



**Western Washington University Associated Students
Sustainability Equity & Justice Fund Meeting Minutes**

February 14, 2022, 5:00 PM

Attendees:

Committee Members: Laura Wagner, Grace Wang, Rosa Edwards, Zinta Lucans, Johnathan Riopelle, Charles Barnhart, Jose Ortuzar, Daniela Rodriguez, Rhama Iqbal, Glory Busic

Guests: Haven Johansen, Lindsey MacDonald, Natalie Sacker

Staff and Assistants: Delfine DeFrank, Jennifer Black

Motions:

Laura Wagner, Committee Chair, called the meeting to order at 5:04 PM

I. CONSENT ITEMS

a. Approval of the Minutes

Motion by Laura Wagner

To Approve February 7, 2022, Committee Meeting Minutes

Motion passed 7-1-0

Glory Busic – Abstain – Jasmine wasn't here

II. REVISIONS TO THE AGENDA

a. None

III. INFORMATION ITEMS

a. Haven Johansen – Medium Grant Proposal to distribute high-quality, environmentally responsible, ethically made menstrual products to students.

- i.** Period Postal Project – Term was coined by a lawyer and writer named Jennifer Wise Wolf in 2015. She stated, “in order to have a fully equitable and participator society, we must have laws and policies that ensure menstrual products are safe and affordable and available to those who need them.”

- ii. There are consequences of inadequate access to the menstrual products that work best for people, including infections, toxic shock syndrome, missed time from school and work, gender dysphoria, social stigma, and shame.
- iii. Over the years, there have been awesome projects at Western for menstruation equity, and SEJF has funded some projects; the AS has done a lot of work, clubs, and office free pantries, and individual students have done some great work. Washington Recently passed a House bill that will require universities to put menstrual products in all their women's and gender-neutral restrooms.
- iv. The period pantry was previously funded by the SEJF in - Summer of 2020. We distributed 200 boxes of menstrual products to students who came to the free food pop-up pantry on campus. When students picked up products, they took a survey, and the survey data showed us the need. Over a third of the respondents stated they could not consistently afford their preferred types of period products without sacrificing money through other essential costs. This data showed us that we should find a way to keep distributing menstrual products to students.
- v. Gaps in Western's menstruation equity efforts include
 - a. Institutionalization
 - i. Turnover – Students graduate and move on from projects they were excited about.
 - b. Consistency – Finding the same types of products for free all the time, especially when they're more expensive or need specific like nongendered menstrual underwear
 - c. Anonymity – it can be embarrassing or even dangerous for people to pick up menstrual products in public spaces, and things like gender identity and gender expression can limit the areas that people feel comfortable accessing on campus, like restrooms or free pantries
 - d. We haven't fully destigmatized menstruation – educate people about menstruation equity on campus.
- vi. Four Main Goals:

1. Distribute high-quality gender-inclusive accessible, ethically made, and sustainably sourced products to as many students as possible.
 2. Gather data to help us propose that this program be permanently funded by the Counseling and Wellness Center
 3. Utilize existing infrastructure - the system used to distribute the pleasure packages through the Counseling and Wellness Center to efficiently distribute these products without requiring a lot of startup labor.
 4. Destigmatize menstruation and educate our campus community.
- vii. Day to Day Operations –
- a. It starts with a student placing an order on the Counseling and Wellness Centers website
 - i. They can specify which products they want from a list and ask any questions they might have on that order.
 - b. The question and order go to an inbox that belongs to the Sexual Health Advocacy Group, also known as SHAG.
 - i. A student who is a member of that group takes on the responsibility for that week, would answer questions, fill orders, and drop them off at mailing services.
 - c. Then the order would be mailed to the student
 - d. If the student has agreed to take a survey,
 - i. The survey would be sent out a week after their delivery and then a month after their delivery
 - e. At the end of each academic quarter, the whole period postal team would meet to review all those survey responses and any other feedback they have received and talk about what is working and what isn't. Then they can proceed with any necessary adjustments and place an order for the next quarter's products.
 - f. This would continue until the end of Spring Quarter 2023
 - i. During all the academic quarters up until that time, we would have been running period campaigns, which is like a regular campaign that would run through the Counseling and Wellness Centers social media platforms,

not only reach the first-year interest group, but all the other people in that class, and they're usually offered in the fall. So it is an excellent way to introduce the program to as many students as possible if you can get 5 minutes of the professor's time.

