

WSA Legislative Proposals - General Assembly 2017

Proposal 1

Issue: Student Trustee Empowerment Voting Rights

Presenters: Rosa Rice-Pelepko ASWWU Legislative Liaison, Ana Ramirez WWU ASVP for Governmental Affairs

Each campus has a student representative on their board of trustees/board of regents. These students are appointed to represent the interests of Washington but also serve as a representative of the student body. Currently they are barred from “participation or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel or any other matters pertaining to collective bargaining agreements.” This proposal is a solution to the problem of student representation. This problem can be addressed by removing the second point under RCW 28B.50.102.

RCW 28B.50.102

Boards of trustees—Student trustee.

(1) Boards of trustees for each college district, by majority vote, may establish a sixth trustee that shall be filled by a student. The governor shall select each student member from a list of candidates, of at least three and not more than five, submitted by the associated student governments or their equivalent of the college district. The student member shall hold his or her office for a term of one year, beginning July 1st and ending June 30th, or until the student member's successor is appointed and qualified, whichever is later. The student member shall be a full-time student in good standing at a college within the college district at the time of appointment and throughout the student's term. If the student member fails to be enrolled at the college full-time or forfeits his or her academic standing, the student member is disqualified and a new student member must be appointed.

(2) A student appointed under this section shall excuse himself or herself from participation or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel or any other matters pertaining to collective bargaining agreements.

If the WSA starts now, this issue will likely be an uphill battle but one that is well worth it. Trustees and Regents have the final say on almost all issues affecting students at university. By limiting the participation of the student representative important decisions are being made with no student representation present. The boards in charge of our universities are the final say on decisions that impact students. This is especially true because the decisions that students are barred from are personnel decisions about faculty, which students spend the most time with, and collective bargaining, which affects students' rights to unionize or to support faculty in that process.

This could be done through Higher Education in the House and Senate or through the House State Gov. Committee & Senate Gov. Ops and Security. The targets would be the chairs/ranking members on these committees.

WWU worked on this issue last year, but we did not prioritize it as it was not on the WSA agenda. As this is a policy year, this is a good time to make a push for this in the legislature.

In past issues such as advocating for S&A decoupling, students have used the “student autonomy angle.” The “we should have a say in what affects us” narrative can carry over into this issue as well.

To the extent that coalitions can be built around more technical issues, many students will likely be willing to support this issue. However it is difficult to estimate whether students will be willing to run extensive campaigns on this issue, especially when other issues may be more salient.

This proposal works to give the student trustee more power, which leads to students gaining more measurable power on campuses across the state. Student power helps to show students that they have the authority to cause change and WSA is one of the main ways that change is coordinated at the state level.

From the WSA website: “Sometimes obtaining a seat at the table is half the battle. Student participation and input in a number of task forces, blue ribbon committees, and other work groups has also often been driven by the WSA.

- In 1998, after the WSA and its predecessors had been advocating for 17 years, the Legislature approved the creation of the governor-appointed "Student Regent/Trustee" position that is in place today.
- In the 2008 session the WSA began the next step in advocating for student representation for community and technical college students to have a voice and a vote on their Boards of Trustees.
- In the 2012 legislative session, the WSA then won legislation to place voting rights for students on the Board of Trustees for all Community and Technical Colleges. Now, there are no public colleges in Washington that can't have student representation on the largest governing boards.
- The WSA has also successfully advocated for a student member on the Higher Education Coordinating Board (HECB) - appointed by the Governor. The WSA also ensured that the replacement of the HECB, The Washington Student Achievement Council (WSAC), had a student representative. ”

<http://www.wastudents.org/victories/>

By taking on this issue the WSA could create a pathway for each of the current student trustees to advocate for or support this issue to the legislature. Additionally there could be good visual campaign components attached to the fact that the student is essentially in many cases a token that is not actively listened to or respected in the same way or with the same power as their faculty, staff, and administrative peers.

Proposal 2

Issue: Student Unionization on University Campuses

Presenter(s): Rosa Rice-Pelepko, ASWWU Legislative Liaison, Ana Ramirez, ASWWU Vice President for Governmental Affairs, Simrun Chhabra, ASWWU President

In Washington State, and across the country, there has been a history of using student employees in higher education as a “cost saving alternative” to full time staff. This usually results in students being underpaid, overworked, under-appreciated, and actively harmed while in their working and learning environment. In order to combat this, graduate students at research universities in Washington have been unionized for years. After their unionization, they noticed a change in their relationship with the university. They are now treated better, paid more, and are allowed to have a voice in the terms of their employment. Unfortunately, the legislation that forces universities to negotiate with their graduate students does not apply to undergraduates. This means that undergraduate student employees are often voiceless in their university and get taken advantage of. Next legislative session, the Washington Student Association should advocate for legislation that would force universities to recognize undergraduate student unions. To be clear, this legislation would not compel undergrad employees to unionize but, if they chose to do so, this legislation would make their universities respect their collective voice and negotiate with them.

Student employment has become a particularly troubling topic in recent years. Last spring, the WSA became aware of issues involving student employees on Western’s campus and we have heard from campuses around the state that these issues are not unique to WWU. Students are capped at working 19 hours a week, but that very rarely happens. We are not allowed to engage in contract negotiations within our university. We are told that our “academics come first” but those words are not followed by action. In short, we are treated as less than other employees on campus. In order to protect students, and student employees, we should be allowed to unionize and have an impact on the terms of our employees within our universities.

