



**Western Washington University Associated Students
Sustainability Equity & Justice Fund Meeting Minutes**
May 3, 2022, 5:00 PM

Attendees:

Committee Members: Jose Ortuzar, Rosa Edwards, Charles Barnhart, Johnathan Riopelle, Zinta Lucans, Jasmine Fast, Roman Vieira, Rahma Iqbal, Amanda Cambre

Guests: Joshua Porter, Zoe Hemez, Lillian Probst, Keara Ryan

Staff and Assistants: Jennifer Black, Delfine DeFrank

Motions:

Jose Ortuzar, Committee Vice Chair, called the meeting to order at 5:02 PM

I. CONSENT ITEMS

a. Approval of the Minutes

Motion by Jose Ortuzar

To Approve April 5, 2022, minutes

Second: Rosa Edwards

Motion passed 6-0-0

II. REVISIONS TO THE AGENDA

a. none

III. INFORMATION ITEMS

Zinta Lucans – Large Grant Application Presentation

a. Mobile Field Station Housing In Methow Valley

Zinta Lucans - This grant is providing critically needed housing for the place based residential program. Just as a reminder, the committee approved the large grant abstract for this project on February 14th of this year, and now you'll be reviewing the final application in preparation to vote on it next week. There will be time for a short Q & A session after the presentation and now without further ado, I will pass it off to Joshua to Introduce the rest of the team.

Joshua Porter – My name is Joshua Porter, I use he him pronouns. I'm the director of the Sustainability Pathways program here in the valley, have been teaching through the College of the Environment since 2014. And with that, I'll go ahead and invite Zoe and Lillian to just introduce themselves briefly before we dive in.

Zoe Hemez - I'm Zoe. I use they and them pronouns. I'm a senior here at Western, and I'm super excited to be here.

Lillian Propst - I'm Lillian. I'm a senior here studying environmental policy at Western, and I use she and her pronouns

Joshua Porter - I first want to start just by expressing gratitude, especially to Sofia, Lillian, and Zoe for their continued and dedicated work on this project. It was nearly a year ago. They were engaged in this work as part of their sustainability planning studio project. And here we are almost a year later, and they're still dedicated to working on implementation of this project, certainly gratitude to this committee and the support of Zinta and Jonathan in preparing the proposal, as well. I really appreciate you all listening to this presentation today, entertaining the proposal and just for the good work you've supported so far. I would also like to acknowledge the Methow people and the other Colville Confederated Tribes, whose traditional territory, I'm on and this program runs on. We're dedicated to developing relationships that are based on reciprocity with our tribal partners, and I'm just deeply grateful for the partnerships that we've developed that are connected to this, this proposal as well. For those of you that aren't familiar with the Methow Valley, it's just on the east side of the North Cascades, and it's 45 miles long, it consists of small rural communities. It exists inside Okanogan County. It is less than 10,000 people. The county was recently designated as a persistent poverty area. We face a lot of challenges in terms of our economy our growth and certainly climate change. The students have experienced first-hand here. And so that's also a perfect opportunity for the kind of work that we're doing with undergraduate students. Engaging in needed sustainability work within these communities and then aligning that with professional work experiences, as well. I'd like to invite you to think about this as an extension of the Western campus as a satellite site. We have a Western office here in Twisp and we utilize public spaces for our classes and events. We're kind of approaching it with this community campus framing. Also recognizing that we're in a region of the state that's not otherwise served by a four-year university. So, we're trying to support the Western strategic goals around statewide access and inclusive success to university programs. I had my formative experiences here in the Methow valley as an undergraduate student. I have my first experiences working in field biology and sustainable agriculture here. I was motivated to create a

