GPSS Senate Meeting Minutes

Wednesday May 13th 2020, 5:30 pm via Zoom

**Members present:**

* GPSS President Giuliana Conti
* GPSS Vice President of Internal Affairs Matt McKeown
* GPSS Vice President of External Affairs Maggie Dunham Jordahl
* GPSS Secretary Leslie Michaud
* GPSS Treasurer Shane Schrader
* Executive Senator Andrew Shumway
* Executive Senator Marty Varela
* Executive Senator Monica Jensen
* Executive Senator Olivia Sanderfoot
* Executive Senator Terrence Pope
* ASUW Representative Cooper Robertson

1. **[Action] Call to Order 5:36pm**

**Giuliana Conti** called the Senate meeting to order at 5:36pm.

1. **[Action] Approval of the Agenda 5:36pm**

**Giuliana Conti** entertained motions to approve or amend the agenda. **Julia Overfelt** **(Evans School)** motioned to approved the agenda. **Cooper Robertson (ASUW Representative)** seconded. No objections.

1. **[Information] Graduate School Dean - Joy Williamson-Lott 5:57pm**

**Giuliana Conti** introduced Joy Williamson-Lott, the University of Washington Graduate School Dean.

**Joy Williamson-Lott:** Thank you for having me. So before I tell you a little bit about myself and a little bit about the role of the Graduate School, I just wanted to acknowledge that this is not a typical time. You're not meeting during a regular time. Regular times are already hard but with this COVID pandemic things are uncertain, stress levels have increased, workloads have increased. I know that you're not only graduate and professional students. You’re sometimes primary caregivers for either young people or old people, sometimes you’re primary breadwinners. Giuliana and I had talked about me coming to visit in the fall. I suspect the questions that you have for me today will be very different than they would have been in the fall. I just want to acknowledge that we're not meeting during a business as usual time.

**Joy Williamson-Lott:** Okay, so a little bit about me. I came to the UW in 2007. My training is in the history of American education. I write books, that’s what historians do. I actually write about higher education. I focused on the middle 20th century, but during that time period I'm particularly interested in the black freedom struggle era during that time, particularly focused on academic freedom issues and freedom of speech issues, academic freedom for faculty, and freedom of speech for students. So I've been studying higher ed, although the history of higher ed, it but definitely informs how I approach my job as the Dean of the Graduate School A few years after 2007, I began serving a five year term as the Associate Dean for Graduate Studies in the College of Education. Then last July, I took on the role of the Dean of the Graduate School, so it has not yet been a year, it has been quite a first few months. It was hard enough to start a new job and then try to figure out how to do it in a pandemic. I just learned all my staffs’ names and then we all scattered to the wind. We are trying to work on, just like you are, how to create community, how to maintain momentum—these kinds of things. There's an amazing staff in the Graduate School, which makes my job so much easier than it could be. I know some other people in other situations who are who are not as lucky.

**Joy Williamson-Lott:** The way I think about the role of the Graduate School is to support the graduate education enterprise, whether that be supporting graduate and professional programs or that be supporting graduate and professional students. It's about students getting a robust, a worthwhile, a rigorous education that will prepare them for a variety of careers: masters or doctoral students. We do that in a variety of ways. We do it through direct to program support, supporting graduate professional programs. We are the unit that does the 10 year academic reviews. This is about rigor and other kinds of things to help make sure that these programs are providing high quality education to students. We also manage admissions to graduation so the units don't have to do it so they can focus on other matters. We review and interrogate all new program proposals. People are always proposing new graduate and professional programs; all of those come through the Graduate School and we vet those.

**Joy Williamson-Lott:** We also work with local, out in the units, diversity, equity, and inclusion efforts to support those. There's a variety of staff and Associate Deans who help with that work. We also do direct to student support. We have a lot of programming. You might have heard of GO-MAP, the Graduate Opportunities and Minority Achievement Program: that is a Graduate School entity. There's also what we call Core Programs and this is about professional and career development. You also have first generation programming, international student programming. We have a variety of funding that comes directly out of the Graduate School right to students out in the units. We also hire graduate students within the Graduate School. One of the first things I did was, Giuliana and GPSS were involved in this, undermining that cultural practice of student catering of exams and defenses, which I think is a relic of some age old horrible illness where the person who makes you know less than a living wage in the room has to feed the other people in the room. So we undid that. What I’m trying to do is be very student focused in the way that I think about how to support students as well as how to support programs. I'm hoping many, if not all of you, have heard of U501, which is a graduate and professional student orientation online experience. The reason that that was created was because we were, and continue to not be, convinced that every single PI or department is doing what they need to be doing for incoming graduate and professional students—so there's this online portal that helps to level the playing field so everybody has access to similar, broad content. Just as an aside, the Graduate School also supports postdocs in the kind of the same spirit with career and professional development.

