



## Associated Students of the University of Washington Senate Floor Minutes | Session XXVIII

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*Date: January 11, 2022*

*Location: Zoom conference*

*Called to Order: 5:00 pm*

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### APPROVAL OF THE SENATE AGENDA

**Ashlyn Nazari** motions to approve the senate agenda

Second

No objections

Approved [55-0-2]

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### LAND ACKNOWLEDGEMENT

**Timothy Billing** reads the following statement: *The ASUW Student Senate acknowledges the Indigenous peoples of this land, and the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip, and Muckleshoot nations, and the Duwamish peoples, whose land our university currently occupies. It is our role and responsibility as guests to understand how our impact entangles the caretakers.*

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### ANNOUNCEMENTS

**Madison Truitt** promotes the American Indian Student Commission's (AISC) Instagram and announces that the AISC Winter celebration has been postponed until March 12th. The celebration was originally planned for the end of this month; however, due to the Covid-19 spikes they thought it was the safest decision to move it to later in the quarter.

**Sarah May** announces that the ASUW Office of Governmental Relations, who handled the Legislative Agenda that was reviewed by the senate last quarter, is looking for a data management intern to improve their drive organization and infrastructure to access resources from past years. **Vanessa Zelenović** will send out the position description and application in the follow up email. She explains PAC is the Provost Advisory Council where students have a direct line to UW administration to discuss issues that are relevant and important. It has been renamed to as the Tri-Campus Advisory Board (TAB), and there is a current application cycle open for students who wish to sit on this board. Applications close tomorrow, January 12th. Application information should be on the Senate Instagram and she can share the link in the meeting chat as well.

**Sydney Porter** announces they are from WashPirg. WashPirg is a student group on campus that works to give students tools and resources to take action on issues they care about. Their lead campaign this quarter is the Affordable Healthcare Campaign. This campaign is focused on trying to set price limits on expensive prescription drugs. They will be lobbying during the Legislative Session in Olympia and have discussed a joint effort with the Office of Governmental Relations, who will be lobbying for the Legislative Agenda. They are having their big kickoff meeting next Tuesday at 5 pm. This is where they will officially launch all of their campaigns. Anyone wanting more information can email her at [slp302@uw.edu](mailto:slp302@uw.edu). They will also paste the email in the chat.

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## **SPEAKER'S REPORT**

**Timothy Billing** reveals the new updates to the website, and highlights that the previous speaker and current Directory of University Affairs, **Lukas Illa**, put tremendous work into it. He was able to work with the senate leadership team and the website designer to implement new updates. On the homepage there is now a login link; when on the senate website students must login with their UW net id in order to access senator information and track voting. There are two new additions to the "Introduce Legislation" tab. The first one is a space for the addition of content warnings in legislation. He wanted to ensure content warnings are continued to be when needed in the senate moving forward. Now when legislation is submitted, any content warnings will be automatically placed in bills. There is also now a citation box for any citations pertaining to legislation to be added. Quite a few other bugs were able to be fixed, and the senate website is running better as a whole. He says he was requested to do a couple of more info sessions on committees that are unique to the senate:

Personnel Committee:

Required to make Personnel policy changes and job description changes

Finance and Budget Committee:

In charge of all of the ASUW budget

Service and Activity Fee Committee:

How ASUW gets their money; they are in charge of getting money to all of the entities on campus.

How does legislation work with these committees?

Legislation works differently with these committees.

- These committees are independent and non-political groups
- They are not bound by legislation even though they are students
- Legislation gives them a clearer picture of how students feel about a topic

They can choose to vote differently from the requests in the legislation.

#### How can you work with them?

Senators can reach out to these committees to get any questions answered or have discussions about the committee's role. Students wanting to advocate or implement legislation can consult committee chairs and then put legislation through the senate regarding topics pertaining to these committees to get voted on and approved. He can then send off the legislation to any committees listed in the forwarding clause for next actions to be taken. However, these committees make decisions about personnel policy and the budget, and therefore, do not have to take action in line with senate opinion.

