifting Indigenous peoples, communities of color, low-income groups, and other

such vulnerable communities, who have suffered the brunt of environmental pollution. The bill forbids disparate impacts based on race, color, or ethnicity, and to rectify this, the bill will also create programs and legislative bodies to address these negative impacts.

#### Group(s) impacted

Indigenous peoples, communities of color, low-income groups, and other marginalized communities

#### Fiscal impact (if any)

Create a fund using new fees on oil, gas, and coal industries to help communities that are transitioning from greenhouse-gas dependent industries.

#### Last action

March 18, 2021— Read twice and referred to the Committee on Environment and Public Works.

#### Current status

Introduced March 18, 2021

#### Bill Description

This bill establishes the reinforcements needed to address environmental inequalities, specifically uplifting Indigenous peoples, communities of color, low-income groups, and other such vulnerable communities, who have suffered the brunt of environmental pollution. The bill forbids disparate impacts based on race, color, or ethnicity, and to rectify this, the bill will also create programs and legislative bodies to address these negative impacts. Agencies must compile community impact reports that show assessments of the potential effects of their actions regarding environmental justice. On the federal level, it creates a wide breadth of advisory bodies and positions, like the White House Environmental Justice Interagency Council, which has to create an environmental justice strategy. It will fund grant programs to increase equal access to recreational/park activities in urban areas. Finally, it requires that products include more warnings on their ingredients, and to provide research grants for devising safer alternatives to harmful chemicals that are known to have adverse health effects.

The bill amends Section 602 Civil Rights Act of 1964, which states that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance”. In addition to this clause, the bill grants that “Any person aggrieved by the failure to comply with this title, including any regulation promulgated pursuant to this title, may file suit in any district court of the United States having jurisdiction of the parties, without respect to the amount in controversy and without regard to the citizenship of the parties.”

Groups and individuals who have been affected by federal environmental discrimination can sue those responsible in court.

Reinforcing the National Environmental Policy Act, requiring federal agencies to analyze the views of Black, Brown, and Indigenous communities impacted by disproportionate pollution when permitting decisions are being made for new projects.

Requires federal agencies to seek input from Tribal governments in the NEPA process, to make sure that all tribes are invited to serve as cooperating representatives for any actions that could affect their reservation lands

Create a fund using new fees on oil, gas, and coal industries to help communities that are transitioning from greenhouse-gas dependent industries.

People of color are more likely to live in areas with more heavy pollution and environmental hazards, they are more likely to die of environmental causes, and more than half of the people who live close to hazardous waste are people of color.

More than one million African Americans live within a half-mile of natural gas facilities, over one million African Americans face a “cancer risk above EPA’s level of concern” due to unclean air, and more than 6.7 million African Americans live in the 91 US counties with oil refineries.

#### Recommended Stance and Justification

*Support, oppose, watch? Why?*

Support. Environmental justice is a nationwide issue, one that gravely affects communities of color, Indigenous people, and low-income communities, and rather than allowing these negative effects to continue, it’s now more pertinent than ever that we put an end to such racial disparities. Federal responses to environmental emergencies have been grossly discriminatory

as well (i.e.: Flint water crisis, "Cancer Alley" along MS River, Porter Ranch methane leak in LA vs. Jefferson Park oil drilling pollution), and this bill aims to make sure that such solutions are more racially equitable and effective.

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## ASCSM Legislative Bill Report and Summary

First name Zahra    Last name Haider    Email zahrahaider@my.smccd.edu

**Bill Name**

Promoting Advancement Through Transit Help to College Act

**Bill Number**

H.R.6036

**Sponsors**

Rep. Lamb, Conor [D-PA-17]

**Co-sponsors from Northern California**

*Max of 10*

Rep. Panetta, Jimmy [D-CA-20]

**For the Advocacy Board Meeting of**

Apr-6-2022

**For the ASCSM Senate meeting of**

Apr-11-2022

**Purpose of Bill**

To increase access to higher education by providing public transit grants.

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**Group(s) impacted**

(A) a community college; (B) a historically Black college or university; (C) a Tribal College or University (as defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c)); or (D) a minority-serving institution.

**Fiscal impact (if any)**

Use of federal grant funds

**Last action**

House - 11/19/2021 Referred to the Subcommittee on Highways and Transit.

**Current status**

Introduced

**Bill Description**

The Secretary may make grants under this section to eligible recipients to enable those eligible recipients to carry out projects to better connect students with transportation to eligible institutions.

An eligible recipient receiving a grant under this section shall use grant funds to carry out one or more of the following activities to better connect students with transportation to one or more of the eligible institutions that are part of the eligible recipient partnership: Adding bus, rail, or paratransit stops at or within walking distances of campuses; adding bus, rail, or paratransit routes to and from campuses from surrounding areas and other cities; increasing the frequency of service or adjusting the time of bus, rail, or paratransit routes to allow students to get to and from their classes; subsidizing bus, rail, or paratransit costs for students.