Western has begun reaching out to potential allies in this effort, including the unionized grad students at UW, the unionized faculty from Western, Central, Eastern, and Evergreen, and the Washington State Labor Council. There seems to be wide ranging support on the issue. On the legislative side, there would be no fiscal note. The impact of this would be enormous. Student unionization is a continuous struggle across the country and the impact of a victory like this would further student welfare in Washington and well beyond the state.

Proposal 3

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Presenters: Rosa Rice-Pelepko ASWWU Legislative Liaison, Ana Ramirez WWU ASVP for Governmental Affairs

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Proposal 4

Issue: Student Trustee Election

Presenter(s): Rosa Rice-Pelepko ASWWU Legislative Liaison, Ana Ramirez ASWWU Vice President for Governmental Affairs

Endorsements:

Each campus has a student representative on their board of trustees/board of regents. These students are appointed to represent the interests of Washington but also serve as a representative of the student body. Even though this position This position is not held accountable by the student body, and the process for choosing student trustees is not

There is precedent for holding student body elections to elect the student trustees in systems and states across the country. Such examples include Cornell University, Southern Illinois University, University of Illinois, and Penn State University. From Massachusetts General Laws (Part I. Title II. Chapter 15A. Section 21):

Each student member shall be elected by the student body annually, no later than May fifteenth. The term of office of each elected student member of the board shall be one year and shall commence on July first following their election and terminate on June thirtieth of the following year. The student member shall be eligible for re-election for as long as said student remains a full-time undergraduate student and maintains satisfactory academic progress as determined by the policy of the institution at which the student is enrolled. If at any time during the elected term of office said student member ceases to be a full-time undergraduate student or fails to maintain satisfactory academic progress, the membership of said student on the board shall be terminated and the office of the elected student member shall be deemed vacant, provided, however, that if the elected student member vacates his position upon graduation from the institution prior to July first, the elected successor may assume the position of student member on the board effective from the date of graduation of his predecessor, provided further that the statutory time limit of one year of the successor student

trustee shall commence to run on July first notwithstanding any taking of office prior to the commencement of said term. A vacancy in the office of the elected student member prior to the expiration of a term shall be filled for the remainder of the term in the same manner as student elections to full terms.

The boards in charge of our universities are the final say on decisions that impact students. This is especially true because the decisions that students are barred from are personnel decisions about faculty, which students spend the most time with, and collective bargaining, which affects students' rights to unionize or to support faculty in that process.

This could be done through Higher Education in the House and Senate or through the House State Gov. Committee & Senate Gov. Ops and Security. The targets would be the chairs/ranking members on these committees.

If this goal is met, the WSA and our respective student bodies would have a way to hold student trustees accountable through student government elections. Making the student trustee an elected position will bring more student attention to the actions of the trustees and the issues they debate on, which a form of accountability and encourages student involvement.

Proposal 5

Issue: VOTE

Presenter(s): Rosa Rice-Pelepko, ASWWU Legislative Liaison

Endorsements: ASWWU Legislative Affairs Council, Western Votes!

The current processes surrounding elections in Washington State, including voter registration and ballot submission, are inaccessible, especially to people that have been historically disenfranchised. Students and young people have often been provided with the least access to these processes, largely leaving the student voice out of democratic decisions. Voter turnout is low at both the state and federal levels and the lack of access to the voting process is largely to blame. These issues directly impact and improve students' lives by increasing the ability for their voices to be heard and represented in our government and reducing the costs associated with the process of voting. Since these costs disproportionately affect people with a lower income, like most students and people with marginalized identities, they decrease voter registration and turnout and therefore the representation of these groups. Making voter registration and ballot submission more open and accessible would provide more opportunity for students' voices to be heard and represented. WSA already has a powerful voter registration drive, these pieces of legislation could help us to do an even better job reaching out to students that we are not currently getting to. In addition to this, the increase in numbers of voters registered directly correlates to the amount of power that we have with legislators in Olympia.

The following bills will increase access to voting for students and the population of Washington State.

Motor Voter (HB 1513)

This legislation would allow people to pre-register to vote at the department of licensing when they are 16 and 17 years old. Once the person turns 18 they would automatically be registered to vote and would start receiving ballots in the next election. California and Oregon have both implemented these systems in the few last years.

Automatic Voter Registration

This legislation would ensure that in departments that require proof of citizenship would also automatically register people to vote. Hopefully including institutions of higher education and the department of licensing when the licensing format is updated to include citizenship requirements.

Landlord Voter Registration (SB 5480)

This legislation would require that landlords provide new tenants with a voter registration form. Considering that people between age 18-25, a predominantly student age group, move nearly every year this should help make sure that people can keep their registration up to date.

Voting Rights Act (HB 1800)

The Washington Voting Rights Act (WVRA) was created to address the systemic exclusion of people of color from the political process. This would provide support to ensure that local elections allow for accurate representation of the district they represent. Recently Yakima, which, prior to the adoption of district voting, had never elected a Latino council member, despite 40% of the district being Latino, spent ~\$1 million defending their election system against the ACLU and lost. The WVRA would help to create truly representative districts to prevent these problems, but also creates a different court channel than the federal process that will be more efficient in time and money.