### **VICE SPEAKER'S REPORT**

**Sarah May** says she mentioned last week she is working on Organic Acts (OA) to update the senate rules and bylaws and give them more accessible language. An OA for the rules was introduced in steering last week, and they will hopefully take a vote on it this week so it can be presented in the senate next week. As soon as this OA starts moving through the senate she will start introducing the OA regarding bylaws. She is still addressing some requests from the Autumn quarter feedback survey. Some requests have become less relevant because the senate is now remote, but those that are not are being worked on. There is still currently no cart captioner, however, the Finance and Budget Director is assisting her in finding funding.

### **MEMBERSHIP COORDINATOR'S REPORT**

**Vanessa Zelenović** says quorum is 52. She asks senators to show up early to the senate zoom meeting so quorum can be reached more efficiently. Senators on Zoom should change their name to reflect their committee and add pronouns as well if comfortable. Anyone may turn on their camera if comfortable as well. She acknowledges there may be more reluctance to attend the zoom senate because it is online; however, she asks senators to encourage fellow senators and the community to continue to attend. Senators should also continue to update their constituents on current events in the senate every couple of weeks or every quarter. This quarter senators are allowed 3 excused absences and one unexcused absence. Any senators unable to attend meetings should contact her. The Big-Little program was started last year by the previous Senate Membership Coordinator and Senate intern, and will be starting again this quarter. This is a mentorship program; the big is a more experienced senator and the little is a more inexperienced senator. This is something she is starting up again and hopes to do big-little bondings as well. She will put the link to sign up in the chat and send it in the email as well.

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## BOARD REPORT

**Sarah May** says last week the BOD passed the legislation requesting an Assistant Director for the American Indian Student Commission. Congratulations to the sponsors. The Personnel Committee will be looking at the request later this quarter to determine if they will create the position.

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## FORUMS

**Justin Camputaro** is the executive director of the HUB. He loves getting invited every year to talk to the senate about the HUB. He also takes on the role of an advisor. He primarily advises the ASUW Board of Directors alongside **Rene Singleton**. He is available to anyone for whatever needs arise. He also likes to speak about tips for students to navigate UW and get their resolutions implemented. Senate leadership has given information on how to write legislation and start conversations with stakeholders. He wants to give tips and pointers for getting the legislation implemented after it is approved.

### HUB Overview:

This mission statement of the HUB was rewritten a couple of years ago. It now states: “To support the Husky Experience by enhancing UW Community, providing a dynamic event center, and fostering student engagement. The HUB serves the entire UW community, including faculty, staff, students, alumni, and guests; however, the HUB is first and foremost available to serve students. The vision of the HUB is: “Every UW community member feels they belong. They are welcome, cared about, and inspired to grow.” The HUB has given lots of effort in trying to bring this vision to life. One exciting effort has been adding students' artwork throughout the HUB. The HUB purchases student art and every piece of art has been chosen to depict the diversity of the student body. Around 95% of art around the building is all student art. The values of the HUB are: “Empowerment, Discovery, Integrity, Equity, Service.” Values drive how they behave as a staff and the impact they are making on campus.

The HUB is ASUW's center of operations. ASUW has two offices in the building – 121 and 131 suites. All of the department leadership provides a direct or indirect service to ASUW. This is an advantage of his department serving as advisors for ASUW.

### Department Leadership:

- Executive Director – Justin Camputaro
  - He is one of ASUW's advisors and plays a dual role in providing support and resources
- Finance & Human Resources – Lindsey Mitchell
  - All of the finance and human resources support at the university level happens through the HUB. This includes everything from getting on payroll to COVID-19 vaccination for staff.
- Student Activities Office – Rene Singleton
  - She provides many valuable resources to help ASUW navigate the university
- Event and Information Services – Monica Duran

- Monica Duran is the Associate Director for EVIS. Her team manages the information desk and all of the reservations for meetings and events throughout the building. When back in person, all meetings and events happen through this team.
- Facility Operations – Paul Zuchowski
  - He is filling the role while they look for someone to fill the position. A senator, Eva Hudak, is a liaison to the Board of Representatives at the HUB. Anything related to spaces in general flows through this area. For example, purchasing furniture for an office or repairs will go through this team. This also includes anything related to the building, such as, open lounge spaces, the HVAC system, or hanging art. This team also handles the HUB games and student organization resource center.
- Communications & HUB Programming – Adam Serafin
  - All communications and programming throughout the HUB goes through this team; for example, the Welcome Home Banners and social media platforms. Adam also handles working with all UW alumni who help build up the funds for scholarships.