program that could provide this kind of experience for other undergrads. We merge the academic learning from the planning studio and other courses that were adding this next year with paid practical work experiences with over twenty local partners that represent all the dimensions of sustainability, economic vitality, ecological quality, social justice, community health. We emphasize cohort learning, so a lot of peer-to-peer learning and really build that supportive learning community. We have a place-based approach that aligns with the Western strategic goal around engagement with place to deepen that understanding and connection, highly community engaged not just with the practicum experiences but all the projects that happen as part as the sustainability planning studio. We also work with community partners and really striving to develop systems, thinking skills, so that students are developing that capacity to do cross sector work so needed in the sustainability challenges of our time. The mobile field station that we're looking at would address our critical need for housing for students. This year, we'll have 22 students in the valley for the 10-week experience. We want to expand the program to 8 months long in the future and our limiting factor right now is the ability to house students, and acknowledging that we want to be able to do this in a way that isn't adding to the local housing crisis, it is in our opportunity to deepen those place-based relationships with the field sites that have been offered to us where students would be living in these tiny houses. And I think we really can model solutions for sustainability and the design and construction of the tiny homes themselves, how we develop and steward the sites and then certainly how we practice sustainability and engage with the community. With that, I'll turn it over to Zoe to speak to the tiny homes themselves.

Zoe Hemez - Thank you so much, Joshua. First, a reminder that this project is part of a much larger initiative to eventually acquire 12 tiny homes, which would house up to 24 students and we're looking forward to maintaining our partnerships with stakeholders and things like that throughout the acquisition of all those tiny homes, we have identified two companies, the tiny smart houses and tiny mountain homes as collaborators in designing these tiny homes. And we were drawn to these manufacturers mainly for their ability to really sit down with us and customize the designs so that the homes can be really well adapted to the needs of our program. So just to point your attention to the pictures there on the top are some designs by the tiny smart houses and on the bottom, those two pictures are from tiny mountain homes and of course, based on allocated funding and the conclusions of the risk management analysis, we do have the ability to adjust some of our design criteria. And we have two sites identified for the first two tiny homes here called the Loop Canyon and Twist ponds field sites. Both are important ecological areas and will represent a wide variety

of land stewardship opportunities. A lot of forest regeneration at the Loop Canyon field site, which is pictured at the top, and then riparian restoration at the twist Ponds field site, which is pictured on the bottom. For the sake of time, I won't focus too much on the numbers of our budget, since those details can also be found in our grant proposal. I do want to highlight that we can match the SEJF funds, which would enable us to procure up to two additional tiny homes and also funding from the career Connect Washington Program Builders Grant, which was just granted to us last week, is going to really enable us to dive into our partnerships with local schools. And indigenous led organizations. We're really excited about that, and for project stakeholders. I first want to highlight obviously the Sustainability Engagement Institute, which will be directly involved with the risk management analysis and whose students will be the ones most directly engaging with the tiny homes themselves. The project will also be heavily informed by our partnerships with local schools such as the Methow Valley School District and indigenous LED organizations like The Light Foundation. I also just really want to highlight that the Loop Canyon site is particularly well positioned for these partnerships. As you can see on the map to the right there, it's kind of smack dab in the middle of the Methow and Okanogan valleys, which makes it not only ideal for students who are living there to engage with both of those communities, but also for the entire Okanogan County to be able to be involved with this project because it's right there. It's so close to everybody. Finally, for our timeline, again, I won't go into too much detail because I know all of these details can be found in the grant proposal, but just for a quick run through, as soon as the risk management analysis is completed in June, we hope to be able to finalize the designs and order the tiny homes themselves and then throughout the summer, we'll have students who will be developing the land stewardship plans for both the sides. We'll also have program mentors who will be working in the valley, to assist with completing the county permitting processes and also assisting with the site preparation itself and if all goes to plan, we'll have the tiny homes installed and ready for their first cohort of students by this time next year, which is so exciting.