**Joy Williamson-Lott:** We also work with GPSS and so Giuliana is a part of my executive team. She comes to all of our executive team meetings, she came to our fall retreat, she and I have semi-regular meetings. I don't think we met face to face as much as we would like, but we correspond via email. We've talked on the phone. Giuliana and I have developed a relationship. I'm hoping what that also means is that there's relationship between the Graduate School and GPSS that will go on after she and I have moved into different places and spaces.

**Joy Williamson-Lott:** There are boundaries around what the Graduate School has control over. The ASE union has drawn firm boundaries, and I think rightfully so, around what is in its purview. Its purview is anything to do with employee contracts, whether extending the contracts, salary in the contracts, and benefits in the contracts. That is a labor relations issue, not the Graduate School’s issue. Nor is tuition a Graduate School’s issue. These are things that are outside the boundaries of our control, especially around students as employee issues. We also don't have control over some of what happens out of the units, how your different degree programs have created many of their requirements. We have certain requirements in the Graduate School like a minimum GPA and a minimum number of credits that you have to take, but besides that the units have control. We also don't have faculty, budget, or curricular oversights out of the units. I'm just trying to show you the boundaries around what we do control and what we don't control just to give you a little bit more clarity about the role of Graduate School.

**Poll Everywhere Question:** Should we tell our constituents to anticipate fewer RA and TA offerings across campus?

**Joy Williamson-Lott:** What those look like and how many… certain things are left to the Union, but what I can tell you is that we all know we're in a budget crisis. RA-ships are often paid through faculty grants. Faculty are always pursuing grants. Many of you are probably being supported on grants and I'm hoping your PIs are continuing to pursue additional grants. It’ll be interesting to see what the federal government and different philanthropic organizations choose to fund and how they choose to fund it. That will help inform RA-ships. With regard to TA-ships, one of the things that I know that units are looking at are the numbers of undergraduates who are going to enroll, because this dictates the number of students in any particular class and those undergraduate numbers look good at this point. But my larger point is that these are up in the air. I think it's a great question. I don't have an answer to that. I think your best answer, for those of you who have that question, is out in the units where you are, because the way that TA and RA-ships work. It's completely decentralized so the best place to get answers to that question would be your individual units.

**Giuliana Conti:** I’m looking for someone currently who can come speak with Senate about that and I also made it clear that that's not under the purview of the Graduate School.

**Joy Williamson-Lott:** I think it's a great idea. If it's a union representative, they'll be able to answer a certain kind of question, but again things are so decentralized that the decision making about it is sometimes with one individual faculty member because it's about their research funds or a unit if it's about a TA-ship. So by all means, I think it's a great idea to have somebody come but you still might not get the answers that you want.

**Joy Williamson-Lott**: Lastly, I've just got a little bit about what I'm planning for the future in the Graduate School. What I had started when I first got there, and it's still a mission of mine, is to increase financial support for graduate students. We have funds in the Graduate School that we use. We also disperse money to units, they're called top off funds, to help recruit students and retain students. I want to continue to focus on supporting local diversity and equity efforts out in the units. Again, we do this in a variety of different ways. I want to continue that work, and we're trying to try to figure out what that looks like in a remote environment. Just like I think a lot of other people are trying to figure out what how that looks in a remote environment. Creating closer links with Bothell and Tacoma: I think they've been treated and experienced being treated as kind of like secondhand citizens and they are not. The Graduate School is a tri-campus unit and we need to act like it. Trying to help units share best practices, but I don't usually like that phrase “best practices” because it assumes that there's one set of best practices. So a variety of best practices that can be modified for different units, just as a way to help share what other units have learned to help increase the quality of education and student experiences.