### ASUW & The HUB History

1919: Shortly after completion of the Washington stadium, ASUW led efforts to build the athletic pavilion and union building.

- The athletic pavilion was built and first known as Hec Edmunson; it is now known as the Alaska Airlines Arena.
- This was during the Great Depression and the construction for the student union building had to be paused

Mid 1940s: ASUW was determined and very passionate about creating a student union building. They convinced the UW Regents to partner with them and split the funding

- UW Regents financed around 50% of the building.

October 25, 1949: The Associated Students Memorial Union Building was opened

- Students made this building happen through resolutions and partnering with the campus.
- The term HUB was first coined in the 1950s by the student newspaper, *The Washington Daily*, which was originally part of ASUW. It was viewed as the “hub of campus life”
- Later the acronym became the Husky Union Building. The name HUB actually came before Husky Union Building

1952: A second wing was constructed to add the Ballroom and Games center.

1977: The third and final edition of the HUB consisted of construction of a second ballroom, lounge, dining, and student organization space.

2006: ASUW approached the HUB administration to address the building deficiencies and what was needed. The building was built in the 1970s, and the students now needed more space and resources.

- ASUW and GPSS partnered on a joint resolution to grant improvements to the HUB

2009: UW Regents approved an \$144M renovation project presented by the Building Committee. This committee consisted of 16 students, 2 faculty, and 2 staff.

- The HUB is a building for and designed by students

2010-2012: Renovation completed with goals in place:

1. Welcoming space
2. Connection to the campus

3. Open the Building
4. Build Community

#### Student Voices at UW:

He showed this history to emphasize ASUW's voice matters deeply on the UW campus and can make a difference at high levels. The renovation for the HUB was implemented by ASUW and GPSS and was a 144 million dollar project. He wants senators to be mindful of the power they have to make change as they think about the issues they take on this year. He also wants senators to recognize sometimes change may not happen in the one year they are at UW. As shown in the history of the HUB, it was multiple iterations of ASUW that had to stay committed to ensure the renovations happened. There are a multitude of other resolutions that have been so successful and impactful on this campus.

ASUW and GPSS are the official voices of the students. The ASUW senate is the official student opinion. He encourages:

- Focus on impact – those elected and appointed to positions have an ethical responsibility to represent their constituents.
- Bringing legislation – talk with all stakeholders in advance.
  - The biggest challenges he sees are when resolutions come through and the sponsor has not had any conversations with anyone listed in the forwarding clause. Sponsors should recognize the key stakeholders who can help take action or be partners in the process. He guarantees students can find partners through staff or faculty for about 95% of the issues that students want to address. Students with more allies and advocates will be in a better position to get legislation actually implemented after passing.
- Debates need to be productive – he encourages senators to ask questions.
  - He says he has evaluated how the senate body has interacted with each other when he has attended. Sometimes there are lots of thought out questions and other times it is silent. Senators should be mindful when it is silent because it could mean: the sponsor has done an amazing job or many people may be confused and are unsure what to ask. Senators have a responsibility to ask lots of questions because they should know why they vote a certain way. Those voting should do so because they deeply believe the legislation will make an impact.
- Be knowledgeable – if you're not, do not vote.
  - If you are writing the legislation ensure all the information in it is accurate and factual. Senators should know where they are getting their information from and have legitimate citations.

#### A Plan for Advocacy:

He encourages the senate body to think about what advocacy looks for ASUW. He emphasizes that advocacy is necessary to keep or maintain the things that are working and bring change when change is needed. He has been in higher education for 22 years and sat on student government as an undergraduate. He believes higher education needs to be disrupted when there needs to be change made. Students should tackle issues in thoughtful ways. Sometimes things are working very well and other times they need to be addressed. He encourages senators to also look at what are the priorities for the university.

### Advocate and Take Action:

Tips: be informed, prepared, organized, confident, passionate, sophisticated, and educated.