Extend Deadline (HB 1468/SB 5334; SB 5192)

This legislation would extend the allow for same-day voter registration through election day. The following states have same-day, in-person deadlines for voter registration: Maine, Minnesota, and Wisconsin in the early-to-mid-1970s, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Maine, Maryland, Minnesota, Montana, New Hampshire, North Carolina, Wisconsin, and Wyoming and the District of Columbia. The arbitrary deadlines currently in place prematurely end voter registration so that only those who know and understand the deadlines are able to participate in elections. These deadlines severely disadvantaged students in Washington. As most of the public colleges and universities operate on quarter systems, the current systems only allow for student voter registration drives to happen in the first two weeks of school which drastically limits the effectiveness of these efforts. County auditors, who would be impacted the most by this change in legislation, have expressed their support for these bills. Extending voter registration deadlines would substantially increase student access to elections.

Access for Voters with Disabilities

This legislation would allow people who are unable to sign their ballot to do a voter registration affidavit once and then simply make their mark or use a signature stamp for their ballots in the future instead of requiring two signatories. Right now, two signatories are required each time someone who is unable to sign their ballot votes. Streamlining this process would greatly increase access to voting for people with disabilities.

Automatic Voter Registration for Institutions of Higher Education

This legislation would require each institution of higher education to automatically register eligible students to vote. This legislation would help to make voting accessible to all student across the state and make voting rights and turnout a priority to institutions. The Associated Students already runs an active voter registration drive, that has been increasingly successful, but legislation is important to support these efforts.

Prepaid postage (SB 5019)

This legislation would require return envelopes for ballots to have prepaid postage, essentially abolishing the poll tax currently associated with voting. The people of Washington State should not have to pay for a stamp in order to have their voices heard, voting is a right that should be freely exercised. Requiring a stamps in order for a ballot to be mailed is a barrier to participating in the political process. Prepaid postage on ballots would help take down the obstacles associated with voting and provide better access for all people.

In the last session:

- Motor Voter passed the House and made it to committee in the Senate.
- Landlord voter registration was introduced in the Senate but did not make it out of the State Government committee.
- The Voting Rights Act passed the House and did not make progress in the Senate.
- Extending Voter Registration Deadline (1468) passed the House, and is being held up in the Senate.
- A bill for Higher Education Institutions to have voter registration plans was introduced in the House and Senate in the 2016 session and was referred to committee in the Senate but was not heard before the end of session.
- Prepaid Postage was introduced in the Senate but did not make it out of the State Government Committee

Targets for this issue include but are not limited to:

Chair of House State Government Committee
Chair of House Appropriations Committee
Chair of Senate Government Operations and Security
Chair of Senate Ways and Means
Chair of the House Higher Education Committee
Chair of the Senate Higher Education Committee

As students encounter these barriers and are made aware of how they disproportionately impact young people and people with marginalized identities, they are inspired to change these policies. Most of these bills gained traction in the last biennium and we should be able to quickly get legislation on these bills introduced and build support for these issues early on in session. Therefore, each of these issues are likely to be debated and acted upon in the upcoming session.

Some creative and/or innovative tactics could we employ to engage students around this issue include:

- Doing a video series to let students and legislators know why voting is important to students
 - A letter writing campaign to legislators from students about the difficulties of registering to vote and the barriers that prevent students from voting, and pressure from constituents
 - Student testimony as to how these issues impact them and why increasing access matters
 - Encouraging students to get out and vote this year by providing accessible voter guides about who represents their district in Olympia and their track record with voting on higher education/voter issues.
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Proposal 6

Issue: Commission a New Study on a Graduate Version of the Higher Education Loan Program

Presenter(s): Matt Munoz, UW GPSS

Endorsements: Graduate and Professional Student Senate (GPSS) - UW Seattle

Considerations for presenters:

- Describe the issue: What is the problem? What do you see as the solution?
 - Graduate and professional students do not have the same funding opportunities that are available to undergraduate students. Opportunities for scholarships and grants are severely limited, so many graduate and professional students have to take out federal loans to fund their education. These loans have capped allocation amounts and caps on how many loans can be taken out, in addition to often fluctuating interest rates that are far higher than undergraduate student loans. Short of réévaluation of graduate student loans at the federal level, there could be an opportunity for the state to provide graduate student loans at lower interest rates.
- How does it directly impact and improve students' lives?
 - By providing graduate student loans at a lower interest rate, graduate students could obtain funding for their education with a more manageable financial obligation. It would also better control the total amount of debt a graduate student has upon graduation.
- Please provide background information and the current context of the issue.
 - This bill was originally introduced in the 2016 legislative session (SB 6609 - Liias; HB 2887 - Haler). The bill was introduced after cut-off, so it did not progress far in the legislature. It was not re-introduced last year. As more of a policy ask than a budget ask, it is possible that this session would be a good opportunity to re-introduce this bill. With many threats to graduate student funding from federal funding sources, a state option could be timely if found to be feasible.
- Does it have a clear target? If yes, who?
 - The legislative targets will be the House and Senate Higher Education Committees and the Washington Student Achievement Council.
- How will it strengthen and expand efforts within WSA ?
 - It will expand efforts on advocacy for graduate students and graduate student issues, which is an area that is not often addressed by WSA.
- How could students build a diverse campus coalition around this issue?
 - Students can build a diverse campus coalition around this issue by engaging with students from various graduate and professional programs. The legislative item would include students from STEM, arts and humanities, public service,

and other programs without excluding specific groups of students.

