



## Associated Students of the University of Washington

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Board of Directors | **Agenda** | Session 123

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February 22, 2024 | Husky Union Building 303 | 5:30 PM

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*The ASUW acknowledges the stewards of Coast Salish lands, the lands on which we currently sit, and the UW occupies. We acknowledge the original and current caretakers; Duwamish, Suquamish, Tulalip, and Muckleshoot nations and peoples.*

**Zoom:** <https://washington.zoom.us/j/4769215522> | **Meeting ID:**

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### Call to Order

**Jacob Feleke** calls this meeting to order at 5:35 pm.

### Land Acknowledgement

Roll Call | 16 total. \*9 voting. 5 quorum | # present (P). # excused (E). # absent (A).

P | \*President – **Jacob Feleke**

P | \*Vice President – **Ellis Andrews**

P | Director of Personnel – **Thomas Sefair-Lopez**

P | Director of Finance and Budget – **Melody Fung**

P | Director of Communications – **Yazmine Mendoza**

P | \*Director of Internal Policy – **Francisco Dojenia**

P | \*Director of Diversity Efforts – **Leah Sishu**

P | \*Director of University Affairs – **Nandana Jaideep**

P | \*Director of Programming – **Naomi Snow**

AE | \*Director of Community Relations – **Anastacia Mikaele**

P | \*Director of Campus Partnerships – **Azaan Leslie Brown**

P | \*GPSS Vice President of Internal Affairs – **Amanda Chin**

P | Student Senate Vice Speaker – **Andal Sridhar**

P | Board of Directors Coordinator – **Maya Lukalapu**

P | Associate Director of Student Activities – **Christina Coop**

P | Husky Union Building Director – **Carrie Moore**

### Public Forum

#### - HFS Forum – Pam

**Pam** introduces herself. She explains HFS's role, a department within the university, primarily focuses on supporting student success. Operating independently, it sustains itself without external funding, with services funded directly by beneficiaries. HFS must cover operating expenses, maintain a reserve fund, and ensure long-term financial stability while aiming to sustain existing programs and services. Budgeting and rate setting start with adhering to mission and guiding principles, followed by revenue and expense analysis, and the development of rate proposals. Resident and campus consultations precede Board of Regents' approval, followed by opening residential applications for the next year. HFS strives not to increase funds for any program or service without documented cost increases or necessary revenue collection. Any new program or service must be justified by eliminating something of equal or greater cost. HFS endeavors to offset expense increases through savings or revenue increases not derived from rent or dining plans. She explains that some major rate drivers include labor, specifically wage increases for classified (union), professional, and hourly staff, Benefit Load Rate Adjustments which are applied across all staff groups and food cost where they're addressing supply chain and inflationary issues (6.03% inflation). Efforts to mitigate dining cost increases include minor offsets and establishing an internal maintenance team.

**Pam** asks for any questions, comments and concerns before she continues her presentation.

**Naomi** questions how students can give general feedback. **Pam** responds saying that the easiest way for students to provide general feedback is through their community council and RCSA.

**Andal** explains that there were a couple of questions regarding this broad topic brought up in Senate on Tuesday about the dining rates, specifically the lowest rate, so level one or returning resident. They were wondering what the process that went into determining that rate was. Pam explains that the level RR is for a returning resident, and it's a bit lower because they believe that a student who has lived in residence for at

least one year has some familiarity with their lifestyle, including where and when they prefer to eat. Additionally, some of these students may have part-time jobs and may eat off-campus occasionally. As for level one, they base it on the average person's spending for breakfast, lunch, and dinner. This plan doesn't necessarily cover three meals a day, seven days a week. It's more aligned with an average of about two meals a day, considering the average spend for those meals. She explains that they want to ensure that the students can have at least two meals a day and have the flexibility to change it up because they can use their dining plan however they wish. They structured it based on if the average student spent the average amount and wanted to purchase two meals a day, totaling to 14 meals a week minimum. This informs them of what level one should be.

**Ellis** asks if they considered changing the policy for roll over funds to be yearly as well because she knows they do that from quarter to quarter. Pam explains that it is due to the turn of the fiscal year, which makes things difficult.

