GPSS Senate Meeting Minutes

Wednesday, May 19th 2021, 5:30pm via Zoom

# Members present:

GPSS President Aaron Yared

GPSS Vice President of Internal Affairs Genevieve Hulley

GPSS Vice President of External Affairs Hannah Sieben

GPSS Secretary Logan C. Jarrell

~~GPSS Treasurer Jules Overfelt~~

GPSS Senate Clerk Janis Shin

~~Executive Senator Monica Jensen~~

~~Executive Senator Terrence Pope~~

Executive Senator Andrew Shumway

Executive Senator Marty Varela

Executive Senator Britahny Baskin

ASUW Director of Internal Policy Antonio Gonzalez

Associate Director of Student Activities Rene Singleton

Associate Dean of Student and Postdoctoral Affairs Bill Mahoney

~~Husky Union Building Executive Director Justin Camputaro~~

# 1. [Action] Call to Order 5:33pm

**Aaron Yared** called the meeting to order at 5:33pm.

# 2. [Action] Approval of the Agenda 5:33pm

**Hannah Sieben** moved to approve the agenda. **Genevieve Hulley** seconded. No objections.

# 3. [Action] Approval of the Minutes 5:33pm

**Greg Papp (School of Marine & Environmental Affairs)** moved to approve the April 21st and May 5th minutes. **Hannah Garland (School of Law)** seconded. No objections.

# 4. [Information] Land Acknowledgment 5:35pm

***Janis Shin*** *gave the land acknowledgment.*

*The Graduate Professional Student Senate acknowledges the indigenous peoples of this land and the land, which touches the shared waters of all tribes and bands within the Suquamish, Tulalip, and Muckleshoot nations and the Duwamish peoples whose lands the university currently occupies. It is everyone’s role and responsibility as guests to understand how their impact entangles the caretakers.*

# 5. [Information] Breakout Rooms 5:35pm

*Senators were sent to breakout rooms for five minutes to discuss how they were recognizing or reflecting on Asian-American and Pacific Islander culture and history this month.*

**Aaron Yared** opened the floor for Senators to share any API heritage month events. He invited people to also put the information in the chat.

# 6. [Information] Title IX Office 5:44pm

**Laura Fay** introduced herself as the SafeCampus Violence Prevention and Response Specialist. She introduced Mags Aleks as the Deputy Title IX Coordinator. She said that they were both looking to get feedback from the Senators using Poll Everywhere. She referred to the slide and said that there were three ways that people could access the Poll Everywhere. She said that she and Mags Aleks were on one committee of two committees that were working on developing a curriculum unique to UW with a focus on prevention. She said that this was created for students who wanted bystander and Title IX prevention and training for sexual misconduct. She said that the training would cover sexual harassment, sexual violence, how to prevent it, and how to help people who have experienced it. She said that the course would be online and self-paced. She said that the training would be based on one’s role in the university. She said that graduate students, undergraduates students, student employees, and staff and faculty would have their own courses. She said that her committee had held many stakeholder meetings with different groups and would have an additional opportunity to review the course before it launches.

**Mags Aleks** said that the course would launch sometime in the fall. She said that the information forwarded to the Senators about the course was prepared by one of the co-chairs of the Education and Prevention Committee. She said that the course would allow students to enhance their skills and that the committee’s goal was to help develop a respectful learning environment at UW, provide more information about sex and gender-based violence, and provide information, advice, retraining, and understanding of resources. She said that many people often heard from students and from peers about what they've experienced. She said that the committee wanted to make sure that people had the skills to respond empathetically and know what could make a situation better if somebody disclosed that information. She said that people who took the course would also be taught what actions would make the experience more harmful for somebody. She said that the goal was to help people build skills and make sure that everyone was knowledgeable. She said that the senior UW leadership across the three campuses had already decided the course would be required for all new students. She said that because the course was rolling out in the fall, it would not be part of any advising or orientation, but would be required. She said that the committee wanted the training to be a positive requirement and wanted people to realize that it could be a good opportunity to learn skills and build a community that is safe and inclusive for everybody.

**Mags Aleks** said that she sent out some questions to the Senators in advance so that they could prepare some answers. She said that she was interested in what the committee could do to encourage students to take the course, what the committee could do to promote the course, how to make the course easy to access, and how to incentivize students to take the course.

**Mags Aleks** asked everyone to respond to the Poll Everywhere questions. She introduced the questions.

**Question:** What suggestions do you have to communicate positively about the course and what type of messages might resonate with students?

**Mags Aleks** said that the committee had worked with EPIC. She said that one of the co-chairs and the deputy Title IX coordinator for education and prevention had supervised EPIC in the past. Mags Aleks said that the co-chair was working closely with people at EPIC to build the curriculum. She clarified that EPIC was a level two type training. She said that the online course was a level one type training. She said that the online course would provide vocabulary and intuitive understanding of the issues. She said that EPIC was good at providing feedback and interactive discussion groups. She said that the course would be a precursor to the EPIC program.