Lillian Propst - From an academic project standpoint, as part of the fellowship, students are able to refine their project management skills, through managing community engage projects. Zoe, Sophia, and I were part of the Methow Valley Mobile Field Station project last summer where we proposed housing WWU students for eight months in the valley, by researching sustainable design elements, public policy, and community stakeholder feedback. It has been really fulfilling to come full circle with this and see all our work from last summer payoff, as we get to help with this grant proposal and learn about grant writing too, along the way. As far as internship

positions go, personally my internship researching housing advocacy at Room 1, which is a social service nonprofit. I've been able to contribute research and compile information on the ongoing housing crisis which really connected to my project as well in the valley. That information has been made accessible to the community members, which is really valuable to me, and I hope valuable to the Community as well. I know that my relationships with my supervisors there at room 1 will be long lasting even after my position ends. My internship really for me opened the doors to where I see my career going before I got there. I was kind of unsure about nonprofit work, but now I really see myself going into housing and going into nonprofit paths. With Sophia at Cascade Fisheries, Zoe at Metal Trails, and myself at room one, it was cool to see how all the different aspects of sustainability were coming together in so many ways. Which kind of leads me to my next talking point about the student experience. Engagement in land stewardship opportunities like removing invasive plant species or harvesting garlic from a local farm, paired alongside work and academic projects was an impactful way to learn from the land that we were on. The community was so welcoming not just by like removing barriers to housing, but also like engaging with our class discussions and just by being really excited about our presence there, I felt extremely welcomed from the get-go and our work in the valley was going to be important and valuable. I learned a lot from my time in the valley last summer, and from the land and from my fellow cohort members and from the community. And I just feel like each court member made a big lasting impact throughout the community and their work. Any questions?

Jose Ortuzar – The grant money requested is just to buy the houses, not for the site prep, or buying the actual property of the site. Who would be buying the site and or doing the site prep?

Joshua Porter - I'm happy to offer some perspective on that. We've been approached by landowners, for four different sites. They have been offered to us to use long term. Those sites range, some of them have infrastructure like power and water. Two of the two sites that we've highlighted would involve some infrastructure work to go into it. I think that's where the match funds that we've been able to secure from a Western alum donor, if we were able to secure the funds for two tiny homes, where we could buy at least one more and then we're thinking we would probably reserve \$100,000 to do a lot of site prep, especially for power and water at one of the sites. We wouldn't actually have to own the property.

Charles Barnhart - Yeah, I was wondering, how do students find out about this? How do we make it equitable across campus? Is it just like environmental studies students?

Where do students get the information? Is it word of mouth? How do we make sure as many people can get in the loop, that want to be in the loop?

Zoe Hemez - I guess I can talk a little bit about how I found about it. I'm involved with the Climate Leadership Certificate program, which is offered by the Sustainability Engagement Institute and it as part of my certificate completion. I got to do this summer practicum alongside the sustainability pathways students and was just a part of that program. I know that certificate itself is being broadcasted and students are learning about it through just the university itself.

Lillian Probst - I was in a land use law class. My professor, Sherry, kind of shouted it out. Then I checked my email and realized that the College of the Environment had already sent the email to me. I just applied. It's actually funny because today I was riding the bus home and I heard people behind me. They were talking about it, and they were talking about how they got the job. She was like, I work out of farm this summer. And the other person was like, ohh, did you get the Urban planning one? I really wish I could have turned around and said I did that and I'm presenting the grant today. I think it's spreading every year and growing.

Joshua Porter - Part of our alignment with the Sustainability Engagement Institute with it being transdisciplinary and opened all majors I think that's where we really want to expand that representation with the other colleges. For the partners we work with that are engaged in Community health, we really want public health students for those. Part of it's been cultivating the networks within the different departments that are helping spread the word. We can find the best fit for each of those partners as well. Ultimately, we really want to be able to serve local Okanagan youth as well and be providing that access to Western for more students that are right here. They've got kind of a couple different levels where we're really trying to build that.

Amanda Cambre – I was curious what the ownership and operation model would be. If there is a repair that needed to be done, who is doing the repair and if there is funding set aside for the maintenance and operation of the tiny homes.