**Pam** continues the presentation by addressing several key points. Firstly, the concept of Physical Plant Recharges was explained, encompassing various supplies necessary for work, with a notable mention that this category isn't experiencing significant increases compared to others. Secondly, the proposed rate increases of 3.88%, coupled with an additional 0.75% from the previous year, totaling 4.63%, was outlined, resulting in an approximate monthly increase of 50 to 60 dollars for popular room types. Additionally, the combination of costs, especially considering the requirement for a dining plan in most residential spaces, was highlighted to provide students with an overall understanding of rate changes. Moreover, comparisons with other institutions, both within the PAC-12 and in Washington state, were discussed, showcasing UW's competitive rates. Furthermore, the variability in rate increases among other PAC-12 schools, attributed to factors like inflation and labor challenges, was noted. The presentation also delved into detailed breakdowns of labor increases and comparisons with other institutions, offering comprehensive insights.

**Jacob** questioned whether they consider accepting EBT. Pam explained that there are restrictions due to the POS system complexities.

**Francisco** asks about HFS's overall relationship with private businesses like Starbucks, as well as student-run enterprises like Parnassus and the Bean Basket. Pam explained that Parnassus served as a student-run cafe for quite some time until the School of Art approached HFS, asking if they could operate and manage it. They agreed under the condition that the union allowed them to maintain its status as a student-run

establishment. Adding labor represented a significant cost, which could have threatened Parnassus's viability. Over time, despite efforts to maintain its student-run nature with some managerial oversight, the revenues couldn't sustain it, leading to its closure. Regarding Starbucks, it was not just a partnership with HFS but with the university as a whole. The university established a relationship with Starbucks, requiring HFS to operate several licensed stores, investing in their construction, and covering associated expenses. She explains that while it's beneficial to have Starbucks on campus and allows students to use their dining plans there, there are considerations. The initial 10-year agreement ended last year, but the sponsorship office and Starbucks agreed to extend it through this year while negotiations for the future are ongoing. As of now, updates on the negotiations are pending.

**Andal** questions how HFS uses the information collected from the Autumn Residence survey. **Pam** explains that the key uses of the data, which they prioritize, is the feedback provided by students about their Resident Advisors (RAs). They review this feedback towards the end of each quarter, and it becomes part of the RA's evaluation for that quarter. Any areas needing improvement or adjustments are communicated to the RA, allowing them to address shortcomings upon their return for the next quarter. Currently, they're also examining all the other data, including dining comments, which have been shared with Robert, so everyone is working with that information. In the past, they were diligent about sharing survey results with each community through bulletins, but they fell behind during COVID.

**Jacob** refers to **Francisco's** mention of Parnassus and explains that he's been in communication with them. The latest initiative they've been exploring is to revive the space that students previously managed—artistic space for students. They're considering investing in a coffee-making machine to reopen the space for students and recreate the same vibe they used to enjoy. He questioned if they have been able to reach out about this initiative. **Pam** answers that they have not heard of this.

**Nandana** questions if HFS has been exploring partnerships with local businesses. Pam explains that their contract with Starbucks prohibits that.

**Jacob** announces that public forums are supposed to precede the approval of the agenda and minutes. He explains that from now on, regarding public forums, they will designate it as a public speaking time. Speakers are limited to one minute for announcements unless they've previously notified **Maya L.** or himself to present a forum.

**Jacob** opens the floor for announcements.

**Naomi** announces that there is an ASUW town hall on Monday from 5 to 7pm at the Oak Denny room.

**Jacob** closes the floor for announcements.

**Andal** asks if he was intending the public forum to be for all announcements or just announcements for the public. **Jacob** explains that this is for the public and nonmembers of the committee can have time to speak and that they can also arrange for a longer period with the majority approval from the board.

- Outlined in Article II, Section 3 of the [Bylaws](#).

**Francisco** reads Article 2, Section 3, Clause A, where it says, "a public forum shall be presented at each board of directors' meeting before any agenda items calling for action by the board of directors." He explains that approval of the agenda is an action by the board, so public forums have to go before the approval of the agenda.

### Approval of the Agenda

**Leah** motions to approve

**Azaan** seconds.

*8.o.o. Agenda is approved.*

### Approval of the Minutes

### Consent Agenda

### New Business

- [BOARD BILL 5.05 - Resolution for the Establishment of a Collegiate-Based EMS Program at University of Washington.pdf](#)

**Tanmay Bhanushali** and **Tristan Jefari** introduce themselves. **Thanmay** is a second-year student at the University of Washington, studying linguistics. He's been working as an EMT for almost two years, part-time at the Snohomish County Diversion Center. **Tristan**, also a sophomore, is majoring in biochemistry. He is an EMT as well. They both train in Seattle and work in Snohomish County. They're colleagues at the Diversion Center. They're here to talk about their initiative to establish a collegiate-based EMS agency at the University. Essentially, this means having certified EMTs who are also UW students respond to medical emergencies on campus. They'd be the first to respond, providing initial medical care before handing it over to the Seattle Fire Department.