Students should do their research and be very intentional and thoughtful when bringing resolutions; this will improve the chance of success.

### A Plan for Advocacy:

- Establish a well-defined and agreed upon issue
  - What is the root of the issue?
- Clarifies who is impacted
- Clarifies who can help address the issues.
  - Talk to stakeholders. Students may think a department/area is not an ally or advocate but may be surprised and should reach out.
- Consider what resources you and others have available.
  - Senate and ASUW sometimes tends to identify issues and point fingers at who should change it without identifying the resources or offering assistance and help. One example is partnering with the Office of Governmental Relations in the lobbying process. He says President Cauce has mentioned these partnerships when asked about certain issues in the past. She has said she is not in the position to make certain changes, but would love to partner with students to take on the issue. Students have to be willing to step up and partner as well.
- Lays out steps to take to address the issue(s) – shared goals
- Establishes who will do what
- Sets a timeline

### Final advice:

- Not elected to have all the answers, elected to be representatives.
  - The Senate gets to have their opinions, but hopefully they are formed by engaging with campus constituents.
- Focus on impact – “what impact will you make on the UW students this year?”
- What will success look like for you?
- Pause, Breath, Have fun
  - He acknowledges that some moments may be difficult when discussing important issues and navigating serious legislation. However, the process should stay meaningful and be something worthwhile.

**Timothy Billing** thanks **Justin Camputaro** for his time.

**Justin Camputaro** thanks the senate body for having him. He says he is on the third floor of the HUB in the 305 suite. He encourages senators to visit him with any questions or to chat. He is typically there Monday Through Thursday.

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## NEW BUSINESS

**Austin Engstrom** calls for orders of the day to ask if the Board Report was done.

**Sarah May** responds that the Board report was done, it was just very short. The BOD just passed the AISC bill for implementing an assistant director.

**Timothy Billing** invites the sponsor to read R-28-9

**Sydney Porter** uses she/they pronouns and is the WashPirg chair and the sponsor of R-28-9. They read R-28-9.

**Timothy Billing** yields to **Sydney Porter** to explain why they wrote this legislation

**Sydney Porter** wrote this resolution because students have the power to shape the future that they will inherit. WashPirg combines the idealism of students with the expertise of professional staff. For nearly 50 years they have trained UW students to run effective campaigns and better organize for the public. WashPirg ensures students have the skills, opportunities, and training to build a better future for everyone. In recent years they have been able to do amazing work with the state and the support of the student body. They outline some of these accomplishments in the resolution, but will highlight them once again.

- In 2018 they passed reforms to establish automatic voter registration, pre-registration for people under 18, and same day voter registration in WA
- In 2019 they worked with their partners at Environment Washington to build support for Washington's 100% clean electricity bill, which committed the state to 100% clean electricity by 2045.
- Last year they helped ban single use plastic bags and toxic takeout foam that polluted the environment.

Students at UW have been a part of WashPirg for 50 years, pulling together their resources statewide with other WashPirg chapters to hire staff, such as advocates and grassroots organizers to work with them on the issues they care about. WashPirg has been historically funded by the Opt-in STAR system. However, the STAR system does not work because students are unaware of this funding mechanism. At a previous meeting they asked senators to raise their hands if they knew how WashPirg was funded and the vast majority did not. They know that WashPirg has consistently been voted on in the referendum processes to be a funded organization on campus; however this is not showing up in their funding. They need a WashPirg that is funded through a three dollar per student per term waivable fee. This would enable them to fulfill their mission to provide further opportunities to students and ensure that WashPirg remains an active and effective group on campus for years to come. There is a state law that students won't give themselves the right to assess themselves a fee. UW has this law as a policy, called Chapter 205. Chapter 205 section 2 describes democratically waivable fees in accordance with the state law RCW 28B.15.610. When a voluntary fee is authorized in accordance with the provisions of RCW 28B.15.610, the fee is mandatory for all students on which the fee is imposed. However, institutions where the fee is used to support political and ideological philosophies or other speech protected by the Constitution, students are allowed to opt out of the fee. This resolution is not seeking to implement this fee; that will be decided by the student body when they work to gather student petitions supporting the implementation of this fee. This resolution seeks to establish



support from ASUW in their efforts to pursue Chapter 205. They say they have spoken to many of the people listed in the forwarding clause, including **Mustapha Samateh** and **Aaron Yared** from GPSS, and have heard lots of support for this. Students are wanting to see that student fees can be implemented by and for student groups with the democratic support of the student body.