**Poll Everywhere Question:** What do you think hurts retention of students of color and other underrepresented groups of students the most, and what ideas do you have to mitigate those issues?

**Joy Williamson-Lott**: There are probably a few. One is funding. That's one of the reasons that we are focusing on funding. One of the places I want to focus on funding is through GO-MAP, which is focused on underrepresented students. I want to raise money for all students: not all the Graduate School’s awards go to students of color, but that's a particular place where I want to focus fundraising is through GO-MAP and so funding as part of it. Another part is this is Seattle. Depending on who you mean when you're talking about students of color—I can tell you as a black woman not from Seattle, it was a culture shock coming from the Chicago area. Trying to convince certain groups to pick up and move to Seattle depends on which groups. That's a big umbrella term—students of color—but Seattle could be a draw for some or dissuade others. I also think that there are microaggressions, macro aggressions that are happening between students, between faculty and students, between the institution and students. All of these undermine a student's ability to succeed. We also have a variety of programming. We have gotten involved in units where there have been, some of them have been around gender rather than race, but where there are glaring issues in the units’ climate and culture. I'm personally invested in this issue, as are my colleagues, and we are working hard to figure out how to address it and figure out a role that the Graduate School can play.

**Poll Everywhere Question:** Students in fee-based programs often feel forgotten. For example, less funding and on campus work. How can we make them feel like a better appreciated part of the graduate student body?

**Joy Williamson-Lott:** I'm going to put this in a bigger context, because I know that some of these programs are online. It reminds me of issues that have come up at Bothell and Tacoma as commuter campuses and how to help graduate students there feel like graduate professional students there feel like they're actually Huskies too. It's hard enough to convince many people they graduate and professional students are Huskies, but what happens when you're a commuter student, you're not a residential student. Whoever asked this question is right. I think they are often treated in this way. In terms of what can be done about it… I came from the College of Education and it's something that we wrestled with there. I often worked with the Director of our Office of Student Services Martin Howell to try and figure out how to try to disrupt that. We would do climate surveys for students for graduate students as every other year to try and figure out what the problems were and what they actually wanted. I'm not trying to avoid the question, but what is it that would be helpful? Perhaps now that we're all remote that's one way to level it. One of the things I've been talking to my staff about is what from this time period do we want to keep and what do we want to return to. It's going to be a new normal. So maybe one way to help students who are in fee-based programs, particularly if they aren't in Seattle or coming to campus when other students are, is to create communities like this. I think this is one way to get at it if community is something that these students want, but sometimes people want community in different ways. We need to get more exact with the issue, so we can get more exact with trying to figure out a solution.

**Poll Everywhere Question:** The Graduate School has a process for grievances against faculty actively hindering degree process, but no formal process for more general complaints against faculty who create hostile work environments but may not be on a student's committee. Is there anything to Graduate School can do in that case?

**Joy Williamson-Lott:** Yes. What happens is I have two Associate Deans for Student Affairs. They are in touch with Chairs, sometimes Deans or Associate Deans in units. Part of what has to happen is a fact finding mission because we need to understand where and when we should intervene. We're not the police, so we have to be very careful. I was just having this conversation earlier because we're about to do it in a unit, but I said we need more evidence. I'm not going into a unit based on hearsay, so I would encourage whomever brought this up to reach out to one of the Associate Deans. It doesn't have to go through a formal grievance process. It could be putting up a red flag. Perhaps there's a pattern that we're aware of, which is another reason you should tell us because we track this kind of thing. I cannot guarantee that we would then make a move into the unit. There's a process that we would have to go through before doing that, but I would encourage whoever sent it or any of you to reach out so we can figure out a path forward.

**Giuliani Conti** identified Bill Mahoney as one of two Associate Deans for Student Affairs.

**Poll Everywhere Question:** What initiatives is the Graduate School undertaking to continue to diversify program admissions? I feel like I have to look at other departments just to find other students of color and the faculty is fairly homogenous.

