

UNIVERSITY OF WASHINGTON

## GRADUATE & PROFESSIONAL STUDENT SENATE

### SafeCampus (206-685-7233)

Call SafeCampus anytime to anonymously discuss safety and well-being concerns for yourself or others.

<https://www.washington.edu/safecampus/>

### Childcare Assistance Program

<https://www.washington.edu/financialaid/types-of-aid/child-care-assistance/>

### UW Food Pantry

<https://www.washington.edu/anyhungryhusky/the-uw-food-pantry/>

Student Technology  
Loan Program  
stlp@uw.edu  
<https://stlp.uw.edu/>



GPSS Attendance:  
<https://forms.office.com/r/rceXpuEts0>  
(Word of the Day: Community)

# Call To Order

# Approval of Agenda

1 min

**Total Time: 181 Minutes**

**Anticipated End Time: 8:31PM**

1. **Call to Order** (Sponsor: A.J. Balatico, Time: 1 min.) [ACTION]
2. **Approval of Agenda** (Sponsor: A.J. Balatico, Time: 1 min.) [ACTION]
3. **Approval of Minutes** (Sponsor: A.J. Balatico, Time: 1 min.) [ACTION]
4. **Land Acknowledgement** (Sponsor: Jack Flesher, Time: 2 min.) [INFORMATION]
5. **Announcements** (Sponsor: A.J. Balatico, Time: 10 min.) [INFORMATION]
6. **2024-2025 Officer Elections** (Sponsors: Alec Solemslie, Time: 120 min.) [ACTION]
7. **Senator of the Month** (Sponsor: Matthew Moran, Time 5 min.) [INFORMATION]
8. **Mid-Year Allocation for Departmental Allocations (Sponsor: A.J. Balatico, Time: 10 min.) [ACTION]**
9. **Sustained Dialogue** (Sponsor: Clare Koesters, Time 20 min.) [INFORMATION]
10. **Resolution in Support of UAW 4121 (First Reading)** (Sponsors: Ella Spurlock, Joe Rogge, and Maeve Riley, Time: 20 min.) [ACTION]
11. **Adjournment** (Sponsor: A.J. Balatico, Time: 1 min.) [ACTION]



**GPSS Attendance:**

<https://forms.office.com/r/rceXpuEts0>

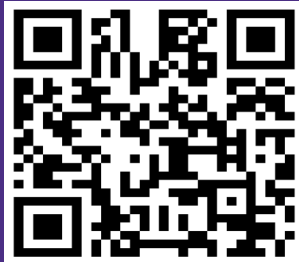
**(Word of the Day: Community<sup>3</sup>)**

# Approval of Minutes

---

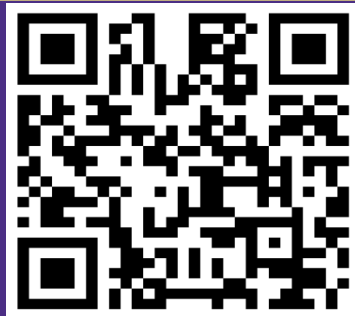
1 min

-Minutes from the 04/17/2024 GPSS Meeting; circulated by email by Senate Director Daniel Cook on 05/03/2024



**GPSS Attendance:**  
<https://forms.office.com/r/rceXpuEts0>  
**(Word of the Day: Community)**

# Land Acknowledgement



**GPSS Attendance:**  
<https://forms.office.com/r/rceXpuEts0>  
**(Word of the Day: Community)**

# Resources for Action

---

## Within UW:

- Get involved with LAB and the WSA! Our Vice President of External Affairs, Nicholas Juno, will be continuing the effort for tuition waivers for Native American students next year!

- wəłəbʔaltx<sup>w</sup> - UW Intellectual House - <https://www.washington.edu/diversity/intellectual-house/>

- ASUW American Indian Student Commission (AISC): <http://aisc.asuw.org>

## Community:

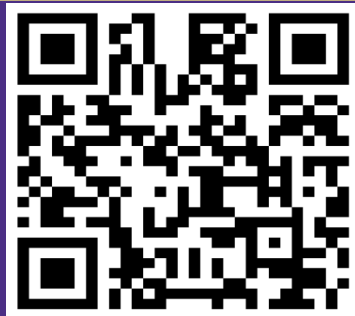
- **Native and Strong Lifeline – 988 (option 4)**

The Native and Strong Lifeline is the first program of its kind in the nation dedicated to serving American Indian and Alaska Native people. Operated by Volunteers of America Western Washington, this line is available for people who call the 988 Lifeline and choose option 4. It is specifically for Washington's American Indian and Alaska Native communities. Calls are answered by Native crisis counselors who are tribal members and descendants closely tied to their communities. Native and Strong Lifeline counselors are fully trained in crisis intervention and support, with special emphasis on cultural and traditional practices related to healing.