- In what way does it have a local/state/or federal organizing and lobbying angle?
 - o The angle exists from having already been introduced in a previous session. In terms of organizing, a large population of graduate students are effected by high and inconsistent interest rates and are interested in other options.
- What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?
 - o We could employ a social media campaign of graduate students sharing their stories about federal loans, including the volatility of those programs lately and, if they feel comfortable, the amount of their loans and their interest rates.

Proposal 7

Issue: The Cost of Course Materials, and the implementation of Open Educational Resources

Author(s)/Sponsor(s): Justus Phelps, Washington State University Vancouver

Endorsements: WSU Tri-Cities, WSU Spokane

Proposed Action Agenda Item Title: Open Educational Resources

1) Describe the Issue in two sentences (What is the problem? What is the solution?). With the cost of course materials creating a barrier to an accessible and affordable education, we support a pilot program to research the implementation of Open Educational Resources (OER) into four year institutions of higher education in Washington State.

2) Please explain briefly how/if this issue meets the following qualifications:

1. Is it winnable?

- a. Certainly, a bill the Washington Student Association supported in two forms over the last biennium (HB1975, 2015; HB2680, 2016) and in last session (HB 1561) passed out of the House Higher Education committee.
- b. Additionally, there have been several bills addressing the cost of textbooks, so the conversation about the problem is occurring. It is pivotal that we research Open Material in our state, which has reduced the cost of attendance in other schools such as the University of Massachusetts Amherst, University of Maryland College Park, and the University of Minnesota.

2. Does it directly impact and improve students' lives?

- a. The cost of textbooks increases the cost of attendance. By reducing their price, students are able to use the money saved to provide for more classes, and research suggests a correlation between student success and the use of OER (graduation rates, academic credit rates).

3. Does it have a clear target?
 - a. Yes. HB2680 sought to fund a grant system to provide professors with funds to research OER and implement into their classes. By proving OER is effective with the help of the Washington Student Achievement Council, there could be a movement across our universities to implement them.
4. Does it have a clear and realistic time frame?
 - a. As it has nearly passed in the past two sessions, it has a very realistic time frame.
5. Does it have a local/state/federal organizing and lobbying angle?
 - a. Local: Support from local leaders, potential figures to organize campaigns with on our campuses to show their support for our work.
 - b. State: Our lobbying effort is laid out in the Strategic Document (I'll attach it in an email, and have a printed copy for distribution).
6. Could students build a diverse campus coalition around this issue?
 - a. Yes, and a part of our Strategic Document created during the 2016 Session by the WSA outlines the steps needed to take to design it. Campaigns were held campus wide during the '16 session.
7. Is it likely to be debated and acted upon by the Legislature in the next year?
 - a. As it has passed through the House Higher Education committee twice, it is anticipated that it will move through to Appropriations easily.
8. Will it strengthen and expand efforts within WSA ?
 - a. As it is looking to make college more affordable and accessible in our great state, it certainly does. OER would reduce the cost of attendance on all students.
9. Can you provide background information and the current context of the issue?
 - a. Research
 - i. <http://link.springer.com/article/10.1007%2Fs11423-016-9434-9>
 - ii. <http://www.uspirg.org/reports/usp/fixing-broken-textbook-market>
 - b. Bills
 - i. (HB2680) <http://app.leg.wa.gov/billinfo/summary.aspx?bill=2680&year=2015>
 - ii. (HB19731) <http://app.leg.wa.gov/billinfo/summary.aspx?year=2015&bill=1973>
 - iii. (S,2176) <https://www.congress.gov/bill/114th-congress/senate-bill/2176/text>
 - iv. (HB 1561) <https://app.leg.wa.gov/bills/summary?BillNumber=1561&Year=2017>
10. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?
 - a. Course material costs face all students. When they're expensive, and students know there are options that are less expensive and just as suitable, they have shown excitement. With this, excitement will come as we educate our students that OER is a

- viable and realistic alternative to the common publishers textbook,
- b. Social media campaigns addressing the cost of materials students are paying have proven effective. Everyone seems to agree that a \$120 book for a Psychology 101 is an exorbitant amount of money for one book, and when they know there are similar or better quality open materials, the general public can become excited.

Proposal 8

Issue: College Affordability

Presenter(s): Michael Scott, CWU

Endorsements: ASCWU, CWU Veterans Resources Center, TESC

Considerations for presenters:

- **Describe the issue: What is the problem? What do you see as the solution?**

- o After a successful tuition freeze and the only tuition reduction in US history tuition has been raised by 4.2% over the next two years. With tuition rising with no established sunset clause, tuition can quickly get back up to 2014 levels in only a few years with the burden square on the shoulders of students.

As well as the tuition increase, there are still 23,000 students who are eligible for the Washington State Need Grant are not receiving the financial aid due to insufficient levels of funding.