**Joy Williamson-Lott**: There are few levers that we use. One is our targeted funding. There's a call that goes out to the campus, this is particularly around doctoral students. The award is earmarked in some way, it's more bounded, to encourage diversification of the student body. Another is through our holistic admissions workshops. What we have been trying to do is encourage holistic admissions in the way the different programs go about selecting who they'll admit because we believe that that's a way to diversify the student body, whether it be by gender, by race or ethnicity. So it's another way that we've been moving in that direction. Gino Aisenberg, the other Associate Dean who focuses on students, works in these units that put the person in that position will continue to do that. We don't control admissions in the units, which is one of the reasons I think holistic admissions is so important. If all faculty are looking for is a student from particular institutions, what does that mean for students who are graduating from Hispanic Serving Institutions or Historically Black Colleges and Universities? They all left out because they don't recognize that institution’s name. This is why holistic admissions can be so helpful: you look at a variety of different things. Again, there are things we can't control, which is why I think GO-MAP is so incredibly important. I did not have a GO-MAP when I was a graduate student and I know it would have helped in my experience in graduate school. While we are doing what we can with units, we're also taking on responsibility within the Graduate School to create help create community for students who are the lone Latina or whatever in their particular unit.

**Giuliana Conti:** Do you have anything related to diversifying faculty? Is that under the purview of the Graduate School?

**Joy Williamson-Lott:** It's not. Chadwick Allen, who's the Associate Vice Provost for Faculty Advancement, his office is focused on diversification of the faculty. I will mention that we have, in the Graduate School, the research exchange. This is funded through the Graduate School. What we used to do is send advanced doctoral students out to different institutions, particularly focused on the sciences. Say you want to go to Georgia Tech and there’s somebody at Georgia Tech who does your particular kind of thing. There's money to fly you there to meet with this person for a couple of days and we're also encouraging students from elsewhere to visit here. This is focused particularly around underrepresented students. That's, that's one initiative that dovetails with faculty because these are advanced graduate students either looking for postdoctoral positions or perhaps faculty positions. It's a new program. Now that people can't travel, it has altered the way that works.

**Poll Everywhere Question:** What is your advice for researchers experiencing deadlines and funding reductions?

**Joy Williamson-Lott:** Connected to faculty or PI?

**Giuliani Conti** requested clarification from the question’s author.

**Alexander Novokhodko (Mechanical Engineering):** The specific case is for the Center for Dialysis Innovation. Our deadline has stayed the same despite the fact that we are limited in what we can do right now because a lot of the instrument court that we use are closed. Additionally, we anticipate reduced funding due to donors also experiencing the financial squeeze of the recession. We're discussing among ourselves what to do about that, and I anticipate that there are other units throughout the school that are having similar conversations right now. I wanted to ask a very general question that could apply to a lot of researchers throughout the Graduate School that are for a wide variety of reasons, experiencing similar situations.

**Joy Williamson-Lott:** This would be the Office of Research. So what's happening is that some federal agencies are not extending the deadlines. If it's a particular kind of grant or contract, it expires and some of them are not extending it, which means for researchers like you or your PI who can't access their equipment, you can't do the research, but they're not extending it. I do know that there are other places where there are extensions. I do know that this is on the Mary Lidstrom’s radar. She is the Vice Provost for Research. She has regularly put up on her site FAQs and answers I'm hoping to this kind of question about what to do. I'm not actually sure if there's anything you can do if the at the funding agency isn't willing to extend the deadline. What I do know that the Office of Research is trying to push back against agencies. These are extenuating circumstances. It's not that you were lazy: you couldn't get to your equipment. Her office as well as offices all over the campus and actually the states are pushing back against funding agencies for this reason. I don't have any specific guidance in this situation, what I would do is refer you to the Office of Research website to see what you can be able to find there and then to stay in close contact with your PI and funding agencies about possibilities.

1. **[Information] COVID Forum 6:13pm**

**Giuliana Conti**: Next up on our agenda is COVID forum. This was going to be for different departments to just vocalize some of the challenges that they're facing as a result of COVID-19. It's also an opportunity for us to check-in. We can go into breakout sessions. There was one Senator who also had a topic that they wanted to discuss. I'm going to ask Jared to bring up his topic. If other people have topics like that where you want to troubleshoot some of the challenges that your department is facing, particularly because COVID-19 or if you want to go into breakout groups so that you can just talk about some of the issues that you're facing as a representative of your constituents: this is what this time is for.