- **Stand with the Duwamish:** <https://www.duwamishtribe.org/stand-with-the-duwamish>

- **Real Rent Duwamish:** <https://www.realrentduwamish.org>

# Announcements



**GPSS Attendance:**  
<https://forms.office.com/r/rceXpuEts0>  
**(Word of the Day: Community)**



GRADUATE & PROFESSIONAL  
STUDENT SENATE

# MARINERS NIGHT

Athletics VS Mariners

FRIDAY, MAY 10TH - 7:10 PM

\$10 UPPER LEVEL SEATS

\$18 MAIN LEVEL SEATS

Join GPSS for a night of baseball with the Mariners!  
Sign up for discounted Mariners tickets  
at the QR code below!



GRADUATE & PROFESSIONAL  
STUDENT SENATE

# KARAOKE

NIGHT



FRIDAY  
MAY 10  
7:00 PM

PARTY ROOM  
HUB  
GAMES

FREE  
BEVERAGES  
(\*21)





Featuring (Left to  
Right):  
Viper Fengz  
Kylie Mooncakes  
Sid Seedy  
Clara Voyance



GRADUATE & PROFESSIONAL  
STUDENT SENATE

# Crafts & Drafts

**May 23rd 2024**

**6:00 – 8:00 PM**

**HUB 314**

**(21+ with ID)**



## Upcoming Events Funded by GPSS Diversity Committee

- Filipino Night by FASA, 5/25 7pm at Kane Hall
  - Annual cultural night with student performances
  
- Keraton 2024, Indonesian Student Organization, 5/18 4-9pm at HUB Lawn
  - Festival with music, food, games, and more!
  
- Luau 2024 by Hui Hoaloha Ulana, 5/11 6pm at HUB Ballroom
  - Dancing, dinner, and a country store
  
- UW Night Market by Taiwanese Student Association 5/11 4:30pm-10pm at Red Square
  - Food and performances!
  
- Traditional Chinese Dance 2<sup>nd</sup> Annual Showcase, 5/18 5-7pm at Kane Hall
  - Lots of amazing performances!

# Campus Sustainability Fund Announcements

1. Open call for submissions: The CSF is excited to introduce the second volume of our zine titled, **“Ways of Knowing,”** an independent publication exploring ideas around our worldviews, narratives, and knowledge systems.

We invite submissions of visual, written or mixed media work exploring these questions:

- What does ways of knowing mean to you?
- What stories and narratives do you carry with you?
- How is your relationship with the natural world influenced by your worldviews?

This publication is community-driven and open to all members of the UW community (students, staff, faculty, and alumni). Submit your work to the google form by Thursday, May 30 at 11:59pm.

The google form can be found linked in CSF’s Instagram bio (@uw\_csf) or you can email [lcfrench@uw.edu](mailto:lcfrench@uw.edu) for the link.

2. While Large Grants and Mini-Grants are now closed for this academic year, please feel free to reach out to [lcfrench@uw.edu](mailto:lcfrench@uw.edu) if you have a project idea for next year’s funding cycles that you would like to get feedback on. You can also visit <https://csf.uw.edu/> or follow CSF on Instagram (@uw\_csf) to see profiles of past projects and to learn about ongoing work.

The [University Task Forces on Antisemitism and Islamophobia](#) are seeking participants for focus groups designed to assess the extent to which students, faculty, and staff are experiencing discrimination or harassment due to their identities, with an emphasis on those who identify as Israeli, Palestinian, Jewish, Muslim, Arab, or of Middle Eastern/North African origin, and to what degree they feel the climate is supportive and welcoming. [These focus groups are open to all members of the UW Seattle community who share these identities.](#) If you are interested in participating, please follow either of the links below. Please note that expressing interest does not guarantee you will be invited to participate as capacity is limited. If none of these categories applies to you, please feel free to forward the links on to those whom you think may be interested.