We will be supporting a tuition freeze with a sunset clause to stop the rising tuition rates for students and also a fully funded State Need Grant

- **How does it directly impact and improve students' lives?**

- o It makes higher education more affordable and accessible

- **Does it have a clear target? If yes, who? (e.g. a specific legislator, committee, or other agency)**

- o Higher Education Advocates and party leadership

- **How will it strengthen and expand efforts within WSA?**

- o College Affordability has been the #1 issue for the WSA all throughout our life. This year is no different

- **How could students build a diverse campus coalition around this issue?**

- o Many student stories about taking out student loans or not being able to pay for food. Every student is affected by this,

Proposal 9

Issue: Student Veteran Tuition Waiver Increase and Accessibility

Presenter(s): Michael Scott, CWU

Endorsements: ASCWU, CWU Veterans Resources Center, TESC

Considerations for presenters:

- **Describe the issue: What is the problem? What do you see as the solution?**
 - Student Veterans who are honorably discharged or generally discharged under honorable conditions are eligible for a tuition waiver from their institution, levels depending on factors including length of active duty service, injuries/disabilities, and others. These waivers only are granted up to 225 credits and are only granted to Honorably Discharged veterans. With the military downsize of the last 5 years there have been more and more general discharges under honorable conditions, which do not receive the same benefits. Changing the eligibility and credits will help student veterans achieve more and will make higher education more accessible for those who have served our country
- **How does it directly impact and improve students' lives?**
 - It makes higher education more affordable and accessible for student veterans
- **Does it have a clear target? If yes, who? (e.g. a specific legislator, committee, or other agency)**
 - Volz, Lovick, Holy, Pollet, Kraft, Koster, McCaslin, Haler, Hudgins, Stambaugh, Reeves, Kilduff, Tarleton, Irwin, Steele, Walsh, J., Shea, Stanford, Jinkins, Muri, Slatter
- **How will it strengthen and expand efforts within WSA?**
 - Supporting veterans is important and a statewide issue. Also helps build bridges with Republicans
- **How could students build a diverse campus coalition around this issue?**
 - Including student veterans into full student body
- **In what way does it have a local/state/or federal organizing and lobbying angle?**
 - This could easily be switched to a federal legislative agenda item and have the federal government or VA pay instead of the state government

Proposal 10

Issue: Student Veteran Tuition Waiver Increase

Presenter(s): Michael Scott, CWU

Endorsements: ASCWU, CWU Veterans Resources Center, TESC

Considerations for presenters:

- **Describe the issue: What is the problem? What do you see as the solution?**
 - Student Veterans who are honorably discharged or generally discharged under honorable conditions are eligible for a tuition waiver from their institution, levels depending on factors including length of active duty service, injuries/disabilities, and others. Institutions are not required by the state to grant waivers, and they only give up to 50% tuition waivers on average (those with higher levels of disability receive more). That 50% of tuition does not fully support somebody who has put their life on the line for their country and makes it very difficult for student veterans to achieve their goal of receiving a degree.
- **How does it directly impact and improve students' lives?**
 - It makes higher education more affordable and accessible for student veterans

- **Does it have a clear target? If yes, who? (e.g. a specific legislator, committee, or other agency)**
 - o Reeves sponsor
- **How will it strengthen and expand efforts within WSA?**
 - o Supporting veterans is important and a statewide issue. Also helps build bridges with Republicans
- **How could students build a diverse campus coalition around this issue?**
 - o Including student veterans into full student body
- **In what way does it have a local/state/or federal organizing and lobbying angle?**
 - o This could easily be switched to a federal legislative agenda item and have the federal government or VA pay instead of the state government
- **What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?**
 - o This is a 50-60 million dollar project. Media attention and pressure will be crucial. Get vets on tv talking about their issues and social media pressure from us and stakeholders

Proposal 11

ISSUE: Mental Health for Student Veterans WSA Leg Proposal

Student veterans on college campuses have the highest suicide rates of any college or university attendee by a large margin. 14 of all suicides in Washington State last year were veterans, which is an extremely disproportionate number. Our veterans feel left out of college life, and they feel a strong divide between the student body and the veteran's population.

PROPOSAL: One full time mental health counselor that will be well-versed in issues facing veterans and housed in the Veterans' Resources Center in each of the six major 4-year baccalaureate Universities. This counselor will be responsible for holding therapy sessions as well as creating programs with the intention of bridging the gap between the student veterans and the rest of the student body.

PRESENTERS: Michael Scott, CWU

ENDORSEMENTS: ASCWU, ASUW, ASUW GPSS

IS IT WINNABLE? Yes. SB 5525 passed through the senate unanimously. With an updated strategy utilizing the schools and having a democrat primary in one chamber, this is easily winnable

DOES IT HAVE A CLEAR AND REALISTIC TIME FRAME? Yeah. We got halfway through last year, so it would make sense that this can get signed by Inslee either this year or the next

IS IT LIKELY TO BE DEBATED ON AND ACTED UPON BY THE LEGISLATURE IN THE NEXT YEAR? Yeah. It was last year, so there is no reason it won't get a hearing the second-time around.

Our student veterans across the state are in trouble. They are the most at-risk group for suicide on our college campuses and are receiving little to no help from our campuses. They need to choose between driving an hour to see a VA mental health counselor or to wait up to 6 weeks to see an on-campus counselor, who on average receives training for PTSD treatment only once a year, and often zero training on Traumatic Brain Injury, or Military Sexual Trauma. During the 2016/2017 Legislative Session, the WSA pushed HB 1733 and SB 5525, both of which died in House Appropriations, even though Democrats were on average more excited for the bill. Both of our Prime Sponsors were Republicans (since there are few Democratic veterans in the legislature compared to the dozen Republican veterans) which is something we will need to change next session. We also need to work closer with

leadership earlier in the process so we aren't scrambling to get meetings so we can pass through committees.