Joshua Porter – I think that especially as we look at doing the risk analysis and needing to map out the entire kind of life cycle costs and the annual maintenance, we've determined we need on the annual basis, and we were able to establish sustainability pathways fund with the Western Foundation. I think those annual operating costs, will just absorb into our operating budget. I think that is part of where with our eight-month use, really being able to you know not need as much as much maintenance through the winter to be able to keep these tiny houses operational in the

colder, colder months. Then as far as that repair as well very similar, I think that we would just be really building that budget as part of the Sustainability Pathways Fund. In some ways too, it replaces like right now we're writing grants, redirecting some funds just from some of the course tuition and then also getting donations and then some of the organizational partners are contributing to housing too. So rather than that going towards a rental cost, I think that we would be able to kind of use those same approaches to go towards some of those operational housing costs.

Jose Ortuzar – Thank you for presenting. We can now move on to the second information item by Johnathan about the budget.

b. Johnathan Riopelle – Quarterly Budget

a. Spring 2022 & Winter 2022 Budgets

Johnathan Riopelle - I just want to talk briefly about the budget. I am Provided two budgets. There was a question about where the winter budget update was last week. We resubmitted that so there's no questions about that. But what I just want to talk to you about right now is this spring quarterly budget update on. This is a snapshot that gives anyone who's looking at it, a sense of how this money is being used. Traditionally what we have done, we being the SEJF program, is provide an annual budget sometime in the fall, a winter budget update, that looks like this, and then the spring budget update and then at the end of the year, we provide an information item, which is the projected budget for next year. This is an opportunity for me to talk about the fact that projected is one of the key elements here at the beginning of each year we get a number which is our projected budget based upon how many students Western anticipates it will enroll throughout the entire year. Then there were there were actuals. You know students have to enroll and then do they drop, do they change their coursework? Do they get financial aid? When I pull report. To look at our numbers, they will look different quite literally week to week, maybe even day-to-day, because particularly in the two weeks beginning of each quarter, there's a lot of movement and flex as you might imagine, students aren't enrolling, maybe they change their mind, maybe they dropped. And that variation increased considerably due to the pandemic, especially this year because we've had two instances of us going remote and then going back to in person. We've seen a lot of flux but let me just talk a little bit about these numbers and then just open the floor to any questions. On the single most important number or the two single most important numbers for the purpose of this committee are almost in the very middle of this page. If you go down to the bottom of the first chart, you see SEJF available budget, and then you see available budget after proposed encumbrances. Right now there is, as of today and again it changes \$390,000 available for grants. However, this committee

already approved the abstract for the grant, which you just saw proposed as a final application for \$150,000. If you were to approve that, we would have \$240,000 available. That's what happens every time something is voted to be encumbered those funds, those monies, are set aside to make sure that by the time this committee acts on it, they haven't disappeared. That gives you a ballpark of where we're at now, there's an additional complexity which is not taken account into incumbrances, which is in this case Joshua's team has suggested that they can. Receive those funds over the course of two fiscal years, so that would mean that we get probably another eighty \$90,000 back, which would leave us at \$330,000, roughly speaking. But we haven't taken that into account because again, this committee has not acted on that final budget. We have, if that is approved \$240,000 now above that are the numbers that give you a sense of how we got to there. And then the numbers below. Are just a reminder of what has been acted upon this year. If you were at the very top and most of these are self-evident. You'll see how much it's been spent on staff and expenses. Then you'll see how much is set aside. There are different kinds of numbers here the \$39,000 is how much is spent, so that's not accounted for because it's already gone, \$7255 is the remainder of how much we projected to use for budgeted program expenses. We've still got that set aside, \$50,000 for the purchase of renewable energy credits. That's for green direct. That's something that we must transfer over to facilities management. I know that Amanda, you, and I must talk about that, and what that means is of the initial budget of \$122,000 for the SEJF. We still have \$83,000 remaining and set aside; we're not going to use all that. It's abundantly clear, but we've set that aside that is, encumbered funds. What we don't use by the end of June, we will rerelease into the budget for next year, but that's still gives you a sense as to what those numbers are. They're based on those numbers we had \$574,000, we've already approved and removed that \$323,000. Those numbers are below. We've already encumbered \$79,000 for the CLC grant that was approved in March, I believe. You were then left with the active numbers. We've got \$133 of expenses set aside. You can add those two up. That's the 83 and the 50. We have encumbered of 150 and so this committee is looking at \$240,000 available to it. And then if you scroll further down, this is just a nice little reminder of what this committee and what the program has done so far this year. And as you can see, there's, as I mentioned, the abstract for the mobile field station housing has been uncovered for the \$150,000. So that is one of the quicker. Reviews of what is admittedly on. A messy fluctuating budget due to the nature of our work. I welcome any questions.