Link to Islamophobia Focus Group Interest Form (for those who identify as Palestinian, Muslim, Arab, and/or Middle Eastern/North African): <https://survey.uaa.uw.edu/tf1>

Link to Antisemitism Focus Group Interest Form (for those who identify as Israeli and/or Jewish): <https://survey.uaa.uw.edu/tf2>

# Looking for Naloxone or CPR/AED Training? UWEMS can help!

University of Washington Emergency Medical Services (UWEMS) will be holding CPR/AED and Naloxone use training sessions throughout winter and spring quarters, available for free to anyone in the UW community, taught by our team of Emergency Medical Technicians and American Red Cross Instructors.

**In participating, you will learn how to recognize and respond to common cardiac, respiratory, overdose, and first aid emergencies. Upon successful completion, you will receive a certification and a responder kit to take home! To sign up, visit our [website](#) and complete a registration form on the training calendar. If you have any further questions, please email us at [uwems@uw.edu](mailto:uwems@uw.edu). To connect, join our [Discord](#) and [Instagram](#).**

## **Monday, May 20**

6:00pm **Naloxone Training**

## **Saturday, May 25**

10:00am **Adult CPR/AED Training**

# UW Public Lectures

<https://www.washington.edu/lectures/>



## Rationality: What It Is, Why It Seems Scarce, Why It Matters

Free Available Recorded Open  
CART Captioning

May 14, 2024 6:30 pm  
Town Hall Seattle, Livestream (Hybrid)

Join experimental psychologist Steven Pinker for an enlightening conversation about rationality and the importance of using critical thinking, logic, and causation and correlation as it relates to modern society.



## Kollar Lecture in American Art: Jennifer Greenhill

Free Available Open

May 9, 2024 6:00 pm  
Henry Art Gallery Auditorium

Join Jennifer Greenhill at the University of Arkansas, for her lecture Imagination Made Material: The Commercial Infrastructures of Lejaren à Hiller and Douglas Leigh.



## Center for Environmental Politics, The Duck Family Colloquium Series: "Economic and Environmental Impacts of Mining in Ecuador"

Free Available Open

May 10, 2024 12:00 pm  
Gowan Hall 1A

Associate Professor Mahelet Fikru from the Missouri University of Science and Technology speaks on the "Economic and Environmental Impacts of Mining in Ecuador."

## Film Screening – Ukrainians in Exile

Free Available Open

May 9, 2024 5:00 pm  
Allen Library Auditorium

Join the Jackson School for a film screening and Q&A with Janek Ambros, the director and producer of the documentary "Ukrayintsi u Vyhnanii" (Ukrainians In Exile).

REGISTER



# Spring 2024 Graduation Ceremonies

Please see the link below for all of the individual School and Department ceremonies

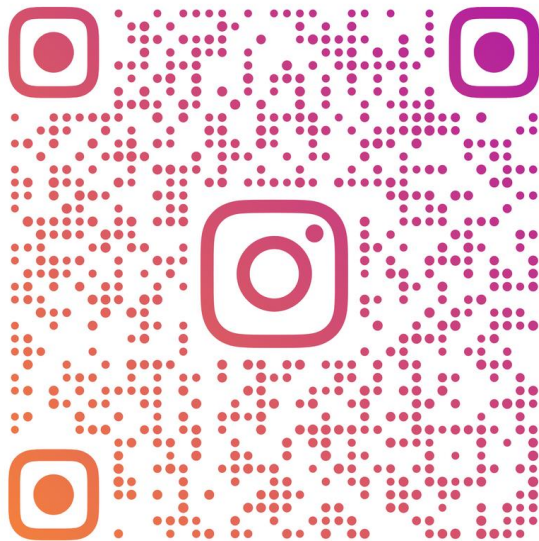
<https://www.washington.edu/graduation/school-and-department-ceremonies/>

Commencement at Husky Stadium:

June 8

Doors open 12:30PM, Procession begins at 1:30PM

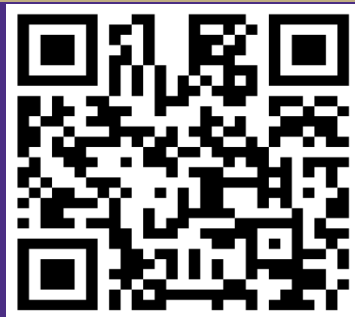




**GPSSUW**

Follow us on Instagram :)