**Thanmay** explains that they have been in talks with various stakeholders, including the Seattle Fire Department, the Washington State Department of Health, and internal entities like Hall Health and Student Life. Currently, they have secured over \$20,000 in funding and have started community outreach initiatives, offering free CPR and AED certification classes and overdose recognition and naloxone administration training.

**Tristan** explains that Collegiate-based EMS is not new; it's established at over 250 colleges across the US, often leading to better healthcare outcomes due to the peer-to-peer connection. Their program is being explored within the Department of Emergency Medicine in the School of Medicine, working closely with the paramedic training program at UW. He explains that initiative is the result of months of research and collaboration to supplement existing emergency response systems.

**Ellis** questions what their timeline looks like. **Thanmay** explains that they're currently in the midst of a pilot program, which began with community outreach initiatives starting on January 30th. It marks the initial stage of their plan. The next step is to implement 'ride-alongs' and minimal response, potentially including standby events, during the summer. As the pilot program progresses, they aim to expand their response coverage and decrease response times. Initially, they may only respond to certain events for a few hours per week, but their goal is to eventually achieve 24/7 coverage across the entire UW campus. They anticipate reaching this milestone of 24/7 response with full campus coverage by the winter or spring quarter of next year. Their plan includes rigorous training, drills, and scenario-based systems leading up to the initiation of 9-1-1 response in autumn quarter of the following year.

**Ellis** questions further about what other approvals they're waiting for from the University of Washington. **Tristin** explains that the University of Washington operates in a decentralized manner, which means there isn't a single decision-maker who can give the green light for our initiative and set everything in motion. Currently, they're in the phase of gathering funding and engaging with various departments to build relationships. They have support from the Department of Emergency Medicine, the focus now is on collaborating with risk management teams, the Attorney General's office, and other entities to iron out the details and address specific concerns. This process involves thorough discussions and careful consideration of every aspect before moving forward. So, rather than a straightforward approval, their progress hinges on ensuring that every detail is meticulously addressed and in place before implementation begins. Additionally, they're still awaiting responses on funding applications from groups like SAF and STF, which are integral to our project's development.

**Andal** provides some additional context regarding the discussions that took place in the Senate. She explains that the resolution passed with a vote of 51-0-9, and it aligns with a legislative directive that was previously passed earlier in the quarter. No amendments were made to the resolution from start to finish. She commends them for their exceptional responses. Their arguments were thorough, leaving no gaps, and she believes the senators felt satisfied with the answers provided. She wants to acknowledge the effort they put into the report, despite not having had the chance to read it thoroughly herself. She explains that their diligence in these preparations is commendable, and she wants to express her appreciation for their hard work.

**Melody** asks about how their conversation with SAF is going and whether their budget of 20,000 is affecting their timeline. **Thanmay** explains that the paramedic training program operates uniquely in terms of its funding structure. They receive all their funding from grant money provided by the Medic One Foundation, a local foundation that receives funding, likely from the state, as a 501(c)(3) organization. This foundation operates independently of the university's fiscal system. Therefore, any funding for their program must come from external grant sources, as the paramedic training program cannot directly fund them. They are in the process of applying for a grant from the Medic One Foundation, although it won't cover the entire cost of their program. Additionally, their SAF (Services and Activities Fee) application is progressing. The Associate Vice President of Student Life, Lincoln Johnson, is involved in advising this process and will be connecting with the director of paramedic training next week to discuss further. This is essential as there are risk and liability concerns that need to be addressed, and it's crucial to have departmental and unit support within the Department of Emergency Medicine. Currently, \$15,000 of their funding comes from a private family foundation, not affiliated with the University of Washington. The remaining funds, sourced from various UW funding channels like GPSS and NAACF, are

allocated towards their community outreach initiatives. They are not currently part of the general UW departmental funding cycle but hope to explore that option after completing our pilot program. He explains that securing funding from sources like SDF, SAF, and other grants is crucial for the success of their program, especially as they aim to demonstrate tangible benefits to patient outcomes and student relationships during the pilot phase.