The term "eligible institution" means—a community college; a historically Black college or university; a Tribal College or University (as defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c)); or a minority-serving institution.

An eligible recipient that desires a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require, including information on the extent to which the proposed projects using grant funds will improve the availability of transit access for students.

**Recommended Stance and Justification**

*Support, oppose, watch? Why?*

Support. In order to increase the access to higher education, we must provide ways of transit. Public transit is not only a sustainable option, but refining this aspect of our community will make it stronger and more accessible to all students.



## ASCSM Legislative Bill Report and Summary

First name Nerissa    Last name Chang    Email nerissacha1@my.smccd.edu

### Bill Name

Women and Minorities in STEM Booster Act of 2021

### Bill Number

H.R.4366

### Sponsors

Rep. Maloney, Carolyn B.. [D-NY-12]

### Co-sponsors from Northern California

*Max of 10*

Rep. Cárdenas, Tony [D-CA-29]

Rep. Torres, Norma J. [D-CA-35]

Rep. Roybal-Allard, Lucille [D-CA-40]

Rep. Chu, Judy [D-CA-27]

Rep. Barragan, Nanette Diaz [D-CA-44]

Rep. Huffman, Jared [D-CA-2]

Empty text boxes for additional co-sponsors.

### For the Advocacy Board Meeting of

Apr-6-2022

### For the ASCSM Senate meeting of

Apr-11-2022

### Purpose of Bill

This bill requires the National Science Foundation to award competitive grants to enable

eligible entities to carry out the activities specified below in order to increase the participation of women and underrepresented minorities in the fields of science, technology, engineering, and mathematics (STEM).

An eligible entity that receives a grant shall use grant funds to carry out one or more of the following activities designed to increase the participation of women or minorities underrepresented in science and engineering, or both: online workshops, mentoring programs that partner STEM professionals with students, internships for undergraduate and graduate students in STEM fields, outreach programs providing elementary and secondary school students with opportunities to increase their exposure to STEM fields, and programs to increase the recruitment and retention of underrepresented faculty.

#### Group(s) impacted

Women and minorities

#### Fiscal impact (if any)

The Bill authorizes an appropriation \$15,000,000.00 for each fiscal year of 2022, 2023, 2024,2025, and 2026

#### Last action

House - 07/06/2021 Referred to the House Committee on Science, Space, and Technology

#### Current status

Introduced

#### Bill Description

The Bill authorizes an appropriation \$15,000,000.00 for each fiscal year of 2022, 2023, 2024,2025, and 2026 for programs like online workshops, mentoring programs in STEM, internships for undergrad and grad students in STEM, outreach programs in elementary and secondary schools, recruitment and retention of underrepresented faculty to focus on Women and underrepresented Ethnicities in Science, Technology, Engineering, or Mathematics programs. These grants shall be given to eligible entities on a competitive basis to hopefully ensure the validity and success of the programs. The bill acts as a booster to including women and minorities, envisioning to increase the involvement of historically underrepresented demographic groups, by awarding competitive grants to fund workshops, mentorship programs, internships, outreach programs to recruit the underrepresented faculty, and exposure to STEM opportunities.

According to the National Academy of Sciences, STEM education is critical to ensuring the United States maintains a diverse and competitive workforce.

According to the United States Census Bureau, women were still vastly underrepresented in the STEM workforce in 2019: comprising nearly half of the United States workforce (48 percent), but only slightly more than a quarter of STEM workers (27 percent).

According to the National Science Foundation, women only represent 28 percent of all science and engineering workers: comprising 29 percent of physical scientists, 25 percent of computer and mathematical scientists, and 13 percent of engineers.

According to the National Center of Education Statistics (NCES), women are more likely than men to switch out of STEM majors: 32 percent, compared to 26 percent. NCES has also found that while a higher percentage of bachelor's degrees are awarded to females than males (58 percent, compared to 42 percent), within STEM fields a lower percentage of bachelor's degrees were awarded to females than males (36 percent, compared to 64 percent).

According to the National Action Council for Minorities in Engineering, Inc, the United States needs to increase the number of underrepresented minorities who become engineers in order to remain competitive in a world of technological innovation.

In order to remain competitive in a world of technological innovation, the number of minorities need to be increased

Goal

To achieve this increase, this bill wants to provide funding for activities: workshops, mentoring programs, internships, outreach programs (for elementary/postsecondary school for exposure of STEM at an early age).