# 2024-2025 Officer Elections



**GPSS Attendance:**  
<https://forms.office.com/r/rceXpuEts0>  
**(Word of the Day: Community)**

## Overview

- 1.) Candidates will be given 3 minutes each to speak to the Senate
- 2.) Each position will have a collective 10 minutes for Q&A for *all* the candidates for that position
- 3.) There will be a period for Senate discussion of candidates while the candidates are sequestered (and prior to voting)

# Vice President of Internal Affairs

Candidate:

Kana Saarni

# Kana Saarni

## GPSS VP Internal Platform

### Platform

- Grow the GPSS Interdisciplinary Research Symposium
- Building GPSS Community & Senate Social Connection
- Planned Events:

**Night at Burke, Drag Show, Husky Sunrise/Sunset, CIRCLE Collabs, Graduate Associations/RSO Collabs, Pro-D Opportunities, and more!**

### Experience

- Current GPSS Creative & Communications Director
- 4 Years of Leadership in UBC Student Government
- 2 Years Experience in BC Government & Policy Work



# Vice President of Internal Affairs

Q&A (10 minutes)

# Vice President of External Affairs

Candidate:

Mykhail Lembke

# MYKHAIL LEMBKE

2024-2025

## Academic Experience

- UW Evans School - Public Administration
- UW - Political Science and minors in LSJ and Diversity

## Professional Experience

- 2021 - WA State Senate Democratic Caucus Communications Intern
- 2022 - Senate Democratic Caucus Communications Specialist
- 2023 - Assistant Senate Civic Education Coordinator

## GPSS Experience

2023-2024

- GPSS Policy Director
- GPSS Senator (Public Admin.)

## Legislative Objectives

- 1) Expand funding for the Graduate Student Loan program and allow for more degrees to be eligible.
- 2) Advocate for the Washington College Grant at it's current funding to be enshrined into law, rather than a provision in the state budget.
- 3) Alternatively, expand the Washington College Grant via state budget increase.

*Mykhail Lembke for VP of External Affairs*



# Vice President of External Affairs

Q&A (10 minutes)

# Vice President of Equity and Inclusion

Candidates:

Edith Dale

Avery Clare

June Shin

Edith Dale

Avery Clare

# SELF-DIRECTION

- Combine teaching with **facilitating** by always creating space for student **participation, collaborative learning, decision making, and self-direction**. Treat learners with respect!
- Provide structure and clear communication. Be crisp and core (don't complicate things).
- Make lessons applicable to life and include lots of **problem solving** activities.

# HAVING FUN

- Share **resources** with learners and ensure that their **basic needs** are being met. Provide learners with unconditional positive regard.
- Prioritize having fun & maintaining balance! Strive for self-actualization in your daily life and encourage **self-actualization** in students.
- Utilize activities that involve **intrinsic motivation**, reflection, inspiration, **laughter, community**, and creativity. Lots of games!

# INCLUSION

- Build course content, assessments, and motivations to be **accessible** for all from the beginning and remain flexible.
- Conduct a **needs assessment** so you can adapt to students' interests, preferences, needs, and wants.
- Create a **safe space** for students by being explicit about your dedication to **equity**. Integrate different perspectives and cultures into content. Encourage critical thinking.
- Share your culture with learners and give opportunities for them to **share/reflect** on their **cultures** and experiences.

# NOVELTY

- Seek out and engage in **opportunities to grow**, collaborate with fellow educators, and update your teaching practice.
- Reflect often** and make changes to content and activities so that they are relevant for each group of students.
- Don't be afraid to **try new techniques** and break out of the status quo.
- Seek and incorporate feedback** from learners, peers, and supervisors. Embrace growth and reject perfectionism.

# EMPATHY

- Get to **know students** and why they are learning with you. What are their stories?
- Never make assumptions** about learners and make sure content foundations are sturdy before moving on to more challenging subjects.
- Emphasize the **power of emotions** in the learning process. Be kind to all learners.

1. Based on Core Adreological Principles (Knowles, 2020, Chapter 9). 2. Based on the bell hooks' Teaching to Transgress. 3. Based on Universal Design for Learning (Rogers-Shaw, 2017). 4. Based on Merriam & Bierema, 2013, Chapter 5. 5. Inspired by Tanner, 2013. The SHINE Model was created in Dr. Maxine Alloway's 2023 Adult Learning & Development course.