Jose Ortuzar - Thank you, Jonathan, for that. I did have a couple of questions. The Cabo Verde Education Abroad project? Can you talk about that and? And why we haven't seen an application or an abstract and when exactly it was funded?

Johnathan Riopelle - the Cabo Verde education abroad abstract was approved by committee in January or December of 2019 or January 2020? In other words, right before the pandemic.

Jose Ortuzar - For the for the full 50,000 amount.

Johnathan Riopelle - For the four \$50,000, yes.

Jose Ortuzar - That is not something that is in the record for that year, it was only a \$5,000 grant amount.

Johnathan Riopelle - It was a \$50,000 grant that and if there's a record, if there's a mistake in the record on that will need to be corrected. I'm curious about that, so that are you saying that's in the AS?

Jose Ortuzar - Yeah, it's in the AS and I can also share my screen, and this is an email. Saying do your social environmental justice called creative global project practicum in Cabo Verde, congratulations and pleased to inform you the amount of \$5000.

Johnathan Riopelle - There was an earlier one that actually provided for the initial. Because if there's a any letter like that, any email would only be provided for the approval of the final application. You're looking, I suspect, at the one from and I'm going say October or November of 19, do you have a date on that?

Jose Ortuzar - Yeah, it's November 4th.

Johnathan Riopelle - Yep, that is. That is the small grant that provided for the initial travel that facilitated this larger grant.

Jose Ortuzar - So this grant was presented to committee and approved by committee.

Johnathan Riopelle - The small grant was not the abstract for the large grant was approved by committee and again it was either December or January. Again, I'd have to look at the record of 2020 and then so normally. Those funds are set aside for a year, but the pandemic. Extended that because this was a travel-based grant. Then when it was decided that travel could resume. Those funds were approved in October or November of 2021, before this committee was active.

Jose Ortuzar - Of 22 or 21.

Johnathan Riopelle - 21 last year.

Jose Ortuzar - OK, so this was approved in 2020 and this is the first time that this committees hearing about it.

Johnathan Riopelle - I don't know if that's true. Actually, that might be true.

Jose Ortuzar - Well, yeah, we dig through all our records, and this was the first time that any of us, me, Laura, Delfine, Jen had ever heard about this grant. And I think that is a major problem that we somehow have to work through because again this is a large grant, and it didn't get a committee approval. Is that correct?

Johnathan Riopelle – What is it? Yes, and it is and Jose, if there's a problem, we can talk about this, it does go back to the fact that you didn't have an active committee and we had an opportunity that had to be acted on because the committee was not put together, this grant was moved on.

Jose Ortuzar - Laura had a message about this. If this were to happen, She says this is false, Laura scheduled two SEJF meeting fall quarter, excluding the meeting I had with Jonathan and Delphin which was a non-quorum meeting due to positions not being able to be filled yet, we needed to get introductions, charter, by laws moving this aligned with Jonathan's input of having two meetings in fall quarter.