- d. **Haven Johansen** – I love that idea. I also think that having the SHAG group on board with this will be good because we will have some extra hands-on-deck who could go out to first-year interest group classes and things like that and take a few minutes out of their day to introduce people to it. In working with the outreach marketing director at the counseling and Wellness Center, Maggie Feeney, who has done some projects like this. For example, if you have ever seen the condom mascots for the SHAG group on their stickers and pins. She is good at those types of campaigns. We will also create posters with QR codes on them that will take you directly to the ordering form. The Wellness Centers Instagram has a consistent following, and SHAG takes over their stories once a week, every week, so they'll have a whole day to sort of utilize that platform and talk about the specifics of the project. SEJF has volunteered to help repost things, but all ideas are welcome because we want as many people as possible to know about this.
 - e. **Jose Ortuzar** – The presentation was well done, and I think the project is incredible. I wondered if you had plans to reach out to the ESC and the residence services, like the dorms.
 - f. **Haven Johansen** – Do you mean reaching out to them for feedback or outreach to let people know about the program or both?
 - g. **Jose Ortuzar** – I know that some sustainability reps are also in the residences, and maybe that would be a good collaboration.
 - h. **Have Johansen** – I like that idea, and we could build stuff like that into the timeline, but yes, we want to reach out to everybody.
- b. **Zinta Lucans** – If you have any additional questions while thinking on this throughout the week, feel free to email us, and we can address that. If we don't know the answer, we will share it with Haven. Thank you for your

presentation, Haven. The following proposal will be presented today by Lindsey MacDonald and her team.

- c. **Lindsey MacDonald** – Large Grant Proposal focusing on supporting the student in place-based cohort experiences through the Climate Leadership Certificate and Sustainability Pathways Program.
 - a. Introductions: Lindsey MacDonald – Associate Director of Sustainability Engagement Institute, Natalie Sacker – Senior in the Business and Sustainability program – first cohort of the Climate Leadership Certificate Program.
 - b. Big Picture –
 - i. Students who participate will learn critical competencies for climate leadership.
 - 1. Western does a great job of teaching folks about the realities of climate change and broader social justice issues. This program is designed to give students the practical applications skills for going out into the world to do the actual work and address climate, climate justice, climate injustice, and climate change.
 - ii. Students will find a deep sense of community and connection to place while in the program
 - 1. One of the things that initially inspired this idea was hearing a yearning from students to connect around some of these sticky and sometimes depressing topics and orient it around solutions and connect to work together for positive change. This program is designed for community connection and connecting to our local communities where there's excellent exciting work happening on these topics.
 - iii. Western will continue improving how we do equity-centered community-engaged work. Higher education has a history of not necessarily doing good work in the community, reciprocal work in society, and we are invested through this program in long-term partnership work. It creates win-win situations for student learning and community engagement. We listen to the needs of the broader community and students in designing what we do.

- iv. Finally, students will be empowered as leaders for climate change work beyond their time here on campus. The ultimate win is that students feel like they have the skills, competencies, and passion to go out into the world and engage in this work. Once they know the challenges of climate change and climate justice, how can they use those skills for good?
- c. Two components of the proposal were the Climate Leadership Certificate and the Sustainability Pathways Program.
 - i. The Climate Leadership Certificate – 8-12 students per cohort, it's a six-quarter program. Students start in the winter and finish the following spring.
 1. Four courses throughout those six quarters & summer practicums, which is like a summer internship. Those practicum experiences happen both in Whatcom County and the Methow Valley.
 2. One independent study where students dig in a particular area of interest, and at the end of the certificate experience, monthly forums are designed to do community-building work.
 3. In the fall, outreach and recruitment, and selection happen, and their certificate is winter through the following spring.
 4. This proposal is requesting funding to go through cohort four, so they would end in spring of 2025, and ideally, if all goes as planned, we will continue this program into the future with funds from other sources.
 - ii. Sustainability Pathways Program – Has shared programmatic elements as the Climate Leadership Certificate: The practicum, the alumni mentor positions, campus sustainability planning studio – which is UEPP 471
 1. Joshua Porter and Lindsey MacDonald were motivated to collaborate because the summer practicum elements are well aligned between the certificate and what Joshua is doing and the Methow Valley.
 2. Place-based residential fellowships enable inclusive access to assist sustainability studies in a role region in Washington, in Methow Valley just over HWY 20.