# JUNE SHIN

**W** SCHOOL OF SOCIAL WORK  
UNIVERSITY of WASHINGTON

## AN OVERVIEW OF Faculty as Sources of Support for LGBTQ+ College Students

Jodi L. Linley, David Nguyen, G. Blue Brazzelton, Brianna Becker, Kristen Renn & Michael Woodford (2016)

Made by June Shin for the UW Psych Teaching & Learning Journal Club

### About the Study

<p><b>Purpose</b> Post-secondary education is a route for personal and professional success. It is imperative that LGBTQ+ students have the resources they need to persist in college and achieve their goals. This article asks how can faculty intentionally and specifically support LGBTQ+ college students?</p>	<p><b>Background</b> Campus climates tend to be negative for LGBTQ+ students and faculty-student interactions greatly impact student retention. However, there is a lack of research about faculty &amp; LGBTQ+ student interactions. Both formal and informal interactions with faculty can be studied to reveal methods to facilitate trans and queer students' safety, learning and development.</p>	<p><b>Method</b> A large dataset of quantitative surveys and semi-structured interviews were analyzed to search for factors that improved student retention and sense of support. Organizational features, peer influence, and faculty statements were the main factors. Results and statements pertaining to faculty interactions were highlighted in this particular study.</p>
--	---	---

### The Art of Queering Higher Education

#### INSIDE THE CLASSROOM

- Prioritize cultivating welcoming, safe, respectful, and warm learning environments
- Use inclusive language and preferred names/pronouns.
- "They/them" can be used when addressing students whose pronouns you don't know.
- Confront transphobia, heterosexism, and other incidents of prejudice or discrimination as they arise in the classroom (or in the broader community).
- Follow up and check in with students (and fellow faculty/staff) who may be impacted.
- Take accountability for your own and address microaggressions you unknowingly made.
- Make real efforts to include LGBTQ+ topics, research, and history within curricula.
- Provide space for trans and queer students to share their experiences and perspectives, but without singling them out and only if they choose to do so.

#### OUTSIDE THE CLASSROOM

- Provide opportunities for students to get to know you personally and for you to get to know students. This can be done through office hours, coffee chats, and more.
- Learn about their stories, their experiences, and goals by building rapport with trans and queer students, you can increase their sense of belonging.
- If possible, consider advising, getting involved with trans and queer becoming an advisor for LGBTQ+ related campus organizations, events, or student groups.
- Encourage LGBTQ+ students in their co-curricular endeavors and career development.
- Share any relevant resources, internships, jobs, book recommendations, or advice.
- Continue to check in with and provide mentorship to students after the course concludes.

#### VISIBILITY & ALLYSHIP Representation matters!

- Make your queerness and allyship **VISIBLE** if you are comfortable doing so!
- Use LGBTQ+ associated imagery in stickers, pins, accessories, and clothing to signal to students that you are safe and welcoming.
- Normalize talking about trans and queer issues/experiences in and out of class. Focus not just on negative topics, but also on queer joy!
- Continuously educate yourself on LGBTQ+2S+ current events, policies, history and culture using trainings, research, documentaries, books, sites, and more.
- Never assume anyone's trans and queer experience as LGBTQ+ populations are not a monolith. Visible and invisible intersecting identities impact students in unique ways (eg. for those who are BIPOC and/or disabled).
- Advocate for trans and queer students, staff, and faculty!

### Consider These Questions

1. What thoughts, emotions, concerns, or questions arose as you read this article/summary and what stood on the topic of LGBTQ+ student experiences?
2. What is your perception of our campus climate for LGBTQ+ students? What can you personally do to make our school a safer and welcoming place for trans and queer students, staff, and faculty?
3. What are some changes that you anticipate when it comes to your own or your institution's efforts to increase inclusion and belonging for LGBTQ+ students (include if you are BIPOC and/or disabled)?
4. Can you share any experiences with LGBTQ+ students that you've had that stood out? (This can include meaningful moments, feedback provided, learning opportunities, etc.)
5. How do you envision increasing your own visibility and involvement with the LGBTQ+ communities, and what have been areas of progress and where can you continue to grow? (We're all still learning! No one has all the answers. Keep moving forward.)