**Jared Canright (Physics):** Yeah, so whether or not this isn't hired to COVID it is certainly up for debate. We recently had a new Chair appointed. In our department, we elect graduates to representative us on a number of important departmental committees, notably diversity, colloquium committee, events committee, and what have you. He has unilaterally decided that that would no longer be the case, that he will be the sole arbiter who sits on what committees which effectively removes core positions in our Physics Graduate Student Council. Apparently, this decision was made with input from graduate students and faculty, none of which seem to recall any such thing. We are in the process of trying to recruit faculty allies to bring this up at a faculty meeting and get to the bottom of that claim. To inform this conversation within our department, I'm really curious to learn what those kind of structures look like in your own departments. To what degree are graduate students involved in departmental committees and decision making processes within your own department?

**Jared Canright (Physics)** also encouraged interested Senators to reach out outside of the meeting.

**Giuliana Conti:** This is very deeply related to COVID-19 because what you're going to confront and a lot of your departments are pay cuts. I think the medical center alone has and will experience by the end of summer $500 million loss, which means that as part of the university that is going to affect other pieces of the university but that the university itself is also experiencing an increased cost of instruction. With students continuing to come in for new admissions in the fall, as well as staying on, I predict that especially within the arts and humanities, but most likely across all campus departments are going to lose staff. Departments may lose faculty who are not tenured because tenured faculty won't be kicked out. Those decisions are going to probably be made by the Chair or the Director of your departments. The relationship of the student body with that Chair or Director can make an incredible difference in how decisions are made, especially going into next year when the way that class is administered either online, hybrid, or in-person is going to constantly change. People are still going to be showing effects of the psychological and sociological challenges that we're facing as a result of being locked inside for so many months. So what Jared ultimately I think is bringing up to is that the need for student input and departments is incredibly high but that in general department should be having these types of formats, but they don't and there is no formula for that.

**Genevieve Hulley (Art History):** We can talk more about this later if you would like, but we have a couple different ways that students get either elected. There's two elected positions by the Graduate Chair. One is a representative to the faculty meetings and what is your representative to the board. I was asked to be the representative for the board. I don't know what that process was, but there's also a committee that we have formed as history students graduate students to be able to go to the other faculty meetings because this is problem was exactly happening where we wanted answers about funding, who was getting funding. We want to be able to go to those meetings and we created a graduate student group that had the ability to do that. I'd love to talk to you more about that, probably offline.

**Giuliana Conti:** I will also say that my school used to have a student’s advisory board and students were invited into faculty meetings. For anyone who has faculty meetings that are open to the public, you're technically allowed to be there because they're open public meetings. However, ours was disbanded a number of years ago too, and as a result we've had a really hard time being able to advocate for ourselves.

**Olivia Sanderfoot (Environmental and Forest Sciences):** We have a graduate student council that is run by students for students and each of the officers in those leadership positions is elected by the graduate student body. Everyone is given a ballot through Google Forms in the beginning of fall and those elections are run by the Council. That started a couple years ago and our department has been really grateful that we actually have this structure in place because they've handed off appointments for the other committees that students can be part of within our department to that Council. So rather than the Chair making those decisions or faculty committees making those decisions, we're usually given a list of positions and then we can actively recruit students who we think would be good or we can put on an open call and then match people. We actually still have a lot of unfilled positions but that's been really helpful. If anybody would be interested in sort of learning more about how we got that started and how we recruited support from our leadership, I'd be happy to put you in touch with the original cohort of students who put that together. This is the second year, and I started on it this year. There would be other people will be better to talk to you about how to get that started.

**Jared Canright (Physics):** I'm going to thank you. I do want to mention that one of the reasons the chair is giving for this is that. He claims that a graduate student serving on committees means that graduate student is serving the department as a whole rather than representing a particular element of the department. All attempts to explain that being a graduate student on a committee is inherently representing graduate students and conversations of power dynamics haven't worked so far. If that's something you have seen as well, that'd be excellent. Thank you so much for your input.

**Giuliana Conti:** Yeah, I'm also one of the dreams for anyone that's continuing into next year, one of the dreams of many years of officer teams, has been to create somewhat of a guideline for developing committees like this in your departments, which would include some type of statement of necessity that Chairs of departments could read on behalf of the Graduate and Professional Students Senate so that when it comes to their interaction with singular graduate students in their own department, it doesn't fall on the responsibility of those graduate students to tiptoe around power dynamics and fear of repercussion.