**Timothy Billing** reminds senators this is in first readings and opens the floor.

**Nathan Mitchell** asks about the current STARS method. He is wondering how much money WashPirg is receiving from using the STARS method and what they see as the gain in income from changing it to an opt out method.

**Sydney Porter** responds they can show the most recent budget so senators can see the breakdown; they do not remember the exact number. They do not make enough money to cover staffing fees or fees that go shared with the other student parks. They know that as a student organization that is working to make the future a better place, they need to take care of their staff and ensure those jobs are protected. They could try to raise more money from the opt-in system but would have to dedicate large chunks of every quarter for fundraising, taking time away from their missions to improve lives. They want to ensure that they are able to fulfill the work that all students on campus and throughout the state benefit from. They know their work benefits everyone and that they have large support on campus. If students want a fully funded WashPirg on campus, Chapter 205 is the best way to deliver on that.

**Madison Truitt** says that students can currently opt in to pay the \$3 fee in support of WashPirg every quarter. She clarifies that **Sydney Porter** is asking to have the \$3 fee automatically applied and then have students opt out of paying it. Instead of opting in, students can opt out; an automatic \$3 is applied to student accounts to go towards WashPirg.

**Sydney Porter** says they are currently only asking for support in their effort as a student organization to fulfill Chapter 205. If they are able to get the 8000 students positions and the fee is able to be implemented, the structure could vary. For example, it could be a line item on tuition, or the same screen it is currently on but already pre-checked as yes. They are not yet sure of the exact structure. The current asl is just for pursuing the opt out fee.

**Madison Truitt** further clarifies that WashPirg is just asking for support.

**Sydney Porter** responds yes. Other clauses in the bill include the petitioning processes outlined by Chapter 205.

**Austin Engstrom** asks what portion of the student body opts in to the \$3 fee for WashPirg going through registration.

**Sydney Porter** responds they are unsure of the exact number, but can send a follow up with this information. They say it is less than the turnout for the ASUW elections. The number of people who vote yes for

WashPirg is significantly higher than the number who opt in for the fee. She will follow up with the budget she previously mentioned and this rate

**Benjamin Roscoe** thanks the sponsor for this legislation. He asks if there is an example of something at the university currently that is an opt out program.

**Sydney Porter** responds that no other student organization has ever tried to pursue this policy before. The U-PASS is a fee students decided they wanted to fund through a process like Chapter 205. To pursue this policy, there is a threshold of getting 15% of the student body to affirm the fee. This is around 8,000 petitions and is why a student group has not tried to do this before

**Benjamin Roscoe** asks if U-pass is opt out

**Sydney Porter** responds yes, U-Pass is opt out

**Makenzie Deshler** asks her to explain the process of pursuing Chapter 205 more clearly. She asks if there would be a petition students would sign in support of this becoming a ballot measure in the upcoming ASUW election.

**Sydney Porter** explains the process consists of getting 8,000 petitions from the student body – the threshold of 15% of the student body from both undergraduate and graduate schools. This resolution is not seeking to establish a ballot measure. This resolution is seeking to establish general support to move forward in the process and senate approval of that support. The actual process is 15% of the student body's petition affirming support for a UW WashPirg fee. The ballot measure that would be included after receiving and certifying the petitions is not required by Chapter 205. Chapter 205 does not say they have to do both of these things. However, as a formality and to show more proof of the democratic process, they also intend to proceed with the ballot measure.