**Mags Aleks** said that faculty would be taking a version of the course that was tailored for them. She said that the student curriculum would be more general while the student employee course would have additional information in terms of employee responsibilities and options. She said that the goal was not to make student employees take the training twice. She said that she saw a question about mandating the training and said that she would address it later. She said that the course content for faculty and staff had similar goals. She said that the same topics would be slightly different, but it would partly depend on people’s roles at the university. Mags Aleks said that for students in charge of field crews, there would be specific examples and scenarios that address what may happen in the field where there were fewer people around.

**Question:** Where should information about this course live? What web pages, newsletters, or other platforms should be used? What types of communication work well that you've seen in the past or that have resonated with you?

**Laura Fay** said that Canvas and EH&S training sounded good. She said that partnering with Senators to send out campus emails could also work. She said that she would talk about registration holds. She said that orientation programming, emails, and using a megaphone in Red Square were also good ideas. She also liked using The Daily and tabling in front of the HUB as well as using the UW subreddit.

**Question:** What suggestions do you have to hold students accountable in taking the course and what types of consequences or incentives might work?

**Mags Aleks** read through the answers, noting the suggestion to fine advisors. She said that the committee could track completion through Canvas. She said that she could block hyak access or incentivize with early registration or gift card raffles. She said that the diversity of students meant that firm consequences would be inappropriate. She said that offering free coffee or a certificate to write into someone’s CV was a great option as well. She said that she liked the idea of stickers and gift certificates.

**Mags Aleks** said that the committee had discussed using a registration hold.

**Question:** What impact might a registration hold have on students? What's happening now for students and who would be most impacted? What suggestions do you have for lessening those impacts?

**Ashlee Abrantes (Environmental & Forest Sciences)** said that a registration hold would not matter much for graduate students who had completed their masters. She said that graduate students could register at any point for their 800 credits.

**Laura Fay** said that she would think about graduate students not having a unified orientation process. She said that she recognized that marginalized people may already have intersecting hardships and that international students could lose their full-time student status if they could not register for the classes that they needed. She said that the registration hold could also impact people’s financial aid and be hard for undergraduates to get into capacity-constrained classes. She said that the registration hold could take effect the following quarter so that students had a quarter to take the course.

**Ashlee Abrantes (Environmental & Forest Sciences)** asked how long the course would take for someone to finish it.

**Mags Aleks** said that the goal was 60 minutes, but that some people took up to 90 minutes to finish it. She said that if somebody would like to not take the class because they recently experienced some type of sexual harassment, there would be a way to not have to take the class and be presented with traumatic information.

**Laura Fay** said that the points made about ESL, technology literacy, and internet access were great points to consider.

**Question:** Is there anything not covered that you would like us to know about either implementing or refining the course for new students? The class would be required for new students so, in terms of folks who are already students, it wouldn't necessarily be required of you.

**Mags Aleks** said that people would have the ability to opt-out and that the training was created using advantage design. She said that advantage design allowed for gamification options so that people could search through tools or flip over index cards to create involvement for the user. She said that the course could be used for people interested in these issues, specifically those that may feel safer on campus during this year. She said that this year would be a trial period for the course. She said that in future years, people would be notified about taking the course as soon as they were accepted into UW.

**Mags Aleks** read a suggestion that noted that some graduate students entered the school during mid Winter or Spring and might miss out on orientation requirements that were announced in the Fall. She said that the course would not be offered in multiple languages. She said that there were English proficiency requirements in place for students. She said that if people needed help completing the course because of their English proficiency, advisors could help out. She said that there would be a lot of accessibility options on the platform.

**Mags Aleks** thanked everyone for their helpful feedback and said that if anyone wanted to sample the curriculum and give additional feedback over the summer, they were welcome to email titleix@uw.edu. She said that she would ensure that the Title IX Deputy Coordinator reached out to interested students. She said that the employee version of the course had been prioritized thus far. She said that the committee’s goal was to make sure that people who can use the information provided to students were working on a response.

**Mags Aleks** addressed a question about whether the course would include heavy reprisals of Betsy DeVos. She said that the committee was working on a response about the current regulations. She said that the public hearing period for the regulations was open and that there were still open spots for students. She said invited anyone interested in attending and giving their opinion about the current administration, she could forward them more information.

**Mags Aleks** said that the initial goal for this course was to establish vocabulary on preventing and responding to sexual violence and sexual harassment. She said that level two and level three trainings would be created in future years and said that EPIC would be called to bring people together and engage the entire community in conversation. She said that the online training could provide a vocabulary, but that the committee understood that this did not have the same effect as an in-person education. She said that the committee wanted to start there and improve their course offerings over time.

**Mags Aleks** provided the Title IX Office’s email address. She asked people to reach out to the Title IX Office if they had additional feedback or questions.

**Aaron Yared** said that if anyone had any follow up questions or comments, the Title IX Office’s email was provided in the chat. He thanked Mags Aleks and Laura Fay for their presentation. He said that he was interested to see how the final course came together, especially with the suggestions that were raised today by the Senators. He thanked the Senators for bringing up good points and said that further suggestions could be sent to the Title IX Office or the Executive Committee.

# 7. [Action] Executive Senator Elections 6:12pm

**Kira Sue Renfro (Art History)** asked everyone to log into their UW emails. She said that email forwarding would not work. She said that UW emails needed to be enabled through the UW G Suite and put the link to it in the chat.