**Dillon Foight (Aeronautics and Astronautics):** We went through a very similar situation in the past couple years. Now we formed one very similar to what Olivia was talking about where we have a group of representatives who then the department has asked to hold elections and appoint people to the various committees that the department runs that need graduate students opinion and viewpoints on. Unfortunately, the theme of Administrators and Chairs in particular wanting to appoint students and not allow graduate students to choose their own representatives, is that was something that we had to go through as well. Our Chair at the time was very much opposed to graduate students electing their own representation. Even after we formed the committee, a year out, they tried to then take the ability of us to represent ourselves and elect our representatives away from us and move back to an appointed type scenario. We can talk about this offline, but the way or around it into a way to get them to listen to reason was, unfortunately, to go above their heads. We had to go all the way up to the College of Engineering Team and just continually make noise and raise hell. We had undergraduates in similar situation that we're writing letters with graduates was writing letters. We had faculty allies writing letters and speaking to their counterparts in the college. Finally, we have raised enough hell to where they, you know, the Dean himself came and sat down with a group of graduate students and we just talked about how much this was unacceptable to us. That this was just indicative of a larger problem of the department not listening to graduate students. Basically, having that threat, that type of response, the department does not want to be known for this in the context of the larger college, so they're more likely to allow us to do these things. It's not the greatest because you would like to be able to say that you know you sat down and convince them that this was important and they made it on their own decision, but unfortunately you really got to go above their head sometimes.

**Giuliana Conti**: It’s sad because I think one of the challenges of that in particular is trying to avoid being misconstrued as brats, ungrateful, or problems. Unfortunately, that's some of the reactions that student leaders get in other areas across campus, whether it's Liaisons, Executive Senators, or Senators. Having the backup of GPSS, in many ways could help these causes if there is some type of framework we can offer so that we could stand behind those students and really advocate for them and eliminate that potential retribution.

1. **[Information] Title IX Changes Update 6:27pm**

**Matt McKeown:** Just wanted to update everyone sure you've seen in the news, where you saw that Valery Richardson, Title IX Coordinator, emailed all campus about two days ago letting folks know that there have been changes from the Department of Education regarding Title IX. Just kind of wanted to provide some major takeaways for all of you. The new regulations are set to go into effect on August 14th. A lot of people, advocacy groups, us included in that. In the SAGE the working group I was on, we wrote to oppose this. One of the big things in groups were opposing was letting these rules come down during COVID, but unfortunately the Secretary and Department of Education decided that now was the time they wanted to move forward. I know that schools are kind of scrambling at the moment, figure out how to implement these while students aren't on campus and everything is digital. I'm sure will continue to receive communication from UW about how they plan to move forward with that. For context that the way that Title IX is structured, it's not just institutions of higher education but it also applies to K-12: anyone that gets federal assistance.

**Matt McKeown:** Unfortunately, things that we advocated against stayed in the new regulations that were passed. Some things I wanted to highlight, as they're going to be applicable to all of you, it narrows the scope of what can be defined as misconduct under Title IX. It uses a pretty rigorous definition of it, one that's been held kind of up by the Supreme Court and different court cases essentially. It really limits what can actually be adjudicated through the University under that scope. It also no longer requires coaches, educators, or employees to report. I'm not sure yet how they might interact with potential mandatory reporting things out of certain universities and that UW doesn't have a super robust mandatory reporting system. I'm sure there might be some changes to that. One of the most unfortunate things that remained in the regulations is that institutions must hold a live hearing if it's requested. That allows cross examination between someone who is accused someone of misconduct and those accused. I will say that they did make some changes to the new regulations and they allowed some protections in place for survivors, where they don't have to actually interact directly with the accused. Also there's some things that basically allows them to screen some of the questions, and like other kind of major court based rulings, they can’t ask about previous sexual history in the scope of the questions. There's some information that actually is gathered during the investigation period has to also be given to the accused prior to the termination of responsibility.

**Matt McKeown:** So not too much has actually changed from what was proposed from the Department of Education when they went to their comment period in what has actually come down as their actual regulations. One of the big things is that the in the original rule was it was really bound, just to the university itself and it didn't really have a lot of language in there that talked about things that were maybe even directly off campus. So some of the changes that did occur include responsibility for things like buildings owned or controlled by student organizations are recognized by the institution, primarily looking at fraternity and sorority houses or houses or things that might not necessarily be directly within the bounds of the University of it's still owned. Another interesting one holds universities or individuals responsible for locations where the school has quote substantial control, which could be applicable to academic conferences. I know that's something that a lot of students have expressed as we've had conversations about Title IX is also ensuring how we make sure students who are attending academic conferences are safe.