#### Recommended Stance and Justification

*Support, oppose, watch? Why?*

Support. The STEM gap, which describes the severe underrepresentation of both women and minority groups in industries and educational pathways related to science, technology,

engineering, and math, alludes to the gendered labor and gendered educational training that is systematically steered from these groups. With STEM fields being the most lucrative, highest-paying, and fastest-growing industries today, removing the male-dominated titles from these jobs and careers by introducing bills such as H.R. 4366 will help to close this STEM gap. Allocating funding towards competitive grants that stimulate the participation of women and minorities through workshops, mentor programs, internships, outreach programs, and specific recruitment and retention programs will help to alleviate the stressors that these groups face, either due to the generally male-dominated structure of STEM fields, any racial or gendered roadblocks that stand in the way, and the crucial fact that minorities and women tend to “leave STEM at higher rates than their counterparts, leading to a need to develop resources to retain these groups in STEM.”

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## ASCSM Legislative Bill Report and Summary

First name Christina & Justin Last name Bernardino, Lai Email christinaybernardino@my.smccd.edu

**Bill Name**

Menstrual Equity For All Act of 2021

**Bill Number**

H.R.3614

**Sponsors**

95 current total cosponsors, 83 original

**Co-sponsors from Northern California**

*Max of 10*

Ro Khanna (D-CA-17)

Barbara Lee (D-CA-13)

Doris O. Matsui (D-CA-6)

Jackie Speier (D-CA-14)

**For the Advocacy Board Meeting of**

Feb-23-2022

**For the ASCSM Senate meeting of**

Feb-28-2022

**Purpose of Bill**

Improve and expand equal access to menstrual products, especially for more vulnerable groups. Fully address period poverty across the country.

**Group(s) impacted**

All women, low-income women, teenage girls, college students, BIPOC and immigrant/first-gen students, homeless individuals, incarcerated people

**Fiscal impact (if any)**

Government funding, grant allocations

**Last action**

June 4, 2021 - Sponsor introductory remarks on measure

**Current status**

June 1, 2021 - Referred to the Subcommittee on Economic Development, Public Buildings, and Emergency Management.

**Bill Description**

The bill includes a multifaceted motion towards period poverty and fighting against this lack of access to menstrual products. States would be given the option to use federal grant funds towards the provision of free menstrual products in schools and universities and colleges would be incentivized to implement pilot programs to also provide free menstrual products. As for those who are incarcerated, homeless, or low-income, immigration detention centers, state, and local facilities would offer access to free menstrual products and there would be required guidance on the distribution of these products. Medicaid would be able to cover the costs for menstrual products, large employers (with 100 or more employees) would be directed to provide free menstrual products for their respective workplaces, and all public federal buildings (including those within the U.S. Capitol) would be required to provide free menstrual products in all the restrooms.

**Recommended Stance and Justification**

*Support, oppose, watch? Why?*

Support, period poverty is a public health issue, and a gender equity/reproductive health issue. Equal and free access to menstrual products would ensure that millions of individuals are able to fully participate and take part in everyday society. It is simply a basic necessity.



## ASCSM Legislative Bill Report and Summary

First name Joshua    Last name Kelso    Email joshuakelso@my.smccd.edu

**Bill Name**

Native American Indian Education Act

**Bill Number**

H.R.1688

**Sponsors**

Rep. DeGette, Diana [D-CO-1]

**Co-sponsors from Northern California**

*Max of 10*

Rep. Cárdenas, Tony [D-CA-29]

Rep. DeSaulnier, Mark [D-CA-11]

Rep. Khanna, Ro [D-CA-17]

**For the Advocacy Board Meeting of**

Apr-13-2022

**For the ASCSM Senate meeting of**

Apr-17-2022

**Purpose of Bill**

The bill would introduce a comprehensive education that adds Native input and stories to the education system.



**Group(s) impacted**

Native Americans

**Fiscal impact (if any)**

This bill requires the Department of Education to pay, and provides annual funding beginning in FY2020 for such payments to, Native American Indian-serving, nontribal institutions of higher education (IHEs) for the tuition of their out-of-state Native American Indian students.

**Last action**

House - 03/12/2019 Referred to the House Committee on Education and Labor

**Current status**

Introduced

**Bill Description**

To help provide relief to State education budgets during a recovering economy, to help fulfill the Federal mandate to provide higher educational opportunities for Native American Indians, and for other purposes.

(1) Nontribal colleges that serve Native American Indian students have a valuable supplemental role to that provided by tribally controlled community colleges in making available educational opportunities to Native American Indian students.

(2) Some 4-year colleges serve Native American Indian students by providing tuition-free education, with the support of the State in which the institutions are located, as mandated by Federal statute, to hundreds of Native American Indian students in fulfillment of a condition under which the United States provided land and facilities for colleges to a State or college.