**Ellis** questions if they found a building or room where the on call/transportation would be. **Tristin** explains that they're currently in discussions with UW facilities to explore potential locations for the on-call space and on-campus transportation. However, they do not have a definitive answer regarding the specific room or building yet. There are various requirements and logistical considerations that need to be taken into account in designing the response model. He provides an example, they need to ensure that there is an outdoor outlet available for charging the golf cart, if that's part of the transportation plan. Additionally, considerations such as whether the vehicle needs to be stored underground or if outdoor parking is sufficient also need to be addressed. These logistical details are still being sorted out as part of our ongoing discussions with UW facilities.

**Francisco** questions if there will be a general manager. **Thanmay** explains that in regard to administration, particularly financial management and other operational aspects within the paramedic training program, currently, Eric Timm, who serves as the director of the paramedic training program, has taken on these responsibilities as part of his existing role. This arrangement does not impact his compensation from the Fire Department in any way. However, as they aim for the long-term sustainability of our program, we anticipate collaborating with the university and developing their funding models to potentially provide compensation for someone in that administrative position. As of now, no payment or funding is allocated for this role. Similarly, in parallel to this, every EMS agency requires a physician to oversee medical protocols. Currently, their interim medical director, Dr. Michael Sayre, who also serves as the medical director of the Seattle Fire Department, volunteers his time for this role. However, as their program progresses and establishes a long-term model, compensation for this position may also be considered.

**Azaan** questions how they plan on protecting the identities of undocumented students who might be the EMT or the patient. Thanmay explains that in terms of protecting the safety of undocumented students or individuals who may be part of their volunteering team, they have strict guidelines in place to ensure patient confidentiality and protection of sensitive information. Firstly, their EMTs are not engaged in extensive conversations with law enforcement on or off the scene, and personal information or immigration



status of patients is not disclosed to law enforcement. The presence of their EMTs does not influence law enforcement's actions on the scene of an emergency. Even in scenarios where law enforcement is required for a medical emergency, they would be present regardless of our involvement. Therefore, they have no impact on patient confidentiality concerning law enforcement. Regarding the safety of sensitive data, they adhere to extensive guidelines established by the Seattle Fire Department and medical protocols such as HIPAA regulations. They prioritize patient confidentiality and protection of sensitive information. Additionally, since they do not transport patients to hospitals and only provide immediate medical assistance until the arrival of the Seattle Fire Department, they do not retain detailed information about patients' insurance or other personal details. Their electronic healthcare software facilitates the seamless transfer of relevant medical information to the Seattle Fire Department upon their arrival. This includes details of the medical intervention provided by their EMTs, such as vital signs or initial treatments administered. Thus, patient information is securely managed and transferred to the appropriate authorities for further care.

**Francisco** motions to approve.

**Azaan** seconds.

*8.o.o. Vote is unanimous. Board Bill is approved.*

- [Board Bill 4.09 - An Act to Establish an Internal Audit of the Board Bill 4.06 Task Force.docx](#)

**Francisco** reads the bill.

**Ellis** motions to add a “THAT” clause that states, “After the preliminary results of the audit, if the board finds the results useful and relevant to their decision on the task force. An amendment to the bylaws is made permanently is made to outline future processes of audits, and that the role be delegated to the director of internal policy.”

**Nandana** seconds.

*4.o.3. Motion passes. Amendment is adopted.*

**Naomi** asks **Francisco** to describe what this would do in his own words. **Francisco** discusses that his concerns are related to the presumption of innocence, emphasizing the principle that individuals are innocent until proven guilty. This bill would investigate whether the taskforce has been following protocol.

**Ellis** acknowledges the need for accountability and proper procedure in the request for information and investigations, particularly in relation to the public nature of meetings and task forces, specifically mentioning the South Asian Student Commission Task Force. She, who chairs two other task forces, expresses concern about potentially unknowingly violating guidelines, pointing out the vagueness in the bylaws. She suggests that the audit and subsequent investigation, as outlined in a board bill, aim to clarify and improve understanding of procedures, thereby preventing confusion in the future. She explains that she ultimately supports the board bill, believing its intent is to streamline processes for better governance and transparency.

**Azaan** agrees with **Ellis** and states that the actions being discussed could set important examples for how task forces should work in the future within the ASUW. He also mentions that it could help calm disagreements within the group. He acknowledges the efforts made and expresses his gratitude.

**Azaan** motions to approve.

**Ellis** seconds.

*4.0.4. Motion passes. Bill is adopted.*

*Old Business*

*Funding Updates*

*Discussion Items*

**Nandana** explains that the town hall is scheduled for Monday from 5 to 7 PM at Oak Denny. She is open to any topics people want to discuss, how to prepare for the town hall, any ideas, or any last-minute thoughts or contributions anyone might have.