**Matt McKeown:** Generally, we are trying to see what we can do to work with the Office of Title IX to communicate to graduate students and broadly be a part of that advocacy effort. UW is going through the regulations themselves. It's about 2000 pages of documentation, but one of the quotes said that “changes don't diminish our shared responsibility to create a culture that does not tolerate sexual assault, harassment, or misconduct”. They’re still working the best that they can within the bounds of these new regulations to ensure that we are putting survivors first and creating a space where people feel comfortable reporting to the Office of Title IX.

1. **[Information] Census 2020 6:34pm**

**Maggie Dunham Jordahl:** This is a plea to first fill out the Census and disseminate the one pager that I kind of threw up. We are kind of in the middle of this year’s filling out process. The timeline has been disrupted due to COVID, so they're having special difficulty counting students because most of these students who are not living on campus anymore have gone home. Washington is still above average, which I think is always nice, but the specific UW zip code and some of the surrounding their codes are far, far, far below, the state and national average. The UW specific zip code is at a 3% response rate, which is not great because students and renters are both historically undercounted populations. I feel like most of us fit both of those categories. The Census is important. It controls redistricting, a lot of federal money that comes to the state. It's also required by law, and it's difficult during the COVID times. I believe the deadline is October 31st but they dispatch a bunch of different people that go out and knock doors. They're trying to figure out how that response will change; the timeline is continuing to be adjusted but the sooner, it's filled out the less resources it takes for the Census to track down responses.

1. **[Information] Announcements 6:37pm**

**Giuliana Conti:** I want to take a minute. For anyone who wasn't aware, you may not know who this person is. Someone that I didn't work closely with, but it's someone who I think we should take a minute to honor because Gabriel Gallardo was an incredible piece of the UW community that is going to be a significant loss. He got his Bachelor's, Master's, and PhD at UW. I listed the years in Geography. He is known as an incredible mentor for students and staff and was heavily involved as an important person within the Office of Minority Affairs and Diversity. I think that the ripple effect of the different initiatives and of his kindness can be felt across a lot of disciplines. He also founded the McNair Scholars Program, which supports students of color and marginalized students. I don't know if anyone knew him or was close to him in any way. I just wanted to offer a minute for us to recognize his passing, because it was really sad. And I think that he deserves that recognition because he was just phenomenal. If anyone didn't know him and wants to say something, I would just want to make sure that I create that time and space.

**Giuliana Conti**: We’re gonna move on. I guess I'll start with an announcement to ask that the people who agreed to help me with the survey stay in this meeting after everyone leaves. I think that was AJ, Logan, and someone else.

**Alexander Novokhodko (Mechanical Engineering):** I'd like to remind everyone to vote in the ASUW election that close tonight at 11:45pm. Don't wait until exactly midnight. I made that mistake once. It closes 15 minutes before midnight. The ASUW student government represents both undergraduate and graduate students, so it's important that your voice be heard.

**Cooper Robertson (ASUW Representative):** The International Student Engagement Task Force within ASUW, we have our survey out. If you can disseminate that to your friends. If you're comfortable, sharing it with students that you may be teaching. This is really important opportunity for us to get key and when we do make our recommendations. We have about 131 responses, which is awesome, but our goal is to hit about 200 by the end of the week.

**Giuliana Conti:** To expand on that, ASUW is looking at how they can incorporate advocacy and voice for international students within their student government and this is something that we've been discussing as well, and have a resolution to create a seat for international student populations. For anyone that cares very deeply about international student issues, I encourage you to reach out to Cooper, because they are currently looking for a Liaison from GPSS to sit on their task force. I think this is a great way to ensure that moving into next year international students will have advocacy in both student governments.

1. **[Action] Adjournment 6:41pm**

**Giuliana Conti** entertained a motion to adjourn. **Andrew Shumway (Earth and Space Sciences)** motioned. **Monica Jensen (Linguistics)** seconded. No objections.