Johnathan Riopelle - Yeah, you did have two meetings and by then it was it. We had already moved forward with this grant because we didn't have an active committee.

Jose Ortuzar - I don't understand how you can move forward with a grant without even presenting it to the committee that is supposed to be authorizing that charge.

Johnathan Riopelle - OK, so let's step back and make sure that the committee is fully aware of this, when the committee is not available, grants are still available to be approved of any size. When they are time sensitive and that is done through a specific process. This has been discussed many times.

Jose Ortuzar - The thing that is wrong with that is that there was no communication to the committee. If you had said, we have this grant that we need to get approved. Let's try to get this committee together, we would have done that. This is the first time that any of us are hearing about this \$50,000 grant. That is where the problem comes, and it seems like either it was trying to be hidden from us or it was a complete lack of miscommunication, which is also not OK. And I think we will need to find a way to make this problem right or have assurances that this is not going to happen again, because again, this is not in the bylaws that says that you can go to Brian Burton if the committee is not in session, that is just not written in any policy procedure. Additionally, there also seems to be a really pretty big miscalculation in the budget \$80,000. It should be \$197,000. Which then makes all the other numbers incorrect.

Johnathan Riopelle - That's a \$79,000 that I noted was incurred in in FY23 and who's a full amount is 207.

Jose Ortuzar - The full amount that we approved was \$197,000. It's not 277. The 197 includes the encumbered funds that are going to be distributed at later time.

Johnathan Riopelle - Let's go back to the previous issue, Jose cause I know that you're upset about this and we've talked about this before and I think the committee needs to understand this. When the committee is not in session. There are other ways to provide funds to teams, so that students always have access. That is one of the basic tenants of this program, we could not notify the committee, if there wasn't a committee, so of course there was no reason to notify the committee.

Jose Ortuzar - What do you mean? There was no committee? We were having committee meetings.

Johnathan Riopelle - No, you weren't when this was being discussed.

Jose Ortuzar - I think we met at the beginning of fall quarter and talked.

Johnathan Riopelle - No, you didn't quarter. We got pains in September. The committee did not meet until November.

Jose Ortuzar - No, I know, but we personally had met with Laura and Delphin.

Johnathan Riopelle - We met once

Jose Ortuzar - OK, but I still don't understand why you kept this away from the committee.

Johnathan Riopelle - Jose let's continue this offline because this is an absolute misrepresentation of what went on.

Jose Ortuzar - I mean, this is the first time that this committee has heard about this grant. That's a \$50,000 grant. I mean, that is not OK. These are student funds. This just seems like a complete lack of respect and transparency.

Johnathan Riopelle - Unless this committee wants to continue to hear this discussion. I'm happy to talk to you about this. OK. This is standard procedure for us to be able to provide students with funding for grants. If the committee not in session, there are other methods to make sure that students have access to their money. I'm positive that there's no one here that wants to withhold money from students, nor wants to create additional hurdles, so we can talk about this in other time.

Jose Ortuzar – That’s not really what's going on. But sure, we can talk about it some other time. What about the 277 thousand, where did you get that number from?

Johnathan Riopelle – Give me a moment, please, and let me look at that. I'm going to make sure that when that was put in that wasn't also including the previous grant, which might be what that case is. So, I'll have to get back to you on that.

Jose Ortuzar - Thank you. I think, yeah, I think we need a new budget with the correct numbers because these numbers are not correct at all. But yeah, thank you. I guess we can move on to talk about the election now.