**Thomas** asks about the accessibility measures that are taking place for nontraditional students at the town hall. **Nandana** explains that there will be a microphone and a stage available for speakers. Additionally, the event will be accessible via Zoom, allowing remote participation. People will have the option to submit questions anonymously before the event, and the questions that receive the most votes will be prioritized and addressed first during the town hall. He inquires further about a captioner, or an American Sign Language (ASL) interpreter present to accommodate attendees who might need these services. **Naomi** explains that they were planning on relying on zoom for captions and will investigate the other services mentioned.

**Jacob** suggests reaching out to OID immediately if that hasn't been done yet. **Naomi** explains that she will contact them.

**Yazmine** suggests that, considering the limitations of Zoom's captioning system and the expectation of a large student audience, having a live captioner present would be very helpful. They explain that this is especially true if questions are asked from the back of the room, where it might be difficult for automated captions to accurately capture what's being said. They recommend reaching out to (OID) right after the meeting ends to arrange for a live captioner to ensure the town hall is accessible to everyone.

**Nandana** acknowledges the importance of the suggestion for a live captioner or similar accessibility services at the town hall and expresses commitment to do their best to accommodate the request but also shares is uncertain about whether this is feasible with the time constraint. She mentions that this topic has been consistently included in the agenda for the last three to four board meetings and would like others to bring up concerns earlier.

**Naomi** reflects on their responsibility for not anticipating the need for certain accommodations, such as live captioning, earlier in the planning process. She suggests moving forward with a focus on implementing necessary services in advance and addressing concerns promptly as they arise, rather than waiting until just a few days before an event. She acknowledges the oversight as a mistake on their part but encourages everyone not to hesitate in raising issues or suggestions early in discussions to prevent similar situations in the future.

**Thomas** acknowledges his own oversight in not raising the concern earlier. He emphasizes the significance of having resources available for all students and expresses appreciation for the efforts made to include a Zoom option for the town hall. He explains that this option is particularly beneficial for disabled students, parents, and commuter students, especially considering the late timing of the event.

- Visual Descriptions for Town Hall – Thomas

**Thomas** praises Francisco for suggesting the idea of visual descriptions to enhance the inclusivity and accessibility of events, especially for those with visual impairments. He references how during the ASUW orientation, participants introduced themselves with visual descriptions, recommending this approach for future events. He provides an example, and he will be sending out an accessibility guide to everyone.

- [Board Etiquette – Jacob Feleke](#)

**Jacob** explains that a document is being prepared by him and **Francisco** to guide board members on proper conduct. Additionally, he mentions an attachment on parliamentary procedure, which is relevant for understanding the precedence and priority of motions, including details on which motions can be interrupted and which cannot. He explains that this guide aims to cover the basics of parliamentary procedure. He encourages everyone to take the time to read the provided materials for a better understanding of the process. He also offers a physical book on parliamentary procedure for those who prefer a hard copy.

**Francisco** proposes several strategies aimed at enhancing the efficiency of meetings. To expedite discussions, he suggests implementing a limit on the duration of question time, referencing the recent adoption of a 24-hour question period as an example. He also recommends that presentation times be capped at 10-15 minutes, which would allow for one or two presentations per meeting and ensure there is adequate time for other agenda items. Additionally, he advises setting a limit on the number of questions or the time designated for questions to make the discussion phase more streamlined. He points out the importance of punctuality, noting that arriving on time helps meetings start as scheduled and improves overall time management. To further manage the meeting's duration and flow, he proposes adding specific time lengths to agenda items. He explains that these measures are designed to optimize meeting productivity by keeping discussions focused and ensuring that they fit within allocated timeframes.

**Ellis** asks for further clarification on the process of adding items to the meeting agenda, particularly concerning the timing of these additions. They point out that currently, agenda items are being added less than 24 hours before the meeting, contrary to what might be expected or previously agreed upon. She indicates openness to this system if it is the chosen approach but emphasizes the need for consistency and clarity in how and when agenda items are added to ensure transparency and efficiency in the meeting's organization and execution.

