



Services and Activities Fee Committee Meeting

March 6, 2026 | 1:00 PM | Husky Union Building 303

MINUTES

Call to Order

The SAF Committee Meeting was called to order at 1:01 PM on March 6, 2026.

Roll Call

No.	Name	Position	Attendance
1	Haley Chee	SAF Chair	Present
2	Aiden Reeder	SAF Vice Chair	Present
3	Grace Clarke	ASUW Representative	Present
4	Abraham Gibson	ASUW Representative	Present
5	Moises Jacobo	ASUW Representative	Present
6	Tammy Pham	ASUW Representative	Excused absence
7	Riley Talamantes	GPSS VP of Finance	Present
8	Gen Conley	GPSS Representative	Present
9	Kayla Kenyon	GPSS Representative	Present
10	Helena Ochoa Morena	GPSS Representative	Excused absence
11	Alec Solemslie	GPSS Representative	Present
12	Lincoln Johnson	SAF Advisor – Student Life	Excused absence
13	Kristian Wiles	SAF Advisor – Office of Minority Affairs & Diversity	Present

Approval of Agenda

The agenda for the March 06, 2026, SAF Committee Meeting was approved.

Motioned by Grace Clarke, seconded by Gen Conley; unanimous vote to approve the agenda.

Approval of Minutes

Public Comment

Nominations & Elections

Old Business

Haley announced that graduation stoles have been ordered.

Haley and **Riley** gave updates on the MEDEX. Haley said that the MEDEX students will be joining on Zoom for the next SAF meeting.

Haley and **Aiden** gave updates on the Student Health Fee.

New Business

Discussion

1. Budget Presentations

ASUW

- Speakers:
 - **Nandana Jaideep**, ASUW President
 - **Khushi Loomba**, ASUW Finance & Budget Director

Khushi introduced the ASUW mission and the ASUW's budget package.

SAF Committee Questions To ASUW

Haley – Can you talk more about the Special Appropriation Fund?

- **Khushi** said that the Special Appropriation Fund is a fund in the ASUW budget that always goes toward the student body. Each RSO can request \$2,500 per year. Khushi said she learned about many great events through this process. She also explained how she has been able to streamline the funding request process to make it more accessible.

Aiden – What is the difference between the Executive Advisory Board and the Board of Directors?

- **Khushi** explained that the Executive Advisory Board consists of non-elected, hired ASUW roles, including the Finance & Budget Director, Personnel Director, and Communications Director. The President and the Vice President are also on the Executive Advisory Board. The Board of Directors is made up of people who are elected in the ASUW election every year. The people on the Executive Advisory Board are also on the Board of Directors; however, they don't have a vote.

Riley – What does SARVA stand for?

- **Nandana** said that it stands for Sexual Assault & Relationship Violence Activists.

Riley – For your program and services, is the funding for programming within any particular hats?

- **Khushi** said that all part of ASUW, there are employees hired. Each part of the budget also includes programming for each Director.

Aiden – Can you go more in-depth on your relationship with the Food Pantry and what the role of the Student Food Cooperative is, as a way to explain your reasoning behind discontinuing the Student Food Cooperative?

- **Nandana** explained that over the year, the Directors and SAO have struggled with their purpose and mission. They have been taking on an advocacy role to address food insecurity and have less of an impact on feeding people. They realized that many students don't even know about a food co-op but are aware of the Food Pantry. Now, they're trying to use money to collaborate with the Food Pantry to have a micro-Pantry in the Bean Basket in Odegaard.

Alec – Can you speak more on how you got to a 0% request?

- **Khushi** said that she didn't have a target. She talked to the Committee about it, and they don't want to increase their request at the cost of other units. They also have the provost donation, which enables them to request less from SAF. Currently, they don't have to worry about this funding. She hopes that this can free up the fund for other units, such as the HUB.

Aiden – You said that this reduction in personnel was very informed by internal audits and performance reviews, but I just want to know how this was all communicated to and received by your employees?

- **Khushi** said that she sent an all-staff email and had a meeting. She gave a presentation about this change, and to communicate that this change is not about the people currently in that position, but about the future. She also had joint office hours with Personnel Director Owen for people to come talk to them. She was able to talk to many people, hear their concerns, and make adjustments to the budget.

Kayla – Are you expecting different levels of output considering the decrease in student positions?

- **Khushi** said that the job descriptions will change. The standard and background for hiring people will change.
- **Nandana** added that she is certain this will not impact output. She highlighted that solo Directors, the Black and Latin Commission Directors, are really tight with their constituents, and they have produced amazing work. They deal with fewer interpersonal and personal conflicts and can get things done. This allows them to better pick policy efforts that they want to work on.

- **Khushi** added that it is difficult for the Personnel Director to hire around 76 employees, and it is also difficult for them to work with SAO. She wants the employees to know each other and to foster a community.