**Makenzie Deshler** asks if it will still become a ballot measure if the 15% petitions is not reached

**Sydney Porter** responds that the 15% petitions must be reached for it to be a ballot measure

**Mustapha Samateh** says the senate needs to know that they are voting on this with the intention that this could be on the ballot. The Chapter 205 policy has been used to create the U-pass and Student Technology Fee (STFI). These are voluntary and students decided to implement them through Chapter 205. Once the fees are implemented they are mandatory for students. As of right now students can not opt out of U-Pass or STF fee. However, in cases where students want to implement the fee for groups dealing with politics or ideology, students can opt out of the fee because they may have different opinions

**Nathan Mitchell** asks if they are reaching out to GPSS for support through a resolution

**Sydney Porter** responds yes, they intend on doing that. They plan to do that after putting the legislation through the ASUW senate.

**Madison Truitt** motions to put R-28-9 into General Affairs

**Timothy Billing** says he believes General Affairs has legislation in it now.

**Madison Truitt** rescinds her motion

**Makenzie Deshler** says General Affairs does have a bill currently in committee and due to quorum issues she is unsure when it will be able to be passed out

**Madison Truitt** motions to move R-28-9 to the Oversight Committee

**Timothy Billing** says normally Oversight does not take legislation

**Sarah May** says the Organic Acts (OAs) on rules and bylaws will be brought to senate soon and they will go to Oversight, who will then have a lot of work

**Madison Truitt** rescinds her motion

**Madison Truitt** motions to move R-28-9 to Academic and Administrative Affairs Committee

Second

No objections

R-28-9 moved to the Academic and Administrative Affairs Committee [50-0-9]

**Timothy Billing** introduces R-28-10 and reads the content warning. He leaves a moment for students to step away if needed. He yields to the sponsors **Madison Truitt** and **Eva Hudak**, to read the legislation.

**Madison Truitt** and **Eva Hudak** reads R-28-10

**Madison Truitt** says those who do not know the faculty who instigated this bill can reach out to her. She says one of the goals is not giving more power by naming them because many individuals who do such harm tend to do so in an effort for attention. This issue has been brought forward to her by a number of people, including a student in the course who is an American-Indian. This resolution is to bolster efforts within the CSE department and highlight the need for increased diverse hiring. This resolution needs to be handled in a timely manner because her constituent in the course is meeting with the department head on Friday. Having the senate support behind them would be highly impactful. In the resolution it reveals four groups of people make up 16%. This means it is even smaller and smaller percentages within the individual groups, which is heartbreaking to her and her constituents. It is sad to think that this the land of our ancestors and yet they do not feel encouraged to be here.

**Eva Hudak** adds this is the start of several bills the American Indian Student Commission will be bringing forward to increase the number of Native faculty, administrators, and students on campus. There are 550 of Native students on the UW Seattle campus total. There is a land acknowledgement done at the beginning of senate meetings that brings to light everyone is on Native land. This is just one department they are focusing on, but it is something they are hoping to do follow up resolutions for. There is no reason that there are only 550 Native students on campus and no reason that the number should be so low in faculty.

**Kels Rizzo** has a clarifying question. In the fourth to last paragraph it is asking UW for a 25% Alaska Native/American Indian population. They are curious where the number 25% came from, and if that is the total population of undergraduate and graduate students.

**Madison Truitt** responds that one of their big inspirations is Fort Lewis college, which has a 60% indigenous student population. She would love a high Native population, but understands it may not be feasible. She says she felt 25% is where UW should be, considering Washington is a state with a very high Native population. Washington is a large HUB for indigenous peoples and therefore, she believes a 25% Native student is feasible. She says this percentage includes both undergraduate students and graduate students. She says 25% in solely the undergraduate population is more unfeasible considering Alaska Native American and Indian students probably make up around only 1% currently. She acknowledges 1% to 25% undergrad is a large jump, but they are asking for 25% for the student population as a whole. They are also hoping to increase the faculty through this resolution. She says it can be very hard to feel as if there is very little inspiration. She says that this year the Psychology Department hired its first Native American faculty – **Tyler Jimenez**. She says It has been wonderful to see someone in her degree as a professor who holds a Native identity that she can relate to. It is huge to see someone in a field that you want to go into representing your identity. The number comes from Fort Lewis and her own personal ambitions.

**Tia Vontver** says she sees this percentage as an awesome goal. However, she recognizes that Fort Lewis is a smaller school compared to UW.