**Kira Sue Renfro (Art History)** asked for nominations from the floor. She said that nominated Senators must be active Senators and have to have attended three GPSS meetings in this school year. She said that 20 hours a week of summer availability was strongly recommended.

**Aaron Yared** asked Kira Sue Renfro (Art History) to clarify how many positions were open.

**Kira Sue Renfro (Art History)** said two positions were open.

**Ashlee Abrantes (Environmental & Forest Sciences)** nominated herself.

**Hannah Sieben** asked if nominations had to be seconded.

**Malikai Bass (Museology)** nominated himself.

**Logan Jarrell** asked if sitting Officers were permitted to nominate others.

**Kira Sue Renfro (Art History)** said that there was very little information about Executive Senator Elections in the Bylaws. She said that she did not see anything barring the action.

**Logan Jarrell** said that nominations did not have to be seconded. He said that nominations done by others could be accepted or denied.

**Kira Sue Renfro (Art History)** entertained candidate speeches. She said that the speeches could be up to three minutes long. She invited Ashlee Abrantes (Environmental & Forest Sciences) to give her speech.

**Ashlee Abrantes (Environmental & Forest Sciences)** said that she had been to every single Executive meeting since October. She said that she was not an Executive Committee member, but that she attended the meetings out of interest. She said that she was wholly reliable and interested in all things benefiting GPSS.

**Kira Sue Renfro (Art History)** invited Malikai Bass (Museology) to give his speech.

**Malikai Bass (Museology)** introduced himself and said that he hoped everyone had a chance to get to know him and his work in the GPSS. He said that he wanted to prioritize working on accessibility. He said that becoming an Executive Senator would help make his involvement within the GPSS more sustainable with the amount of time and energy he hoped to put in next year.

**Kira Sue Renfro (Art History)** thanked Ashlee Abrantes (Environmental & Forest Sciences) and Malikai Bass (Museology). She asked if anyone else wanted to nominate themselves.

**Kira Sue Renfro (Art History)** moved forward to voting for the candidates. She shared the Google Form.

**Aaron Yared** asked if candidates were allowed to vote.

**Kira Sue Renfro (Art History)** said yes.

**Kira Sue Renfro (Art History)** asked how many people were needed for quorum so that she could know when to close the ballot.

**Logan Jarrell** said that quorum was typically one-fourth of senators, so about 25 Senators. He said that he would give Senators some time to vote rather than using quorum.

**Kira Sue Renfro (Art History)** said that she wanted to make sure that the GPSS had at least the minimum. She said that she would leave the ballet open until 6:25pm.

**Aaron Yared** asked a question put forth in the chat: why do we have to rank the candidates when there are two candidates for two positions?

**Kira Sue Renfro (Art History)** said it was because the ballot was made before the Election Committee knew how many people were going to be nominated. She admitted that it did not matter how Senators ranked the candidates in this election. She said that if three people had nominated themselves, then it would have made more sense to use ranked choice voting.

**Logan Jarrell** said it was important to use ranked choice voting because candidates could be written in.

**Kira Sue Renfro (Art History)** said that the Union would soon be voting to ratify whether or not to accept the UW administration’s proposed contract. She asked everyone to check the Union website for the most current information.

**Kira Sue Renfro (Art History)** announced that she would close the poll.

**Kira Sue Renfro (Art History)** announced that Ashlee Abrantes (Environmental & Forest Sciences) and Malikai Bass (Museology) won the election.

**Aaron Yared** congratulated the winners. He said that both Senators had done amazing work already this year and that he couldn’t wait to see what they did with their term next year as Executive Senators.

**Aaron Yared** thanked Terrence Pope (Psychology) and Andrew Shumway (Earth & Space Sciences) for being amazing Executive Senators. He thanked them for their service and said that their work would have lasting impacts on UW.

# 8. [Action] Medical Documentation Joint Resolution 6:26pm

**Malikai Bass (Museology)** reminded everyone that he had been organizing a series of town halls throughout this academic quarter. He said that he had met with students who identified as members of differently abled or disabled communities and wanted to talk about their experiences at the UW. He said that one common theme he heard from students was how many of them did not have accommodations through the school. He said that they had qualifying diagnoses but they were not getting accommodations in their classes. He said that the reason many provided was that the process to get accommodations through DRS was very expensive.

**Malikai Bass (Museology)** said that he worked with ASUW Senator Grace Fredman and Vice Speaker Mustapha Samateh. He said that it was a joint resolution to conduct research with the Student Disability Commission (SDC) about the process.