Kayla - How many student positions are you reducing next year?

- **Khushi** answered 12. Still, they would have over 60 paid positions. This does not include the student stipend positions or the Student Senate positions.

Moises – If the Provost’s support were to end, have you considered an adjustment for the future?

- **Khushi** said that she has been working with the Provost to reduce the funding to ASUW and increase it to GPSS. They’re trying to make adjustments. This is also the reason their Reserve increased, which was not due to SAF funding. She added that since they can’t budget from the Reserve, it is unhealthy to keep that high number. They are working to get a lower amount from the Provost and to free up funds for other units.

LiveWell

- Speakers:
 - **Shannon Bailie**, Director
 - **Jen Laxague**, Assistant Director
 - **Marilyn Carruth**, Director Wellness Shared Services
 - **Karen Mulholland**, Peer Health Educator & Peer Wellness Coach
 - **Gabrielle (Gabby) Siros**, Peer Health Educator

Shannon and **Jen** gave an overview of LiveWell and their operations.

Karen talked about Peer Groups and student work at LiveWell.

Gabby said she liked seeing the impact on the community, such as hazing prevention in the Greek chapter, and presenting to FIGs.

Shannon talked about working with New Student & Transfer Programs for all incoming students, serving both undergraduate and graduate students.

SAF Committee Questions To LiveWell

Riley - How many coaches do you all have? How many students do coaches typically see in a quarter? Is it at random, or do you have recurring students?

- **Jen** said that right now, they have 7 Peer Wellness Coaches, and 4 of them are also Peer Wellness Educators. Last year, students saw 150 coaches. Last quarter, they were on track to that same number because of how busy Fall quarter was.
- **Shannon** said that they have grown their Peer Wellness Coaches over the year. The more popular it gets, the more they expand the program.

Aiden – Can you quantify the extent to which “limited capacity” means in terms of what your full capacity could be?

- **Shannon** said that for the PHE program, students used to get paid during training in Spring, which is something they are no longer doing. They would like to be able to pay students during training again. Students are more interested in getting paid for their time. They are also mindful of how many they can hire due to the funding, to do the work they want to do vs. what they can do.
- **Jen** added that workshops always take precedence (i.e., Greek life, A&O, classrooms). If they have money left over, they’d like the student employees to engage in events and programming. Funding also has an impact on how much they can train students in. For example, they don’t have the capacity to train the students to be well-equipped for the financial literacy workshop.
- **Shannon** said that workshops for Greek life and FIGs are prioritized, but they also have had to say no based on student schedules and their capacity.

Aiden – Have you had students refuse to follow through on becoming a PHE on account of the newly unpaid training?

- **Jen** said that they had to change the training process because of that. They drastically reduced the training. They are also hiring more graduate students and upperclassmen, because they need students to come in with more base knowledge.

Haley – How many hours do the PHEs work (Is it 19.5)?

- **Jen** answered that they’re not working to the max. PHEs can do up to 19.5 hours, but they are not doing up to that number.
- **Shannon** said that they don’t mandate that the students work 19.5 hours per week.
- **Jen** added that the students are also doing other things in their lives.

Haley – Beyond the referral program, do you collaborate with the Counseling Center in other ways?

- **Shannon** said that the Counseling Center has niche work and has more specific and small workshops. On the other hand, LiveWell does more work on campus with more students. They do collaborate. From a Student Life perspective, the Counseling Center is not charged with being a health promotion support. There are collaborations and overlaps between the two, but LiveWell is leading the health effort on campus for Student Life.
- **Jen** added that Peer Health Education has been shown in research to be more effective. It works on college campuses.

Grace – How does your programming change to serve the most current needs of students, and how do Peer Health Educators contribute to those programming changes?

- **Shannon** said that during the elections, there are efforts to help campus practice engagement in the light of politics.

- **Karen** shared that she led a campaign called Husky Don't Cancel. It turned into a workshop that they presented to many first-year students. This year, LiveWell also did social connection & preventing isolation for first-year students. Additionally, LiveWell also gets feedback on their presentations and sees if the students found it helpful.
- **Jen** added that they change their curriculum every year due to the change in student population.

Gen - How do you know that you are meeting the students that are your target audience or might be interested in support, and how do you measure the impact across your intervention and education programs?

- **Shannon** answered that they provide an assessment following the workshop. Students also get sent a private assessment of the work they did with the staff members to get feedback and hear about concerns. LiveWell participates in the American College Health Association campus survey. She introduced the Student Needs Program that works with students who are struggling with food insecurity and housing instability. For this, Student Needs navigators work with those individuals to get them connected to Apple Care or re-adjust their financial aid package. They also do targeted outreach. They asked questions in the New Students and Transfer Programs if students would like LiveWell to reach out about their services.