3. The cohort-based model emphasizes peer-to-peer learning and working for collective impact within that community.
 - iii. There is a real emphasis, mainly through the project-based course, the campus sustainability planning studio, which is off-campus in this case but emphasizes systems thinking skills being applied to community-engaged products.
 - iv. Half of the climate leadership certificate students do their practicum in Bellingham, and the other half do it in Methow Valley. Others do this sustainability pathways program but are not part of the certificate.
- d. One new element we will be incorporating into the combination of sustainability pathways in the climate leadership to TIFF kit is alumni mentor positions. We are thinking about ways to continue to support the cohort community.
- i. From both learning perspective and wellness for individuals within the program
 1. Continuity with community
 - ii. Ideally, these alumni mentor positions student engages with either the certificate or pathways one summer, and then the next summer they come back. They already have existing relationships and can help some of that relational work for the incoming students.
 - iii. Leadership Opportunity
 1. Going from the initial summer practicum experiences, something with a slightly more prominent leadership role in coordination responsibilities.
- e. Budget
- i. High-level budget
 1. The cost per item is per student except for the community forum.
 - a. \$100 for four over two core cohorts, and there are 32 forums. The bulk of the cost is going to those practicum positions.
 2. This is an equity issue
 - a. We want as many students who wish to engage in sustainability and climate change work beyond

school to be able to do so, and particularly with specific internship requirements for school, we think it's essential that those positions are paid.

3. That is the bulk of the funding, along with housing and rental housing for the students who are in the Methow Valley.
 4. Place-based orientation is a week-long; we meet many experts both in Bellingham and then over there in Methow Valley.
 5. 19 Mentor Positions
 - a. Housing
 - b. Food
- f. SEJF has previously funded climate leadership before
- i. The practicum placements
 1. Eventually, we are moving toward many of the organizations having the partner organizations pay.
 2. COVID presented a challenge for that, and many of the nonprofit organizations that we partnered with were just figuring out how to make it work. So in the first summer of the program, when we were asking for funding in the future felt like it was not an appropriate ask. I think that we will be ready to make that ask this summer without any problems.
 3. Western Foundation was also focused on basic needs, which makes sense and is necessary. We will have more capacity to work with the foundation to fundraise for both the practicum positions where the organization doesn't have capacitive pay into the future, but also some of the other programmatic elements.
- d. **Natalie Sacker** – I came to Western specifically to study sustainability. Though my education has been very multidisciplinary, it lacks practical experience and place and people connection. Those are some of the main things that this program has provided me. It gave me a support network. It helped keep me sane and helped me to overcome the burnout that many people are studying and working in sustainability face. This is what I needed. Primarily through COVID, we've been deprived of the opportunities to make those connections that we are supposed to make while in college. I was able

to connect to the Bellingham and Methow Valley in a way I hadn't experienced before. I've built connections with inspiring climate leaders in Bellingham, and the Methow Valley, including Western staff and faculty that was otherwise very difficult to do. One of the most significant parts of this program is the practical experience. I now have marketable technical skills in sustainability which were not to be found in my major. Otherwise, because of my summer practicum experience, I got an internship with a local sustainability consulting firm, which is work that I hope to do when I graduate. I've returned to do further work with them and my practicum placement with the city of Bellingham since it's only because of these experiences that I feel confident in my ability to do this work after graduation. I tell anyone who will listen that the certificate program was the single best decision I've made at Western, and I wish every student studying climate change could access the program. I hope it continues to be funded. I feel prepared to do the work and more energized than ever. Thank you!

e. Questions –

- a. **Rosa Edwards** – I would like this proposal, and I believe it is essential to continue into the future and especially get it more permanent, more funding from outside sources. But I want to talk about the incentive program. How does the program encourage its participants to create a lasting impact beyond their participation and the program and the broader community in general?
- b. **Lindsey MacDonald** – There are no formal incentives for people, but I think that students are excited about how they're engaging, that they want that, and do that anyway. Like Natalie, she is thinking about working with the climate action fund and the city. Now she has her initiative, thinking about ways to engage students in the broader community. In this upcoming vote on a climate action fund for the city, I didn't tell Natalie to do that. It is fantastic, and I guess I would say I think I'm seeing students doing that, particularly now in their independent study projects. They are just that excited. Another student is doing their independent study project on storytelling and the power of storytelling and how that may be a more effective tool than some of the other methods for changing behaviors. They want to show a film on campus and get many students to think about how they might engage in storytelling. So, there is no formal incentive, but legacy work is based on passion.

- c. **Charlie Barnhart** – I think this program looks great. I would encourage you to come, and this doesn't affect my opinion on awarding or not awarding. Still, I would encourage you to think of it as a seed grant to continue the funding elsewhere, and I know you talked to that, but you know, play on the networking you've built from this market. I know it is somewhat shameful, but there are many very wealthy passionate people about climate change in the greater Seattle area and Bellingham, so let them know what you're up to. I think the funding will begin to flow when they see the excitement exhibited by people like Natalie.
- d. **Jose Ortuzar** – What is the benefit for people who aren't in the program would benefit from? If this program was funded, then another question is what other statewide funding mechanisms are, whether through Huxley or other like colleges that could be sort of institutionalized this program. I am thinking long-term because private donations would be fabulous, but is there another mechanism for funding? Is there a possibility to open the internship program, separated from the certificate program, without having to take all the additional courses?
- e. **Lindsey MacDonald** – The sustainability pathways is a separate application that anyone from any major can apply to. But if you are constrained based on courses, sustainability pathways could be the perfect fit because you can just do that portion in terms of impact to the broader student community. Students are doing independent study projects, and many of them are connected to the more expansive campus. A student is working at the Outback as part of her independent study, bringing what she has learned from the practicum to campus. Natalie is doing a SAPI implementation as her independent study project. Every student will present at the end of the program. There is a student who worked for the community-to-community. I encourage her to be on an Earth Week Panel because she is incredible and has valuable knowledge that I believe she should share with the campus. A sustainability leadership course was created to support the certificate program accessible to any student. There are several different ways that people can plug into bits and pieces. I think the cohort student are bringing their experiences to campus in different