**Malikai Bass (Museology)** read the resolution. He said that the Americans with Disability

Act (ADA) defined disability as a person who had a physical or mental impairment that substantially limited one or more major life activities, a person who has a history or record of such an impairment or a person perceived by others as having such an impairment. He said that under Section 12132 of the ADA, no qualified individual with a disability shall by reason of such disability be excluded from participation in or be denied the benefits of services programs or activities of a public entity or be subjected to discrimination by any entity. He said that under Section 504 of the 1973 Rehabilitation Act, no otherwise qualified individual with a disability in the United States shall solely by reason of his her or his disability be excluded from the participation in be denied the benefit of or be subjected to discrimination under any program or activity receiving federal financial assistance. He said that according to Section 504 of the Rehabilitation Act, public post secondary educational institutions fell under the definition of a program or activity. He said that according to both the ADA and Section 504 of the Rehabilitation Act, higher education institutions were expected to provide reasonable accommodations to students with disabilities, so that they could fully participate in the programs offered by the institution. He said that the current legal framework did not mandate post secondary education institutions to require medical documentation as a part of the reasonable accommodation process. He said that while it was not legally mandated, institutions were allowed to request a reasonable amount of documentation that was relevant to the students' accommodations. He said that while not required by law, the University of Washington mandated that all students go through a formal approval process by the Disability Resources for Students (DRS) office for reasonable accommodations to be considered, according to the University of Washington disability accommodation webpage.

**Malikai Bass (Museology)** said that a student must make a request for reasonable accommodations to the designated disability service office and that requests made directly to instructional personnel, even if implemented for a particular class, were not considered reasonable accommodations under this policy. He said that the designated disability office conducted an individualized assessment of the requests to determine whether accommodation was necessary and what reasonable accommodations were available.

**Malikai Bass (Museology)** said that, as outlined by the DRS website, the documentation submitted for reasonable accommodations at UW should include a diagnosis of the disability health concern, a description of the current impact or limitations of the disability health condition with specific focus on barriers to the educational and or housing environment, a discussion of whether the disability or health condition was permanent or temporary, and identification from a qualified healthcare provider containing contact information, license number, signature or electronic signature. He said that in addition to the baseline requirements of documentation for learning disabilities, psychological disabilities, attention deficit hyperactive disorder, traumatic brain injuries, and other health conditions had additional requirements that had to be fulfilled in order to receive permanent accommodations.

**Malikai Bass (Museology)** said that according to the DRS website if a student did not have documentation, they were encouraged to schedule a meeting with a DRS coordinator to learn more about relevant requests, relevant assessments, and where to obtain them. He said that if a student had existing documentation, but that DRS requested more, provisional accommodations could be established while additional documentation was being obtained. He said that the provisional documentation guidelines were only outlined for students with some level of documentation on the website. He said that students without any documentation were directed to go through the process of acquiring documentation before being considered for any reasonable accommodations. He said that these documentation requirements could create barriers to students accessing the accommodations they needed to participate fully in school.

**Malikai Bass (Museology)** said that schools required extensive proof of disability through various tests, particularly for students with invisible disabilities, that were to be done at the expense of the students. He said that these tests could be time-consuming and expensive, barring students without insurance or without ample time in their schedule from accessing proper accommodations. He said that students who took part in the recent Town Hall for neurodivergent, autistic students on campus and who had been diagnosed and received accommodations as a child, were barred from university accommodations. He said that students had to pay $500-600 out of pocket for a practitioner to tell them something they already knew about themselves to get reasonable accommodations.

**Malikai Bass (Museology)** said that the process would discourage some students from continuing with the disability services accommodation process because of how strenuous it was to acquire all the necessary diagnoses and documents. He said that Black and brown students, as well as female students, might face further institutional barriers while attempting to obtain medical documentation. He said that Black and brown individuals had a history of mistreatment and misdiagnosis within the medical sphere, leading them to distrust practitioners and be hesitant towards diagnosis processes. He said that women tended to be diagnosed at later stages of life with individual invisible disabilities like ADHD and autism, which left many women without diagnoses. He said that the UW’s overreliance on medical documentation effectively excluded many Black, brown students and female-identifying students from the reasonable accommodation process through DRS.

**Malikai Bass (Museology)** said that an external report done by Dr. Sue Kroeger on UW’s disability resources highlighted the amount of time students spent receiving documentation for their disability, which put the focus on whether a student was disabled enough for accommodations rather than focusing on universal accessibility of on-campus operations for each disabled individual.

**Malikai Bass (Museology)** said that Dr. Kroeger’s report also noted the unreasonable amount of self-advocacy work necessary to obtain reasonable accommodations with multiple students from both the undergraduate and graduate programs voicing that they felt it was necessary to “minor in self-advocacy to obtain degrees.” He said that similar notes were made by one student who participated in a 2021 DRS Testimonial Survey where they explained that implementation of necessary accommodations was often reliant on their own self-advocacy capabilities and the predispositions of their professors. He said that the continuity from the 2010 Kroeger report to the 2021 DRS Testimonial Survey responses demonstrated the lack of progress the university made in terms of creating an inclusive and accessible accommodations process.

**Malikai Bass (Museology)** said that previously mentioned findings were further supported by student testimonials collected by the Student Disability Commission in Spring 2021, where six students who disclosed a disability said that they had not registered with the DRS because the process was too complicated or that the effort needed was not commensurate with the reward. He said that the widespread perception of a burdensome process represented a significant barrier for many students.

**Malikai Bass (Museology)** said that the issue with extensive documentation requirements and excessive self-advocacy was brought up in the February 2021 Community Forum for neurodivergent and autistic students. He said that multiple students expressed dissatisfaction towards the documentation process as it took a lot of time, money and energy from disabled students that was not required of non-disabled students. He said that they named this experience the “disability tax.”