(3) The value of the Native American Indian student tuition waiver benefits contributed by these colleges and the States that support them today far exceeds the value of the original grant of land and facilities.

(4) The ongoing financial burden of meeting this Federal mandate to provide tuition-free education to Native American Indian students is no longer equitably shared among the States and colleges because it does not distinguish between Native American Indian students who are residents of the State or of another State.

(5) Native American Indian student tuition waiver benefits are now at risk of being terminated by severe budget constraints being experienced by these colleges and the States which support them.

**Recommended Stance and Justification**

*Support, oppose, watch? Why?*

Support. It is the purpose of this Act to ensure that Federal funding is provided in order to relieve constrained State education budgets and to support and sustain the longstanding Federal mandate requiring colleges and States to waive, in certain circumstances, tuition charges for Native American Indian students admitted to an undergraduate college program, including the waiver of tuition charges for Native American Indian students who are not residents of the State in which the college is located. Pupils are not taught historical accounts of Native American tribes and their interactions with the United States Government, including treaties, genocide, enslavement, the Indian Removal Act (1830), American Indian Urban Relocation, and other historical incidents. Few Californians are aware of the call by California's first Governor, who put a bounty on the heads of Native Americans and called for their extermination. The Governor also funded militias and offered bounties by the state to fulfill that order.



# Funding Proposal

For the meeting of Monday, April 18, 2022

Title of Proposal Funding for Spring Fling

Being Proposed by Programming Board Lead Coordinator Yoon Wadi Zaw

Event Date(s) May 3-5, 2022

Forwarded to the Student Senate by:

- Executive Cabinet
- Advocacy
- Cultural Awareness
- Programming
- ICC
- Other

ASCSM Account **5150 Programs**

### DESCRIPTION

The spring fling will be three days events through May 3rd to 5th. The activities will include yard games such as Cornhole, Cup pong, Giant Jenga, Dart Games and Giant Connect 4. In addition to the games, students will be able to get tattooed by our henna artist and take fun carnival-themed photos with their friends at our photo booth. We will have a list of prizes that are centennial themed to celebrate CSM's 100th birthday. We plan to have 2-4 yard games played and 4-5 different regular prizes for the winners of the yard games that will take place throughout the event days. At a specific time each day, there will be a contest where we will provide grand prizes to the winners. The grand prizes will be given gift cards / gift certificates. As for the food, we will give out Cotton Candy, Popcorn, Soft Serve and Churros for May 3rd and May 4th. As for May 5th, Cinco de Mayo, cultural awareness will be creating informational and educational posters that will discuss why Cinco de Mayo is recognized as a holiday, the co-opting of western standards, and why it is mostly only celebrated by Americans. We will be using the information on these posters to create a short quiz made up of 3-4 questions that students can take in order to receive 1 tamale and 1 agua fresca.

Item Description	Cost
1. <u>Food</u>	<u>\$5,500.00</u>
2. <u>Decorations</u>	<u>\$1,000.00</u>
3. <u>Activities (games, etc.)</u>	<u>\$3,000.00</u>
4. <u>Supplies</u>	<u>\$3,000.00</u>
5. _____	
<b>Total Funding Request</b>	<b><u>\$12,500.00</u></b>

For ASCSM Secretary Use Only

Motion by \_\_\_\_\_ Second by \_\_\_\_\_  
 Result of Vote    In Favor \_\_\_\_\_    Opposed \_\_\_\_\_    Abstained \_\_\_\_\_    Passed \_\_\_\_\_    Failed \_\_\_\_\_



# Funding Proposal

For the meeting of Monday, April 18, 2022

Title of Proposal Funding for Centennial Pins

Being Proposed by Center for Student Life Lead Coordinator Aaron Schaefer and Fauzi Hamadeh

Event Date(s) n/a

Forwarded to the Student Senate by:

- Executive Cabinet
- Advocacy
- Cultural Awareness
- Programming
- ICC
- Other

ASCSM Account **Hospitality**

**DESCRIPTION**

To purchase CSM Centennial lapel pins for distribution to graduates and participants at Commencement and other events.

Item Description	Cost
1. <u>Centennial Pins (500 @ \$5.16 each plus tax and shipping)</u>	<u>\$3,000.00</u>
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
<b>Total Funding Request</b>	<b><u>\$3,000.00</u></b>

For ASCSM Secretary Use Only

Motion by \_\_\_\_\_ Second by \_\_\_\_\_

Result of Vote    In Favor \_\_\_\_\_    Opposed \_\_\_\_\_    Abstained \_\_\_\_\_    Passed \_\_\_\_\_    Failed \_\_\_\_\_

## **Update on Summer and Fall 2022 Class Schedules**

There is no printed material related to this item.

## **Debrief of ASCSM Events**

There is no printed material related to this item.