

## RESOLUTION FOR NO USE OF ASTROBRIGHT OR HEAVILY DYED PAPER BOD

- WHEREAS,** Production of heavily dyed paper (i.e.: astrobright, neon, and dark hues and the like) involves using many toxic chemicals. The most harmful of these is industrial chlorine, which produces dioxin, an extremely dangerous byproduct of the bleaching process; and
- WHEREAS,** Heavily dyed paper is deeply dyed through the pulp fibers, causing the recycling process to use increased amounts of bleach. In cases where the color cannot be bleached out, the paper must be disposed of in a landfill; and
- WHEREAS,** Heavily dyed paper decreases the value of recycled paper loads and can incur increased costs rather than profits; and
- WHEREAS,** Heavily dyed paper is often confused with lighter colored paper and placed in recycling bins, contaminating tons of pulp at a time; and
- WHEREAS,** Many alternatives to heavily dyed paper are readily available at no cost to the consumer, in fact they are almost fifty percent cheaper; therefore be it
- RESOLVED,** That the Associated Students (AS.) Board of Directors (BOD), approves that all events, offices, and programs of the AS. will no longer purchase for use (doesn't include items for sale) heavily dyed paper materials, effective immediately. A phase-out of all use of heavily dyed paper materials will be completed by January 1, 2001; and be it further
- RESOLVED,** That the BOD requests that the AS. Business Committee (ASBC) and the Bookstore conduct a feasibility study and cost analysis of the phase-out of sale of heavily dyed paper. This will be reported back to BOD and ASBC by January 1, 2001; and be it further
- RESOLVED,** That the Associated Students supports the use of student fees in a more environmentally friendly manner, by contributing no funding to, or reimbursement for, the purchase of heavily dyed materials. Nor will the AS. provide funding or reimbursement for the copy or printing costs on heavily dyed paper in any funding proposals submitted to the Associated Students; and be it further
- RESOLVED,** That the Associated Students will promote the phase-out of heavily dyed paper on campus and in the community by implementing an educational campaign about the negative effects of heavily dyed paper aimed at the consumers of paper products; and be it finally
- RESOLVED,** That this resolution be widely distributed by electronic means to the President's Cabinet, Academic Senate, Deans, Department Chairs, faculty and staff of California State University, Chico in addition to the California State Student Association (CSSA).

- b. Approved Astrobright or Heavily Dyed Paper no-Use Resolution
- c. Approved Summer Ad-Hoc Committee

**C. Associated Students Businesses Committee**

- 1. ASBC Minutes of 4/5/2000
- 2. ASBC Actions of 5/3/2000
  - a. Approved Auxiliary Activity Capital Expenditure Budget – 2000-2001
- 3. ASBC Actions of 5/8/2000
  - a. Approved Estimates of Operation 2000-20001 – AS. Bookstore
  - b. Approved Estimates of Operation of 2000-2001 – AS. Foodservice

**VII. BUSINESS**

**A. Approval of addition of 25<sup>th</sup> hour of the day, presented by Jeff DeFranco** - DeFranco explained that the motion was not really up for action, but was an effort to inject a little humor early in the morning at the end of the year.

**B. Approval of Proposed Elected Student Stipend Increase - Motion to approve Proposed Elected Student Stipend Increase as presented, effective May 1, 2000 (Amis/DeFranco)** - DeFranco addressed the motion, emphasizing that Factor Three used similar student cost of living. Amis wondered what would be the effective date of the increase. Elsom said that the budgetary impacts were pretty small for the difference, and recommended the increase be effective immediately and retroactive to the beginning of the officers' first pay period; he said the increase was a year late and he did not want to wait any longer. MSC 6-0-1.

**C. Approval of Minutes Policy Changes –**

Elsom thanked all who had contributed to the Minutes Policy change. He said it had been felt that "action minutes" did not provide sufficient information for future boards, students, etc., to know what had been discussed and what issues had been addressed. In an effort to find a balance, the changes to the current policy had been crafted. DeFranco felt that the intent of action items should be reflected in minutes. Moore advised not to do this; the only thing that was binding was the exact language of the motion; time needed to be spent carefully crafting the motion so that the intent of the board was there to be carried out. He felt that it did not make any difference what the conversation had been if the language of the motion did not say what the board needed to accomplish. Moore also felt that this motion would either encourage or discourage people from having candid conversations; he, for example, did not speak up on a lot of issues because he did not think it was necessary for the conversation. But that did not mean that Moore agreed with others' interpretations; he felt that, in the end, it was not the text, it again was the language of the motion that was critical. Moore found that the current minutes were way too many words, and he did not go through them carefully, and he doubted that many people would and did. Moore recommended that we not pass this motion and continue with motions-only with small text following motions.

DeLorenzo suggested clean-up changes: V. GUIDELINES, A: "...brevity ~~can not~~ cannot...." And "Additionally, w ~~When~~ there is an issue...." Overall, DeLorenzo felt that what for her was useful, after she had done some research on corporate minutes and found a wide spectrum of what corporate minutes encompassed, from action only to verbatim. She felt that the proposed changes were meant to be in between these two extremes, not a verbatim accounting of everything but at least some summary of the main points. In her research and looking at minutes, it appeared that the purpose of minutes was a need to make sure that actions were reasonable, and the reason the actions were done was reasonable.

Brown respectfully disagreed with Moore, as she felt that this student government was all part of a learning process. When she was elected, the first thing she did was to go back and review all the previous minutes, as a learning tool to get a feel of how things had gone, and she wished that those minutes had been more detailed. As a new officer who wanted to do proper research to discover what had been done previously, she thought it was important as a student leader who was learning to keep that element involved. She felt that people who wanted to do a really good job would review previous minutes to get a good feel for what had been done previously. She felt that the extra information was very helpful when reviewing previous actions, and minutes were lacking when the information was not provided.

Moore acknowledged that Brown had a good point, and asked about comments that were not included in minutes. For example, a lot of people did not talk if it did not seem to be helpful to move the item through. He did not say a lot of things he could say if he really wanted to, and did not think it was always useful to comment.