**Malikai Bass (Museology)** said that both student opinion and outside criticism of UW's accommodation process was taken into account to demonstrate that the UW’s extensive documentation requirement could be considered a burdensome process for many students. He said that making access to accommodations overly difficult violated a 1997 amendment to the ADA that stated a university is prevented from employing unnecessarily burdensome proof-of-disability criteria that preclude or unnecessarily discourage individuals with disabilities from establishing that they are entitled to reasonable accommodations.”

**Malikai Bass (Museology)** said that institutions like the University of Arizona proved that burdensome medical documentation requirements were not necessary to run an effective disability services office. He said that students with disabilities at the University of Arizona were encouraged to apply for accommodations regardless of their documentation status, whether it be out of date, non-existent, or up-to-date and extensive. He said that students without documentation could set up a meeting with the Disability Resource Center to discuss their experience with their disability and determine if they needed more information to continue with the accommodation process. He said that the structure demonstrated that extensive medical documentation was not necessary in every reasonable accommodation request process.

**Malikai Bass (Museology)** asked that it be resolved by the ASUW and the UW GPSS that the university uphold its promises of fostering diversity and inclusion by committing to a universal design model that will make self-advocacy and formal accommodation requests less necessary through a more generally accessible school and physical environment. He asked that the university adopt the Association of Higher Education Disability (AHEAD) guidelines on documentation requests. He said that the AHEAD guidelines placed a large emphasis on two types of documentation: the self report and secondary observations from disability report staff, and if these did not suffice, a third form of documentation like medical or educational records and reports from educators or psychologists. He said that this practice attempted to minimize the use of external medical documentation in accommodation requests processes which diffused the burden for being entirely on the student.

**Malikai Bass (Museology)** said that in order to ensure disability resources staff were equipped to make accommodation requests, Disability Resource Services should engage in a policy audit examining their current procedures, recommendations, office culture, staffing and other decisions, along with any needed retraining to fully implement the social model of disability, as opposed to the current approach based in the medical model.

**Malikai Bass (Museology)** called upon the university to implement an advisory board composed of deaf and or disabled identifying students for the Disability Resource Services office to establish a more inclusive DRS environment. He said that the board would be responsible for adding the disabled student perspective to DRS by overseeing and reviewing DRS policies, decisions, and actions. He also called on the university to hire additional staff with psychiatric clinical training to alleviate the financial and time stressors of acquiring an outside diagnosis by providing a mechanism for professional observational reports within Disability Resource Services. He asked the university to commit to providing financial and logistical support to students who may not have the means for expensive doctors, appointments, and testing, particularly focusing on students without insurance or students who needed testing that was not covered by insurance.

**Malikai Bass (Museology)** asked the university to recognize the limitations of existing disability research and conduct research to fill knowledge gaps and better inform policies and decisions. He noted that most available research about disability on college campuses was incomplete as it excluded many BIPOC individuals and women with invisible disabilities. He said that BIPOC individuals and women had more difficulty acquiring diagnosis and accommodations due to systemic barriers.

**Aaron Yared** asked for any questions or comments.

**Gabby Rivera (Evans School)** thanked Malikai Bass (Museology) for presenting such a well-researched resolution. She said that she knew medical excuse notes had been a topic of conversation at the UW for a really long time and said that she appreciated that Malikai Bass (Museology) had brought up the topic.

**Malikai Bass (Museology)** gave credit to ASUW Senator Grace Fredman and Christine Lew, the director of the SDC.

**Logan Jarrell** said that the bill had had its first reading in the ASUW and was recommended out of committee favorably. He said that its second reading would be next Tuesday.

**Meshell Sturgis (Communications)** said that she noticed that at the very end the word “woman” was used, but prior to that “female” was used. She asked if the earlier mention of “female” could be changed to “woman” or “woman-identifying.”

**Malikai Bass (Museology)** said he would make a note.

**Meshell Sturgis (Communications)** asked how the changes would ultimately impact graduate students that were also instructors.

**Malikai Bass (Museology)** said he did not think it would impact graduate assistants very much except in the case where they were directly instructing the class. He said that he assumed that the lack of academic accommodations meant that a lot of students had to approach their professors directly. He said that in those situations, graduate students were not getting any guidance from DRS in accommodating the student. He said that he hoped that once the bill was passed, the DRS would support graduate student instructors and give access to the resources because the student was able to go through the DRS process.

**Logan Jarrell** asked Malikai Bass (Museology) if he wanted to refer the resolution to a specific committee or working group.

**Malikai Bass (Museology)** said he would be present in the disability working group.

**Aaron Yared** thanked Malikai Bass (Museology) for sponsoring the bill. He said that if anyone had further questions or suggestions, they were welcome to email Malikai Bass (Museology) or that they could email him and he would forward them to Malikai Bass (Museology).