ways, and in terms of institutionalizing funding, I still have lots of work to do. I will have more to report in a few months.

- f. **Grace Wang** – We are working closely with the foundation office's development and foundation office. We have an excellent connection with them, and I think we can leverage the success of both pathways and the CLC and the Sustainability Engagement Institute just got a bullet grant last year. We've got great connections, so it's not a sure thing, but I think so much of fundraising is really about relationships, and we've got the right people that we are working with, so I am pretty excited about that.
- f. **Zinta Lucans** – I just want to clarify that everyone understands what we vote on. Last week we reviewed the large grant abstract for Mobile Field Station Housing for the Western Sustainability Pathways Students and Methow Valley. This proposal is aimed at providing stable and suitable housing for the SPP students in the Methow Valley and b
- g. **Johnathan Riopelle** – I just want to add that yes, in this case, with your encumbering, we are uncovering \$150,000. Fortunately, over two years. What this will do is it will put \$70,000 aside this year, and I think they wanted it 70 and 80 or 75. But they're putting \$75,000 out of our budget until Joshua was back. Joshua comes in, you vote down, the money goes back, you vote up, the money is used. It is potentially a short-term, two-to-three-month encumbrance. \$75,000 for this year and \$75,000 potentially next year. We don't have those funds to encumber, but that is what it would look like.

IV. ACTION ITEMS – GUESTS

Motion by Laura Wagner

To Approve Large Grant Full Application: Climate Leadership Certificate & Sustainability Pathways Capacity Development

Motion passed 6-2-0

Jose Ortuzar – Abstain, I still have many questions that have not been answered yet based on not having the answers. I guess my only option would be to abstain since I don't know if I can judge its value since I haven't gotten my questions answered.

Daniela Rodriquez – Abstain, this is my first meeting, so I am not familiar with what is being proposed.

V. ACTION ITEMS

Motion by Laura Wagner

To Approve Medium Grant Application: Period Postal

Motion passed 6-2-0

VI. DISCUSSION ITEMS

a. Zinta Lucans – Conversation about SEJF Meetings and Efficiency

a. Laura Wagner – We, unfortunately, do not have time to discuss the 10-minute conversation about SEJF meetings and efficiency, but we've already kind of had that outside of meetings, so maybe next time we could bring that up.

b. Laura Wagner – SEJF Voting Referendum

a. Laura Wagner - I put a message out there regarding the SEJF voting referendum coming up in teams. I created two documents, but we have the referendum vote coming up that I mentioned last week, and Delfine and I've found the old language for the referendum. I have put it into a google document so people can make comments or click the suggestions possibility within editing on google documents, to post any comments or questions concerns, so that hopefully we will have some sort of basis for the future to build new referendum language. I also, in that message put the baseline for the out-of-session process language so people can provide any input that they might have so that maybe we can put it into the charge and charter and or bylaws somewhat soon. In our meeting earlier, Johnathan mentioned that, of course, we wouldn't need that process because the committee should run as efficiently as possible. Still, given how many people are on this committee, I think that would be hard to obtain, so it would be nice to just have that language in there while also striving to have the most efficient committee possible, and those are the significant updates. Unfortunately, we had to table the simple majority language successfully moved to an action item. Still, we had to go into an executive session last Friday, so we didn't have time to vote on it. Most members, if not everyone, looked in favor of a language changed to a simple majority instead of 2/3 in the charge and charter. So, we should have that here by the next meeting.

VII. OTHER BUSINESS

- a. **Laura Wagner** - Next Meeting is March 7, 2022, at 5:00 PM. Jen will schedule a meeting for February 28, 2022, if that is alright with everyone (everyone agrees). This is not a dead week. Just as a reminder with the weird schedule, we are supposed to meet regularly biweekly, so we are supposed to meet next week, but that's a holiday. Today's meeting is to make up for what we would have met next week.

Laura Wagner, Committee Chair, adjourned the meeting at 6:03 PM