c. Keara Ryan – SEJF Referendum Campaign Discussion

Keara Ryan - Hi I'm so my name is Kira. I use she/her pronouns. I am the ASWWU elections coordinator. I work for the office of Civic Engagement. And the reason I'm here today is because your committee was created by a referendum and so that referendum is up for vote again this year. Is everybody familiar with that? I assume, I hope. Yeah. OK. I think if I remember correctly, I'm here to kind of talk about what the election process looks like, specifically for committees and what can happen. So, what happens through the election code, it's the document that kind of oversees what can happen in the election and what the election looks like. And so according to the election code in Section 3 or Article 2 Section 2 subsection G it states that organizations AS committees and tasks force cannot be campaign on behalf of the referendum they were created by. Instead, an elected government official appointed by the Executive Board and student Senate will act as the official campaign for the referendum. If you guys are interested in having any type of campaign for the referendum, that is going to be voted on this year. In the next couple of weeks. If that's something you guys are interested, I don't know if this committee is interested because you don't need campaigning because it's going to pop up on the ballot for every student anyways. And I know your name of the committee is extremely or is a very like eye catching one. And has the wording of the referendum been approved yet? I'm not sure if it has been.

Delfine DeFrank - It has not. They haven't. It's still a draft.

Keara Ryan - OK. Yeah. So depending on kind of what is happening and if there was any like increase to a fee that students are receiving that night might not be received as well and you might want to try and think of a campaign and have a campaign for that. But if that's something you guys are interested in doing, that's an option, but there doesn't need to be one because it's going to be on the ballot for students anyways and we run a general voting campaign for students anyway.

Jose Ortuzar - Thank you so much. Yeah, I think the wording is getting finalized. I think maybe this week or next week. And I think we are having a senator that isn't affiliated with this committee do the campaigning. Could you talk maybe a little bit about like what like we as a student in the committee can like endorse or not endorse? If, like if we are trying to help campaign for it like what can we say because I know it has to be not necessarily liked towards one, just informational.

Keara Ryan - Yeah, definitely. So according to the election code. You can talk about it kind of in your personal lives and as individuals. But if you're an employee of the AS you're not allowed to. Uh, announce your endorsement for anybody in your official title, but you can, as an individual person, endorse this. And what was the other question you were asking? Like what you as like people can do to support the campaign or what were you asking just for clarifications?

Jose Ortuzar - Yeah, I think I think some of the SEJF staff and maybe with the alternative transportation fee staff or planning to do tabling or campaigning. But it's supposed to be more about, you know, getting the word out there and information about the referendum is that, Is that correct? Like not like vote? Yes, but saying like this is what the fee does.

Keara Ryan - Yeah, I think an educational committee is great. The one thing is that like as a referendum, you can kind of take it in a couple of ways because it's vague. When it talks about the referendum and kind of what that campaigning looks like. I'm not sure what the Alternative Transportation Fund is doing or what the technology referendum is doing, but I know that the Alternative Transportation Fund has talked about has talked about tabling, which is an option. You can create physical campaigning material that can be passed out to students, buttons, and stuff like pamphlets. There's also the opportunity to create like posters or physical. Campaigning material and then also social media campaigning is another option, but social media campaigning must happen on a site or on not on a site on an account that has no previous photos on that. So, you have to archive all previous posts before an Instagram account, or anything can be used to campaign on behalf of this. Most people for like physical candidates that are actual students and not students campaigning for referendums usually use Instagram to campaign the most, but I know that there are a couple of students that are intending to campaign in person at a table in Red Square.

Jose Ortuzar - Ok, Great. Thank you so much.

Keara Ryan- Yeah, is. Does anybody else have any other like questions or clarifications?

Charles Barnhart - Question out of complete ignorance, what's being voted upon? Is it the entire like SEJF or? The budget or what? What's up for vote here?

Keara Ryan - What is going to be up for vote is the fee itself. I'm not sure if it's being increased or not, but yeah, that's the wording of it.

Delfine DeFrank - Charles to answer your question. You're asking specifically about the SEJF fee and the thoughts being voted on, or just like generally, what is the elections?

Charles Barnhart - It just says SEJF referendum. So, what's the referendum?

Delfine DeFrank - Have it on the screen. We discussed it, I believe last week.

Delfine DeFrank - Two weeks ago.

Charles Barnhart - Yeah, I remember that discussion. It was annoying. So, it's just being increased by \$1.00. Is that the deal?