# 9. [Action] Time Schedule Resolution 6:44pm

**Alexander Novokhodko (Mechanical Engineering)** introduced the Resolution on Autumn 2021 Time Schedule Transparency.

**Alexander Novokhodko (Mechanical Engineering)** said that the Spring 2021 time schedule stated whether courses could be taken online or asynchronously, but that the Autumn 2021 times schedule did not have this information. He said that online, asynchronous course offerings were very important to student parents, students with disabilities, and students with professional or research obligations, among other identities.

**Alexander Novokhodko (Mechanical Engineering)** said that 98% of graduate and professional students surveyed in the Spring 2021 Return to In-person Learning survey indicated that the time schedule should clearly indicate the type and regularity of synchronous participation required. He said that even if SARS-CoV-2 was well-controlled in the US, pandemic restrictions would likely restrict international students from taking in-person coursework in ways that could not currently be predicted. He said that many graduate and professional students were included in the aforementioned identities and that despite the promise of a return to normalcy, SARS-CoV-2 cases were currently rising in Washington State and were at their highest recorded peak globally.

**Alexander Novokhodko (Mechanical Engineering)** called on the UW to make the Autumn 2021 times schedule transparent regarding whether courses could be taken online and asynchronously, following the excellent precedent set by the Spring 2021 time schedule. He asked the GPSS to reiterate the impact of asynchronous online courses for many students and to forward this resolution to the University Registrar Helen Garrett, and the Vice Provost of Academic and Student Affairs Philip Reid.

**Alexander Novokhodko (Mechanical Engineering)** said he would accept all the amendments proposed so far as friendly amendments. He said that this was a simple resolution spurred by the fact that he had tried to register for autumn classes and noticed that he could not discern which ones would be offered online and which ones would not, contrary to spring classes, which were explicitly labeled. He said that he had initially considered combining this resolution with the next resolution that Gabby Rivera (Evans School) would later present, but that some people had suggested that the two resolutions be separate documents. He welcomed comments and questions.

**Andrew Shumway (Earth & Space Sciences)** asked if the GPSS had any contacts in the Registrar's Office. He wondered if this was an oversight on their part, or if it was something intentional. He said that the GPSS might be able to work with them. He said that there might be a better way to enact the change called for in the resolution than by sending them the resolution.

**Alexander Novokhodko (Mechanical Engineering)** said he had not reached out to the Registrar. He said that he reached out to his graduate program advisor who told him that the administration had not made any announcements about what the plan was beyond that in-person classes would be offered in the Fall. He said that more information might be released later and that the administration was considering keeping both online and in-person options open. He said that class options could not be immediately determined unless the administration announced more details, which convinced him that the resolution was a timely document.

**Gabby Rivera (Evans School)** said that from what she heard from President Cauce a month ago at the ASUW Senate, the UW administration was not mandating that professors make their classes remotely accessible. She said that classes would either be completely online or in-person. She said that the administration was not mandating to what degree a hybrid course would look like, so she assumed that the distinction would be similar to what people would expect before COVID.

**Ashlee Abrantes (Environmental & Forest Sciences)** said that when the administration solicited room assignments for courses, they did not ask instructors to provide remote options for students. She said she had a hard time believing that the administration would go back and resolicit all the professors for a time schedule that had already been released without provocation from faculty.

**Aaron Yared** said that this resolution and his conversations with the UW administration revealed that they did not want to “turn into the University of Phoenix.” He said that the administration wanted to remain a “brick and mortar campus” which was quite ableist, ignorant, and elitist of them. He said that he had heard this conversation multiple times throughout the year and that the administration wanted to completely do away with virtual classes once the school moved back towards in-person. He noted that this went against the will of undergraduate and graduate students alike which he found troubling. He agreed with Alexander Novokhodko (Mechanical Engineering) that the resolution was timely.

**Andrew Shumway (Earth & Space Sciences)** suggested that the last “whereas” clause, “despite the promise of return to normalcy SARS-CoV-2 cases are currently rising in Washington State,” be changed by removing the mention of cases in Washington State. He said that based on what he saw right now, it seemed that the cases seemed to be falling and that it would be hard to predict what the number of cases would look like when the actual resolution was passed.

**Alexander Novokhodko (Mechanical Engineering)** said he would accept the suggestion as a friendly amendment during the second reading. He said that it was true when he wrote it.

**Logan Jarrell** asked Alexander Novokhodko (Mechanical Engineering) where he wanted to refer the resolution to.

**Alexander Novokhodko (Mechanical Engineering)** said he would like to refer the bill to the Accessibility Working Group

**Aaron Yared** said that people could reach out to Alexander Novokhodko (Mechanical Engineering) or the Executive Committee if they had any questions, comments, or suggestions. He added that he had previously worked with Helen Garrett and Philip Reid. He said that he would try to reach out to them and see if he could get any clarity of thought that would help with the resolution and resolve the issue without simply forwarding the resolution to them. He thanked Alexander Novokhodko (Mechanical Engineering) for his work.

# 10. [Action] Class Accessibility Resolution 6:55pm

**Gabby Rivera (Evans School)** said that a similar resolution had been passed in the ASUW Senate. She said that this resolution was a similar, abridged version and that the original ASUW version was linked at the bottom. She said that the resolution was sponsored by herself, Alexander Novokhodko (Mechanical Engineering), and Ashlee Abrantes (Environmental & Forest Sciences). She said that it had been authored by Hanna Lee Kane, Clara Coyote from ASUW, Ashlee Abrantes, and herself.