Stella - Is there a difference between the PHE presentations/workshop for A&O, FIGs, and the Greek chapter?

- **Jen** said that they do a standard presentation for all orientations, so everyone gets a base content. They make sure there is consistency, so that students get foundational information about mental health, healthy relationships, dating violence intervention, and substance abuse. This year, they will be presenting in-person presentations instead of online. For E-FIGs (Engineering FIGs), Honors, and regular FIGs, they all do things a bit differently. Some departments let the students choose what they would like to hear from. PHEs walk into the classroom prepared to do up to 5 workshops.

Alec – What happened in FY25 and the result?

- **Jen** said that they have had a large surplus in the past years. They have grown their program to use up that surplus, and in 2025, their surplus was gone. That was also the year that all SAF units were asked not to have increases. Overall, their allocations have not kept up with the true expenses because they have relied on their surplus money, and now they have to shrink it.

Haley shared that for FY25, LiveWell asked for a new permanent employee, but SAF did not grant it.

Haley left for her Epidemiology Admitted Students Day. **Aiden** took over the meeting.

Husky Health

- Speakers:
 - **Joel Schwartzkopf, DPAS, MBA**, Executive Director
 - **Mary Kauffman, MD, MPH**, Medical Director
 - **Karen Mulholland**, Vice Chair of Student Advisory Board
 - **Abigail Appleyard**, Chair of Student Advisory Board
 - **Marilyn Carruth**, Director of Wellness Shared Service

Joel and **Mary** gave an introduction to Husky Health and their work.

Abigail talked about STI testing and NARCAN.

Karen shared about engaging students.

SAF Committee Questions To Husky Health

Gen – In Jan 2025, what eligibility requirements did they change, and how does that impact students?

- **Joel** explained that during the pandemic, due to staffing and crisis response, the unit closed to non-new student patients. They used to be open to anyone in the UW community. For the first time, they had to define the eligibility, which took effect in January 2025. From then, to be seen as a patient at Husky Health, the patients must be currently enrolled, SAF-paying students at UW Seattle. There are exceptions with referral or dependent of someone who is on the university's insurance plan.
- **Mary** added that they will restrict even further, or stop being open to new non-student patients, even by referrals. This is something that they are prepared to do.
- **Joel** said that they will continue to see students after they graduate through the Husky Health Promise.
- **Mary** said that they view themselves as a medical safety net. If a student experiences a health crisis, has to take a quarter off, or leave school, they can continue to see those students, which is a very valuable service.
- **Joel** added that international students are here for the short term and don't pay SAF. They have developed an access fee (\$50), the equivalent of someone who pays SAF for international students. This preserves equity from students paying for the service.

Grace – Through the forms of feedback you've seen, what are some gaps of student users that you have identified, and how are you trying to fill those gaps?

- **Joel** shared the executive summary report of the National College Health Association (NCHA) survey results. They saw that international studies were overrepresented among those who come into Husky Health. This is because they have great coverage through their health insurance. They have worked with Q-

Center to reach out to historically marginalized students to let them know about HIV, gender affirming care programs, and safer sex supplies.

Aiden – For the other Big Ten schools mentioned in your budget packet, what are their overall sources of funding, and how do they differ from Husky Health? What would you say are the main reasons for these differences in funding received?

- **Joel** explained that all schools all do things differently. They did a deep analysis of Washington schools. There is a difference between a dedicated health fee and just a fee that students pay. In terms of fees that students pay, UW is still among the lowest in comparison. WSU-Spokane students pay \$100 per semester for their health fee. WSU-Pullman students pay \$244 for their health fee. Across the Big-10, UW is among the lowest in comparison. He acknowledges that what the people at Husky Health are doing with a smaller budget and for a larger student body is incredible.

Grace – What are some ways you actively engage students with the services that you provide?

- **Joel** said that he's always looking for more ways to do that. This is the 2nd year that they employ students to do outreach and tabling. It is helpful for students to hear about this service from peers. They have presented to parent and family programs (7000 parents and families), A&O, Admitted Students Day, and the international fair. He added that their social media presence has grown. They're working to synchronize their message with LiveWell and the Counseling Center.
- **Abigail** shared that she often talks about the services that the Health Center offers, answers insurance questions, and shares things that college students have access to. Specifically, Room 101, the subsidized visit, etc.
- **Karen** added that they also give a presentation for Greek Life. They also engage with students during the Fuel for Finals event.
- **Mary** shared that they wrote a policy about staff time for outreach. They want more different Husky Health employees to do outreach. Additionally, they have done formal collaboration with the Counseling Center, creating the Counseling Committee.

Announcements

Adjournment

The SAF Committee Meeting was called to adjourn at 2:47 PM.

Motioned to adjourn by Riley Talamantes, seconded by Grace Clarke; 7-0-1 vote to adjourn.