# Vice President of Equity and Inclusion

Q&A (10 minutes)

# Vice President of Administration

Candidates:

Noah Hough  
Weilin Kao

# Noah Hough

GPSS Vice President of Administration Candidate

2024 - 2025

## Experience

- MS, Materials Science and Engineering, UW Seattle (expected 2026)
- BS, Computer Science & Software Engineering, UW Bothell (2023)
- Student Assistant, UW Bothell School of STEM
- Software Engineer Intern, Leading Change - Africa

## GPSS Experience

- Office Director 2023 - 2024
- Executive Senator & Senator
- Representative, Tri-campus Faculty Council
- Chair, GPSS Book Club, Knitting & Crocheting Circle
- Member, Arts Council

## Objectives

- Community Outreach & Recruitment
- Website & Records Maintenance
- Interdisciplinary Committee Activities
- Support and Guidance for GPSS Officers, Staff, and Senators



# Campaign for Vice President of Administration

## Weilin Kao

### Background:

- Teaching Assistant, Chinese Flagship Program, UNG.
- M.A. in Chinese Language Teaching, National Chengchi University.

### Key Strengths:

- **Meeting Accuracy**
- **Teamwork**
- **Time Management**

### Vision:

- Develop team collaboration and efficiency.
- Commit to elevating administrative standards for long-term success.

Vice President of Administration

Q&A (10 minutes)

Vice President of Finance

Candidate:

None

Vice President of Finance

Q&A (10 minutes)

President

Candidate:

None

President

Q&A (10 minutes)

# Senate Discussion

## **GPSS Attendance:**

<https://forms.office.com/r/rceXpuEts0>

**(Word of the Day: Community)**

# **Election Voting**

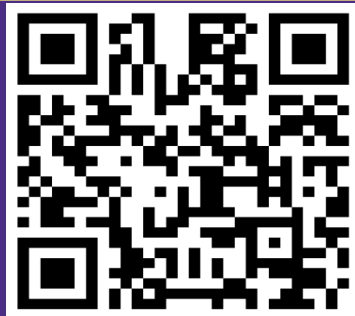


**HuskyLink:**

<https://huskylink.washington.edu/submitter/election/start/639395>

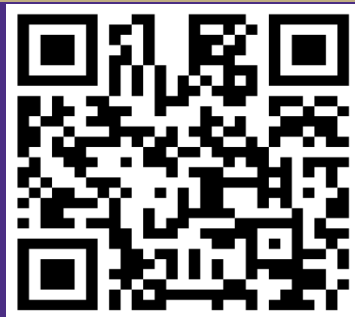


# Senator of the Month



**GPSS Attendance:**  
<https://forms.office.com/r/rceXpuEts0>  
**(Word of the Day: Community)**

# Mid-Year Allocation for Departmental Allocations



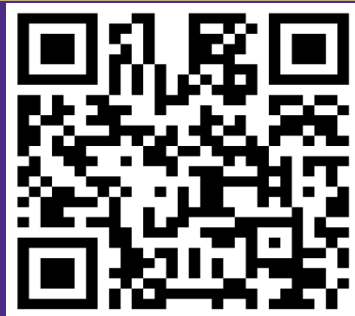
**GPSS Attendance:**  
<https://forms.office.com/r/rceXpuEts0>  
**(Word of the Day: Community)**

# Motion to Approve a Mid-Year Allocation from Special Allocations to Departmental Allocations

<https://forms.office.com/r/mbXqmGfyWK>

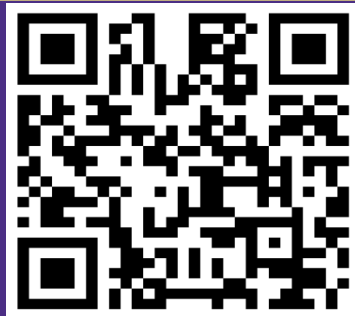


# Sustained Dialogue



**GPSS Attendance:**  
<https://forms.office.com/r/rceXpuEts0>  
**(Word of the Day: Community)**

# Resolution in Support of UAW 4121 (First Reading)



**GPSS Attendance:**  
<https://forms.office.com/r/rceXpuEts0>  
**(Word of the Day: Community)**

# Motion to Approve a the Resolution in Support of UAW 4121

Resolution: GPSS.Resolution.6-  
23.24(Resolution in Support of UAW  
4121).docx

Vote: <https://forms.office.com/r/z4Puyj0ieA>



# Adjournment