**Timothy Billing** reminds **Tia Vontver** that first readings is only for questions not opinions

**Tia Vontver** asks why they are referred to Fort Lewis when it is a much smaller school. She says it would be awesome to see 25% at UW; however, when looking at feasibility, it may be beneficial to compare it to a similar sized school rather than Fort Lewis.

**Eva Hudak** reframes the proposal: she says when talking about a college in France someone would not ask why there is a request for a 25% French Population. The US is Native Land, and she does not think it's that large of an ask considering how many territories and groups Native Americans represent. It is definitely possible to achieve this percentage as seen through colleges that have a high percentage of Native people. Washington state has a large population of Native Americans compared to other places. She also emphasizes that only 13% of Native people have a higher degree and higher education is difficult for Native people to get into. They know how to get more Native people into school by looking at schools like Fort Lewis. UW has the ability to attain a higher Native American population and get them into higher education. She says there is no reason 25% is an unattainable number, especially, over multiple years

**Madison Truitt** says this bill is asking for greater outreach and there will be follow-up bills with more details on that ask. She thinks a huge issue is that this school feels inaccessible. She says a lot of Native students really want to go to an institute that supports them. If properly implemented, UW has the tools and research to achieve this percentage increase.

**Charity Yu** thanks the sponsors for writing this. She is wondering if they know the reason why there is such a small number of Alaska Natives. Is it because of academic performance or because of racial discrimination?

**Madison Truitt** responds she think a large part of it is racial discrimination. She says she grew up in Alaska and there are light of bright and highly intelligent individuals. She tells the story of a Native elder who was told by his peers in second grade that Native people do not play the violin. She says she thinks a lot of it comes from racial discrimination and a lack of awareness. She highlights that 70% of the US is unaware they have interacted or does not believe they have interacted with a Native individual. A large part is the difficulty in feeling supported. She says if she went to a college fair and felt as if UW wanted her at the university, she would definitely go. She says it does not feel as if Native people are wanted in higher education. She acknowledges the CSE department is a highly competitive school and a lot of it is direct admission. She says she knows a lot of people she grew up with are cut out for the CSE department, but did not have support, whether it be financially or because of racial prejudice.

**Eva Hudak** adds that UW is not investing the time and energy into highschools that have higher populations of marginalized groups. She says her highschool was predominantly poor and people of color. She says they had one college counselor from UW come in for only about 20 minutes and say students in her highschool need to exploit their trauma to get accepted to UW. She says she has never heard of a UW counselor going to a reservation school. It is not that students are not cut out for UW, it is that UW is not putting their time into more marginalized and different communities.

**Nathan Mitchell** motions to move this to the On-Campus committee

**Madison Truitt** objects

**Nathan Mitchell** rescinds his objection

**Makenzie Deshler** says one member in her committee asks if there are plans to include a “that” clause, or in future bills regarding this issue to increase the accountability for current CSE professors

**Madison Truitt** says this bill is extremely timely. Her hope is to pass this today because her constituent that inspired her to write this bill is meeting with the CSE department head on Friday. Having this bill passed would better inform the department. From there, there will be future legislation to increase accountability.

**Makenzie Deshler** motions to suspend the rules with the intention of moving R-28-10 to second readings

Second

No objections

The rules are suspended [49-0-6]

**Makenzie Deshler** says it has to be changed to a special order of the day so it can be passed today

**Makenzie Deshler** motions to make R-28-10 a special order of the day to move it under New Business

Second

No objections

**Ashlyn Nazari** uses a point of information ask that by making R-28-10 a special order of the day, it will skip committee meetings and go straight to Old Business

**Timothy Billing** responds yes, the order was to place it under New Business. It will be the next order of business by following the agenda.

R-28-10 is a special order of the day [48-1-8]

R-28-10 is in second readings

**Timothy Billing** reminds senators that in second readings they can state opinions, ask questions, motion for edits, and motion to pass the resolution.

**Eva Hudak** reads the that clauses again

**Madison Truitt** motions to add the ASUW president **Mustapha Samateh** to the forwarding clause

**Timothy Billing** will treat that as grammatical

**Jacob C Anderson** asks about the upcoming meeting they are pushing this legislation through quickly for. He asks how this legislation will specifically help.