Having a first time, brand-new, student-written bill pass unanimously through the senate on the first run is a huge win for the WSA and the veterans across the state. I am confident we can fully pass this bill in the 2017/2018 Legislative Session.

Proposal 12

Issue: Endorsing the creation of Student Loan Bill of Rights

Author(s)/Sponsor(s): Matthew Morrow

Endorsements: WSAC, WA AG,

Proposed Action Agenda Item Title: Creating a Student Loan Bill of Rights

1) Describe the Issue in two sentences (what is the problem & what is the solution). The WA AG office has received over 300 complaints from student loan borrows. Solution is greater transparency and information through the creation of a Student Loan Ombuds and required DFI licensing.

2) Please fill out a Strategy Chart. The Strategy Chart serves as an outline of campaign and is intended to be flexible, not binding

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<ul style="list-style-type: none"> Creates the Student Education Loan Ombuds (Ombuds). Requires student education loan servicers (servicers) to obtain a license from the Department of Financial Institutions (DFI). Prohibits third-party student education loan modification servicers from various practices that may misrepresent the student loan situation. Requires the Washington State Institute for Public Policy to conduct a 	<p>How to we coordinate with the WA AG office without appearing partisan. Rep Stambaugh is the only Republican sponsor.</p>	<p>Constituents and Allies WA AG, WSAC</p>	<p>Primary House speaker Frank Chopp (D)</p>	<p>Unified campus messaging</p>
		<p>Opponents</p>	<p>Secondary</p>	

study on a state student loan authority to refinance student loans from tax-exempt bond proceeds.				
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3) Please explain briefly how/if this issue meets the following qualifications:

1. Is it winnable?

Yes. Passed the House last session and has both Democratic and Republican support.

1. Does it directly impact and improve students' lives?

Yes. Provides students with recourse when treated unfairly or wrongly by student loan services. Provides greater oversight

1. Does it have a clear target?

Yes, student loan borrowers.

1. Does it have a clear and realistic time frame?

Yes

1. **Does it have a local/state/federal organizing and lobbying angle?**

Yes

1. **Could students build a diverse campus coalition around this issue?**

Yes. All demographics, regions, and institutions face the problem of student loan debt.

1. Is it likely to be debated and acted upon by the Legislature in the next year?

Yes, reintroduced.

1. Will it strengthen and expand efforts within WSA ?

Yes

1. Can you provide background information and the current context of the issue?

During the 2017 legislative session, the identical bills [HB1440](#) and [SB5210](#) were introduced to the House and Senate respectively. The legislation was requested by State Attorney General Bob Ferguson after his office "[received hundreds of consumer complaints from student borrowers.](#)" The bills aimed to:

1) Establish a student loan bill of rights

2) Create the position of "Student Education Loan Ombuds" within the [Student Achievement Council](#) (WSAC). The council would designate the ombuds, which would have the following responsibilities:

a. Provide timely assistance to student education loan borrowers.

b. Compile, review, and analyze the complaints from student education loan borrowers.

c. Annually confer with the Department of Financial Institutions and the Office of the Attorney General regarding student education loan borrower complaints and reporting requirements.

d. Monitor the development and implementation of laws, rules, and regulations relevant to student education loan borrowers.

- e. Educate (presumably students) about the student loan system.

1440 would be first read on January 19th before being referred to the Higher Education Committee. A public hearing was held on February 1st where 6 amendments were proposed. Two were adopted, 04 (Removed the automatic creation of the ombuds office, instead gave WSAC ability to recommend the creation the office after a year of studies) and 022 (Tang; Changed what government body that private vocational had to report to). All but one representative (Holy) recomended the “2nd substitute bill be substituted” and passed on Feb 24th. 1440 was then referred to a Rules 2 Review before being placed on a second reading by the rules committee on Feb 28th. The 2nd substitute bill was then substituted on Mar 1st. Floor amendments were adopted, rules were suspended, and a third reading happened before passing the House 71 yeas, 27 nays.

1440 was first read by the senate on March 6th and was referred to the Senate committee on Higher Education. A public hearing for that bill was held by that committee on Mar. 21st, and would be returned to the House Rules Committee for a third reading on April 23rd via resolution.

In the first session of 2017, the Rules Committee held a third reading on May 1st and passed the house again 68 yeas, 24 nays.

It was then sent to the Senate again on May 5th, referred to the Senate committee on Higher Education, and was sent back to the House Rules Committee for a third reading again on May 23rd. The bill has been dead since.

5210 was introduced to the Senate on January 17th. A public hearing on the bill was never heard and was dead on arrival as 1440 would prove successful in the house but not in the senate.

Another bill regarding student loans, the Student Loan Transparency Act, or SB5022, was also requested by the office of the State Attorney General. The bill, which requires loaners to send students periodic notifications about their student loan debt and created a form for reporting compliance by certain institutions, passed through the House and Senate by April 13th, and has been effective as of July 23rd.