**Gabby Rivera (Evans School)** said that President Cauce said in 2020 that the UW could not afford to overlook talented students because of issues of accessibility, and recently shared an all-campus message that the administration planned to return to a largely in-person, academic, and extra-curricular experience, followed by a vaccination mandate on May 3. She said that course offerings for Autumn 2021 did not state whether courses could be taken online or asynchronously. She said that the availability of asynchronous classes had been shown to benefit any student who needed greater flexibility: students with disabilities, commuter students, student parents, students with chronic illnesses, etc. She said that students over varying abilities and disabilities stood to benefit substantially from asynchronous and online learning. She said that students had been fighting for expanded implementation and use of lecture capture technology and remote learning since before 2014. She said that when the technology was first introduced on campus in 2018, a resolution was made to improve remote accessibility on campus for students with disabilities and “English as a second language” (ESL) students, which was recently passed by the ASUW board of directors on April 8th.

**Gabby Rivera (Evans School)** said that graduate student instructors and teaching assistants were often not consulted on the technical capabilities of the classrooms that they were teaching and might not be trained to help provide remote resources to their students. She said that a 2016 survey indicated that 96% of students surveyed agreed that Panopto contributed to their learning and that 91% of faculty surveyed would recommend Panopto to a colleague. She said that 98% of students, including ESL students and students with disabilities, agreed that Panopto contributed to their learning. She said that in a recent survey conducted by GPSS with over 24% of graduate students professional students responding, 69% believed that courses should be offered entirely asynchronously and 98% believed that the time schedule should clearly indicate the type of level of synchronous participation required.

**Gabby Rivera (Evans School)** called the UW to implement the following demands by Fall 2021: making the Autumn 2021time schedule transparent on whether classes would allow students to take courses online, asynchronously, hybrid, or any combination thereof, following the excellent precedent set by the spring 2021 time schedule. She said that in order to acknowledge and facilitate the dramatic change in learning format all lectures, classes or seminars that do not share personal discussions or sensitive material online or in person should be recorded and posted to Canvas or an equivalent class portal in a timely manner on par with the overall class schedule, ideally within 24 hours. She said that all relevant lecture content produced, such as PowerPoints, notes written on whiteboards, and slide decks must be documented and posted independently or in conjunction with recorded lectures, ensuring a student participating remotely had access to the same information as a student participating in person. She asked that faculty instructors and teachers continue to be supported with tech literacy training and have access to portable technology microphones and recording equipment. She said that all course evaluations should be constructed with graduate and undergraduate students' input to include mandatory questions regarding the quality of course accessibility in compliance with lecture recording. She said that students should be informed that courses or instructors out of compliance with lecture recording protocols, as indicated in the course evaluations, could be reported for noncompliance to deans and chancellors, who would be responsible for initial recourse. She said that academic units would be responsible for tracking and storing data on course and instructor-specific compliance.

**Gabby Rivera (Evans School)** asked that the following demands be implemented in the long term: data from of course evaluations regarding attentiveness to course accessibility be considered as a factor for faculty instructor hiring and promotion, data on compliance with accessibility measures be stored by academic units and reported to the Office of Planning and Budgeting (OPB) shall work to integrate compliance or lack thereof in Activity Based Budgeting (ABB) to incentivize academic unit compliance with lecture recording and accessibility measures, equip all general-use classrooms on every campus with lecture capture technology, particularly automated technology which was most favored by instructors, and have the UW Office of State Relations prioritize capital improvements necessary to fully install lecture capture technology in the upcoming legislative agenda.

**Gabby Rivera (Evans School)** called on the administration to form a task force in partnership with the Office of Educational Assessment and UW IT’s Academic Experience Design and Delivery Unit to conduct a study on the use of lecture capture technologies, to determine their efficacy in improving learning outcomes and accessibility, and develop a plan for the installation and maintenance of lecture capture technologies in all general use classrooms as appropriate within the next 30 years.

**Gabby Rivera (Evans School)** said she was happy to take any questions, comments, suggestions, and concerns.

**Meshell Sturgis (Communications)** said that she was excited to see many bills regarding accessibility. She acknowledged that she could be presenting her ableism and said that according to her understanding about technology and race, technology was very antagonistic to Black bodies. She said that she was worried that recording content in her classroom would be different from a white instructor recording stuff in their classroom. She said that she felt discomfort on what it meant to have her classroom recorded and how the recording could be used. She said that was also willing to learn from that discomfort and recognize the privileges that she had.

**Meshell Sturgis (Communications)** said that pushing for different things to change simultaneously, such as calling for more faculty of color but also calling for better accountability to having accessible curriculums, might not match up. She said that she was trying to understand whom the resolution would ultimately benefit. She wondered how the resolution would affect people in practice. She gave the example of affirmative action and said that the intention was to benefit Black students and students of color, but that it ultimately ended up helping white women the most.

**Meshell Sturgis (Communications)** noted that the Accessibility Working Group was different from the Equity and Accountability Working Group. She wondered why both were not currently presenting a unified front.