**Madison Truitt** responds by passing this legislation it gets forwarded to the Directors of the Computer Science and Engineering (CSE) departments, as well as the Director for Diversity and Equity inclusion for the CSE department. These are the directors her constituent is meeting with on Friday. By having this as the student opinion means a lot, and further helps support the efforts for a more diverse faculty in the CSE department. She thinks the CSE department is used to hearing complaints about the faculty this resolution talks about; however, this legislation puts the complaints in a concrete format supported and approved by students. It will be very impactful to have this bill passed.

**Jacob C Anderson** clarifies that this resolution is a push for diversity in light of the Land Acknowledgment

**Madison Truitt** responds yes

**Austin Engstrom** says he likes the bill as a whole. The fourth to last “that” clause asks for an increased population of Alaska Native/Native American students to 25%. He thinks an increased population is very important, but an increase to 25% is a very large increase. He says the current population is 1.1% according to UW as of Autumn 2021. He says statewide the percentage is 1.83%. He acknowledges it could be undercounted given the nature of who responds to the US census. Regardless, he thinks 25% seems awfully high. He says he personally would not support this without a significant reduction in the percentage listed in the bill.

**Madison Truitt** responds and says she gets where they are coming from. She says one problem in the census is it only identifies people who solely identify as Alaska Native Americans. This does not take into account people who identify as mixed race. She says in her eyes the 25% includes people of mixed race. She says it is difficult to find the percentage of people who identify as Alaska Native/Native American Indian and something else. She asks if he has a proposed percentage he would be interested in.

**Austin Engstrom** says he will have to think about that.

**Eva Hudak** says she realizes some people might see this is a high number but is wondering why. She wants to know why people do not think this number is acceptable. She asks what an acceptable number of Native people on campus is.

**Charity Yu** says she supports having Native people on campus and she would like for this legislation to pass. She thinks the maximum percentage that is likely to be approved is 20%. She thinks 10-15% is a more feasible percentage for the bill.

**Anastasia Vargas** says she agrees with **Charity Yu**. She says she would love to see 25% of Native people on campus. She herself identifies as an indigenous woman. She is a Pacific Islander, a group that does not even make up a whole percent of the student population on campus. She agrees that 10% would be something that is more feasible and more people would agree to. She also thinks they would actually be able to see success with 10%. She does not want them to do a lot of work, set a goal at 25%, not hit it and not feel a sense of accomplishment. She thinks they can start at 10%, and if they hit 25% it would be very fulfilling. She thanks the sponsors for the work they are doing.

**Madison Truitt** says she would like to keep the percentage amount at 25%, but is open to the idea of extending the timeline years.

**Kels Rizzo** says maybe it could be an annual percentage increase until the 25% is achieved. They say it could be an incremental increase until the goal is reached.

**Madison Truitt** motions to strike “... so that by 2025, the University of Washington has an Alaska Native/Native American student population of 25%” and add:

“and commit to a 3% annual increase in the student population of Alaska Native/Native American students leading to a Alaska Native/Native American student population of at least 24% by 2030; and”

Second

No objections

Approved

**Makenzie Deshler** motions to approve R-28-10

**Sarah May** says her wifi cutout she asks if the amendment went through

**Timothy Billing** responds yes

Second

No objections

Approved [50-1-3]

## COMMITTEE MEETINGS

*On-Campus*

*Off-Campus*

*AAA*

*General Affairs*

*Oversight*

*CRFU*

## OLD BUSINESS



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## ADJOURNMENT

**Mustapha Samateh** thanks everyone for their participation. He says when the senate body passes a bill it becomes student opinion. He reminds the senate not to focus on such small aspects of bills, such as dates and percentages. Senators should look at general content so there is no time wasted on key numbers or words.

**Kels Rizzo** motions to adjourn

Second

No objections

Adjourned [50-0-5]

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*Meeting adjourned at 7:00*

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Minutes prepared by Isabella Schwalm  
Senate Clerk to the ASUW Senate

Ashlyn Nazari  
Chasina Klein  
Sheharbano Jafry  
Nicole Hishmeh  
Makenzie Deshler  
Nathan Mitchell