Outside of Washington State:

Oregon: No student bill of rights, but loan transparency legislation has been introduced into the Oregon state legislature:

SB438 was introduced to the Oregon state senate in January 2017 and aimed to require providers of student educational loans to provide institutions with fact sheets for each enrolled student that would show how much they have received, how much they will owe at graduation, how much they'll have to pay monthly to pay off that debt, and the number of monthly payments needed to fully service the debt. It had a public hearing a month into the session and died after.

Idaho: Idaho's state legislature has read bills that introduce loan transparency/information requirements, but that's it.

California: California passed legislation in 2016 extremely similar to Washington State's proposed Student Loan Bill of rights. It will take effect in 2018 and imposes most duties on the loan services with oversight capabilities added to the Department of Business Oversight.

Washington DC and Connecticut have also enacted student loan bill of rights. The Illinois legislature passed a similar bill but it was veto'd by the governor of the state.

1. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue? Showing unity across multiple universities, maybe play off of the UW/WSU rivalry.

Proposal 13

Issue: Decoupling Service and Activities Fees (S&A fees) from Tuition.

Author(s)/Sponsor(s): Matthew Morrow Washington State University Pullman, Justus Phelps Washington State University Vancouver, Savanna Kresse Washington State University Tri Cities

Proposed Action Agenda Item Title: Decoupling S&A fees from tuition.

- 1) Describe the Issue in two sentences (what the problem is & what the solution is). Currently S&A fees cannot be increased by an amount greater than the increase in tuition in a given year. The solution is to decouple the two.
- 2) Please fill out a Strategy Chart. The Strategy Chart serves as an outline of campaign and is intended to be flexible, not binding

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
Decouple Service and Activities fees from tuition	Each campuses AS and their S&A fee committees.	Constituents and Allies Rep Stambaugh and Senator Palumbo.	Primary	Show the legislatures intent in the RCW to give students full control over S&A fees process conflict with the RCW section coupling fees to tuition.
			Secondary	
		Opponents		

3) Please explain briefly how/if this issue meets the following qualifications:

1. Is it winnable?
Yes

1. Does it directly impact and improve students' lives?

Yes. Huge reduction in recidivism and increase in employability for these inmates/students saving the state money in the long run and preparing these individuals for a chance at a higher education experience

1. Does it have a clear target?
Yes
1. Does it have a clear and realistic time frame?
Yes
1. **Does it have a local/state/federal organizing and lobbying angle?**
Local/state not federal
1. **Could students build a diverse campus coalition around this issue?**
Yes
1. Is it likely to be debated and acted upon by the Legislature in the next year?
Yes
1. Will it strengthen and expand efforts within WSA ?
Yes
1. Can you provide background information and the current context of the issue?

During the 2016 legislative session, the identical bills [HB1433](#) and [SB5592](#) were introduced to the House and Senate respectively. 5592 would have its first hearing with the Senate Committee on Higher Education on Feb 7th and two days later would be recommended by the majority of the committee. The lone testimony against the bill was made by the Katelyn Hummel, Student Government President from a Lakewood community college, who argued that "The Community and Technical College student association prefers the relationship between S&A fees and tuition remains the same." 5592 was then [referred](#) to the Senate Ways & Means Committee on Feb 10th, where after a [public hearing on the 15th](#), the bill would stall out and remain untouched through the rest of 2017 for unknown reasons, (λ)

1433 would be first read and referred to the House Committee on Higher Education on Jan 19th. A [public hearing](#) was held on Feb 7th and [Rep. Stambaugh \(R-25\)](#) proposed a [substitute version](#) of 1433 (from here-on referred to as HE 17) that exempted "community and technical colleges from decoupling of S&A fee increases to the annual percentage increase in tuition." The substitute bill was recommended by the majority of the committee. 1433 and HE 17 were then [referred to the](#) House Committee on Appropriations on Feb 23rd, and on the same day would be discussed in a [public hearing](#). HE 17 received no opposing testimony and was recommended by the majority of the committee. HE 17 was then referred to a Rules 2 review, had a second reading by the Rules Committee, and then a third reading after rules were suspended. During the third ruling, HE 17 passed the House at [83 yays to 15 nays](#) on Mar 6th.

HE 17 (from here-on referred to as 1433) then entered the Senate where after first reading was [referred](#) to the Senate Committee for Higher Education on Mar 8th. A [public hearing](#) occurred on Mar 16th with no opposing testimony. The 1433 would then be recommended by the majority of the committee. The bill was then referred to the Senate Ways & Means Committee on Mar 29th and finally returned to the House Rules committee for a third reading via an unknown resolution. The bill has since remained untouched through the rest of 2017. (X) _

Noted in the Senate Committee on Higher Education's [report on 5592](#), each of Washington's higher education institutions have student-majority S&A fee committees which recommends how S&A

funds are allocated. These committees have already been authorized by the state legislature during the past two fiscal biennia to “increase the S&A fees by amounts judged reasonable and necessary by the S&A fee committee and the governing board, as opposed to having the increase tied to tuition.”

Decoupling S&A fees from tuition is a priority for other WA university’s DOLA’s as well. It appears on ASWWU’s [2017-2018 legislative agenda](#) and appeared on ASUW’s [2016-2017 legislative agenda](#) (2017-2018 LA not uploaded yet.) ASCWU and ASEWU have not posted current legislative agendas and past ones do not appear to be publically available. (.X)

Outside of Washington State:

Oregon: OSU and UO version of S&A fees are “[Incidental Fees](#).” “This fee covers the cost of running the student government and numerous student groups who submit budget requests each year.” OSU handles control of Incidental Fees through a [Student Fees Committee](#) comprised of elected students who annually revise the budgetary guidelines, review executive reports, and recommends fee levels for each department which are forwarded to ASOSU’s congress and if passed, are sent to the OSU Board of Trustees for final approval.