Jose Ortuzar - So just voting it, they have to reauthorize like every certain number of years to whether students want to keep paying the fee or not.

Charles Barnhart - So would that be the entire fund then, right?

Delfine DeFrank - Yes

Jose Ortuzar - Yes

Johnathan Riopelle - Yeah. So it's really I'm going to jump in here on. Every three to four to five years, it changes on the student body, has an opportunity to decide whether they want to tax themselves. Cause this was originally perceived that way. If they approve it, that will allow us to continue to have both the grant program and the funds that go towards green directives. The student body work to disapprove it on the university would have to find the green Direct funds through other means, and the program would pay down it's balance over the course of a year to year and a half and then it would close.

Charles Barnhart - Got it. Thank you. And so we're getting advice on how to campaign for this and I'm getting like, you know, Communist vibes and pre Germany right now, but like it's the committee and subscribing to their own fund, like what's going on here?

Keara Ryan - So this was originally approved by a referendum that was started on behalf of a student. Referendums can then be voted on by the entire student to make sure that, like students want this, it's important that we have this. There are lots of

different committees and lots of different funds that are voted on by students. It's important that we ensure student representation in this. So yeah, referendums go up for vote every four years for the entire student body to vote on. In order for students to vote they have to be taking a minimum of 6 credits, if you're an undergraduate and four credits if you are a graduate student. But yeah, I'm just here to tell you guys that this is a referendum. All of you are aware of that. As of last week's meeting, it seems like when you talked about this, but it's important that this is voted on by students. And so I'm just here to remind you about campaigning is happening the elections that's happening. And that is how this can continue on.

Charles Barnhart - Great. I share your sentiment and the importance in student referendums, and I hope that. We can do a good job effectively campaigning for this, because I believe the work is important.

Johnathan Riopelle - So when? Does the language have to be finalized?

Keara Ryan - The language needs to be finalized essentially as soon as possible so we can get goes on the ballot. It needs to be done by campaign filing, which originally ends this Thursday at 4:00 PM, but it's being extended until May 15th. But it needs to be approved before then.

Jose Ortuzar - Yeah, I think I think Laura brought it up to executive board last week as an information item and then this week it's going to get voted on as an action item, I believe.

Johnathan Riopelle - And hey, since Jose, you were curious. I just looked at the numbers. So the funds are, the two grants have been pooled because those are now in a single fund. So that 277 includes the previous funds that remain for approval. So as those have no other impact. On any other number except for the 403 because they don't impact our current budget on people should understand that they have zero effect on the 390 or the 240. I'm happy to un-pool those numbers for the sake of this committee. If you want to understand, but that is those are all approved dollars for the CLC.

Jose Ortuzar - Wait, So what? What exactly was, like pooled together like?

Johnathan Riopelle - So that was the 2nd opportunity that the committee had to provide funds to the CLC. The first one was in 2020. Those funds all go in the same pot and that's why that number looks like a single number. For the sake of the budget. However, as I mentioned, that has no effect on any other number because those numbers are already removed from the funding that you have available or that we have available.

Jose Ortuzar - OK. Yeah. Still would be good to have a clarification just on cause all the other grants were grants that had been approved this year, correct, OK.

Johnathan Riopelle - I'm happy to clarify that so that if the Community needs further understanding and I think it also is important for the Community to know that. You know this has twice gone through the committee, and that's both unusual, but in this case it was necessary because of the pandemic.

Jose Ortuzar – Sure. Yep. OK. Does anyone have any other questions or comments? Right. OK. Thank you for everyone for coming and participating, and feel free to email me. Laura Dothan, anyone with any other comments or concerns that you didn't get to say at this meeting?

IV. OTHER BUSINESS

Next Meeting May 10, 2022 at 5:00 PM

Jose Ortuzar, Committee Vice Chair, adjourned the meeting at 5:57 PM