**Gabby Rivera (Evans School)** thanked Meshell Sturgis (Communications) for sharing her perspective. She said that as a first year graduate student who had not served as a teaching assistant or an instructor, she was not sure how to address Meshell Sturgis’s (Communications) point. She said that she was hoping to get feedback from Senators at large. She said that her intent for the resolution was not to place an extra burden on graduate students. She said that she would consider Meshell Sturgis’s (Communications) point.

**Ashlee Abrantes (Environmental & Forest Sciences)** thanked Meshell Sturgis (Communications) for sharing her perspective. She said that it was something that President Cauce had explicitly said, which was why the clause stipulated the type of class. She said that she personally did not care if someone recorded her teaching statistics, but that she understood if someone did not want to be recorded during a psychology or sociology class or any class with a potential level of ambiguity. She said that everyone would appreciate wordsmithing on how to articulate the clause better. She said that the goal was not to force everything to be recorded. She said that it was just to improve accessibility and that finding the middle ground was something that everyone wanted to work on.

**Jack Flesher (School of Music)** said that his department had discussed questions about compensation and ownership of academic or intellectual property. He said that the professors reused the materials even though the materials were supposed to go away after a certain period of time. He said that professors could copy them forward and keep reclaiming and using student work. He said that his department had also discussed whether they wanted to use certain university devices to make course materials accessible, or whether they wanted to use open source, third party software which could be better controlled around issues such as having the right to be forgotten or controlling one’s intellectual property. He said that the UW could do more towards accessibility to make remote access equitable and available. He said that there were other questions to be asked from different perspectives, as Meshell Sturgis (Communications) had pointed out.

**Aaron Yared** said that the discussion raised a lot of issues that he had seen over the past year. He said that there had been a lot of pushes for a mandate on faculty to do this, but that the exact issues had come up. He thanked Meshell Sturgis (Communications) for starting the discussion. He thanked Gabby Rivera (Evans School) for bringing the bill to the floor. He asked people to reach out to Gabby Rivera (Evans School) or members of the Executive Committee if they had any suggestions for the resolution.

# 11. [Information] Officer and Committee Reports 7:12pm

**Logan Jarrell** said he was working on transitioning documents. He said that he was interested in feedback about things like the website or just Senators’ experiences this year so that such things could be better next year.

**Genevieve Hulley** said that she was working on the website and the transition of the new, incoming Officers. She said that she was working on having staff members and Officers meet.

**Hannah Sieben** said that she had no updates.

**Aaron Yared** said that Stephen Lee was present on behalf of Jules Overfelt. He asked Stephen Lee if he had anything to report.

**Stephen Lee** said that there were no Finance and Budget Committee updates. He said that travel grants were still available. He announced that the SAF Committee had approved GPSS’s $444,377 budget for the next fiscal year.

**Aaron Yared** noted that the GPSS received as much money as they had requested which was a rare occurrence in his experience. He said that he was working on exploring the possibility of graduate and professional students having a vote on the Faculty Senate. He said that he was working on collecting data and that he had reached out to OPB to see how many graduate and professional students had a teaching position to see how significant that percentage was in the graduate and professional student population. He invited anyone interested in helping him accomplish the task to reach out to him.

# 12. [Information] Announcements 7:16pm

**Ashlee Abrantes (Environmental & Forest Sciences)** said that she had compiled all the survey results. She thanked everyone who had participated. She said that the results would be polished by and presented at the next meeting. She said that she sat on the Council for Teaching and Learning and would appreciate student input on what people define as reasonable accommodation. She welcomed any feedback on her document and shared her email in the chat.

**Britahny Baskin (Neuroscience)** said that she was on the committee looking for a new director for Hall Health. She said that five people had applied. She said that the committee was meeting to determine who would be interviewed. She said that the interviews would happen at the beginning of June and put her email in the chat for anyone to give her input on specific things they wanted her to look for in the new Hall Health director. She also welcomed specific questions to ask during the interview.

**Logan Jarrell** called attention to Malikai Bass’s (Museology) message in the chat.

**Aaron Yared** said that Malikai Bass’s (Museology) next project would be to collaborate with the SDC to explore student experiences of ableism in the classroom at UW. He said that Malikai Bass (Museology) was also looking to see what D/deaf and disabled identifying students wanted to see in training for professors and all teaching faculty. He said that anyone who wanted to share their experiences or give input was encouraged to email Malikai Bass (Museology) or Christine Lew. He said that Malikai Bass (Museology) was also curious to know what, if any, training that graduate assistants currently received on this issue.

**Logan Jarrell** raised a point of order and asked if the outgoing Executive Senators were still responsible for leading working groups today.

**Aaron Yared** said that they were not obligated to, though they were welcome to participate and lead the conversations. He said that this was a transition moment that was not something that had been discussed beforehand.

# 13. [Action] Adjournment and Break into Working Groups 7:21pm

**Jack Flesher (School of Music)** motioned to adjourn the meeting. **Malikai Bass (Museology)** seconded. No objections

Meeting minutes prepared by **Janis Shin**, GPSS Senate Clerk.