Idaho: Idaho’s version of S&A fees are “Activity Fees.” The Idaho State Board of Education approves of all tuition and fee increases. How those increase proposals are met appears to be up to the individual schools. ASUI has a [complete breakdown](#) of activity fee distribution online. A committee to control distribution is mentioned here but nowhere else.

California: University of California’s version of S&A fees is “The Student Service fee.” The university president is responsible for reviewing and recommending fee levels to its Board of Regents based on multiple factors including program needs, inflation, and budgetary restraints. With UC being a multi-university system, each campus’s chancellor is in charge of soliciting student recommendations via their own Student Fee Advisory Committees. Approved increases seem to take place over multiple years, as in 2014 the Board of Regents increased the services fee and tuition by 5% each academic year from 2015 to 2020.

- I. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue? Talk about what S&A fees fund and tuition doesn’t to show why the two ought to be decoupled.

Proposal 14

Issue: Support for Undocumented Students

Presenter(s): Ana Ramirez, ASWWU Vice President for Governmental Affairs

Undocumented students throughout Washington state and across the country with and without DACA face numerous challenges throughout higher education. Undocumented students continue to be barred from federal financial aid and face citizenship, DACA, green card, and social security number requirements for many scholarships, and DACA requirements for in state financial aid. There is an estimated 1,900 undocumented students in higher education throughout Washington state and these students receive minimal help from their universities. Since undocumented students face so many financial challenges in higher education, they are three times more likely than any other students to leave school without finishing. With the rescindment of DACA, undocumented students will need all the support they can get.

The WSA should support undocumented students throughout Washington state by supporting HB 1488, a bill introduced by Representative Hanson last year that would expand in state financial aid

opportunities for undocumented students. Furthermore, the WSA should support a change in the residency requirement, currently set at three years. The three year requirement limits opportunities for undocumented students who moved to Washington state in the last two years, even if they graduated from a high school in Washington state. Despite current available in state financial aid and in state tuition levels, there is still a limit to the funding undocumented students are able to access. Many college students depend on loans to be able to fund their education but undocumented students can not take out federal loans and face difficulties accessing private loans, which leaves some undocumented students to pay out of pocket for their education. Increasing state sponsored financial aid programs such as a self sustaining loan program would secure access to the state's higher education system for the undocumented student population. The University of California already offers this support through the DREAM Loan Program, which was approved with the passing of Senate Bill 1210. The WSA can work with the Council of Presidents, the Washington Student Achievement Council and other statewide stakeholders to accomplish the creation of a self-sustaining loan program.

Undocumented students need all the help they can get now more than ever. As the political climate continues to change and continues to attack the undocumented community, undocumented students will be at high risk and face even more challenges as they pursue higher education. By supporting HB 1488, a shortening on the residency requirement, and the creation of a self-sustaining loan program, the WSA will be supporting undocumented students that have been left out of HB 1079, DACA and those whose DACA will expire in the next two years.

Proposal 15

Issue: Subsidized Childcare on College Campuses

Presenter(s): Shannon Kozlovich, ASWSUS

Considerations for presenters:

- Describe the issue:

Child Care can cost up to \$1500/month per child for an Infant, up to \$900 per month for all day care for a toddler, and up to \$500 per month for before and after school care. With the rising numbers of non-traditional students attending Universities the numbers of parents attending school has been on the rise, with schools In WA state having 7-30% of their student body that are parents. There are many college campuses across the state of WA that do not have an on campus childcare facility and campuses with an on-campus facility may not offer any form of a subsidy for their students, creating a barrier to college attendance for many parents. This Issue disproportionately affects graduate and professional students In the state of WA. This Issue can be tackled as a state requirement of services provided that the universities then have to figure out, or as another reason for decoupling S&A fees so they can be used to subsidize more programs around the state, or requesting that the state create a grant program that is outside of college financial aid.
- How does It directly Impact and improve students' lives?

Having access to subsidized on-campus childcare greatly reduces the cost of attending College. There are parents across the state who are also college students, when there is no affordable on-campus child care facility they often have to search out facilities that are not as safe in order to find something affordable, or leave their children In the care

of an unlicensed and untrained individual. Providing this service on campus will increase college affordability and accessibility for parents across the state.

- Please provide background information and the current context of the issue.

The large universities in WA have been opening sister campuses across the state to increase college accessibility statewide. Many of these campuses have courses for the final 2 years of a bachelor's degree as well as graduate and professional programs.

Therefore, their student populations tend to be older, on average, than the standard 4-year universities. This has also created campuses with a greater need for childcare facilities that are not being provided.

- How will it strengthen and expand efforts within WSA?

As the WSA looks towards taking on a more active role in the advocacy of graduate and professional student issues, childcare will become more and more important. Graduate and professional students often take on student debt upwards of \$100,000, with government loan interest rates of up to 10.5%. These students tend to be older and often times have established families, and are therefore in great need of on-campus subsidized child care facilities.