**Jacob** explains that the requirement for regular meetings is to post the agenda publicly 24 hours in advance. However, after discussions, it was clarified that the agenda can be minimal or sometimes even empty if there are no specific discussion items or agenda points to cover. He points out that despite the 24-hour notice requirement for posting the agenda, any board member has the ability to motion to add new items to the agenda at any point during the meeting, whether it be at the beginning, middle, or ideally not at the end. This flexibility aims to make meetings more efficient, responding to suggestions from multiple board members concerning the 24-hour rule. The goal is to simplify agenda setting for easier management and organization, ensuring meetings proceed in an orderly fashion without last-minute adjustments or additions.

**Yazmine** suggests that, in addition to having the meeting agenda prepared and posted 24 hours in advance, the meeting minutes should also be completed and made available 24 hours before the next meeting.

**Jacob** emphasizes understanding and flexibility towards **Maya**, who is a student juggling responsibilities, in light of requests for the meeting minutes, especially after a particularly eventful last meeting. He references the RCW, noting it advises that minutes be posted in a "timely manner," without specifying an exact timeframe. He recalls past instances where minutes were not completed by a set deadline but were still approved, indicating a precedent for flexibility.

**Andal** agrees with **Jacob** and explains that a delay in the availability of meeting minutes, even if it extends to a week or two or more, is acceptable if the trade-off is that the minutes are thorough and provide board members sufficient opportunity to read through them before the meeting.

**Ellis** raises concerns about the current process of submitting agenda items, which contrasts with the previously more transparent and democratic method that allowed everyone to view and contribute to agenda items openly. She notes instances where

members have attempted to remove agenda items at the last minute, but such changes were visible in the document's history, preserving transparency. However, if agenda items are only submitted to two individuals, it risks creating a "black box" scenario, where the decision-making process and changes to the agenda are obscured by the wider group, compromising transparency. She clarifies that they do not specifically doubt the current individuals' integrity, their concern is aimed at maintaining transparency for future iterations of the ASUW to ensure an open and transparent process in setting agenda items.

**Jacob** attempts to address concerns about the process of submitting agenda items by drawing a parallel with the operational procedures of the United States Congress. He explains that in the Senate, the speaker receives agenda items exclusively from the majority leader, who in turn takes agenda items from committee members. This hierarchical approach is presented as a model for streamlining the submission and organization of agenda items within their own context. He suggests emulating this structured process to improve efficiency, recommending that all members direct their agenda items to **Maya**, given her designated role in setting the agenda. He explains that this approach aims to centralize the process, making it more manageable and organized, while implicitly addressing concerns about transparency and inclusivity by standardizing how contributions are collected and considered.

**Ellis** suggests a form for people to submit agenda items. **Jacob** takes that suggestion.

**Jacob** asks for questions, comments, and concerns.

- Senate Updates – Andal

**Andal** explains that Senate leadership has been busy coordinating forums and working on the Senate website alongside regular business. Specifically, they've been focusing on constitutional reform suggestions, which were recently finalized. She expresses excitement about continuing collaboration with the board, especially on increasing board forums in the Senate to inform students about its activities, which is crucial for informed voting during elections. She highlights the success of various forums held this quarter and outlines upcoming forums on important topics such as constitutional reform and student concerns. She then addresses misconceptions about the Senate's representativeness and its legislative process, emphasizing that the Senate represents a broad student body with senators advocating for diverse groups. She clarifies that any UW student can submit legislation, and board members, though non-voting, can

participate in the legislative process. The detailed legislative process involves direct contact with legislation authors, consultation with ASUW commissions, and a thorough review process through steering committees, committee meetings, and senator input before final voting. She asserts that this process ensures comprehensive consideration and amendment of legislation, highlighting the Senate's commitment to representing student opinions accurately and effectively. She invites constructive criticism and engagement with the Senate and encourages participation in Senate activities. She differentiates constructive criticism from previous negative statements about the Senate, reaffirming Senate's openness to feedback and collaboration for the benefit of the student body.

- New York Times Games – Ellis

**Ellis** shares an update about a conversation she had with the New York Times regarding their games section. She mentions the interest of the New York Times in partnering with ASUW to provide access to their games for the student body, like a program already in place at the University of Michigan and other universities. She says that this partnership is an opportunity for student engagement and increasing involvement with ASUW. She explains that the University of Michigan provides access to New York Times games through a link on their student government website, suggesting ASUW could implement something similar. The cost of providing this access is deemed reasonable, with a proposed expense of \$2,704 for a one-year subscription covering 2,500 students, which is significantly cheaper than the regular annual rate. She explains that the proposal will be discussed further with the Finance and Budget Committee. She thinks this as an efficient way to utilize the general fund, noting that ASUW has a substantial amount of money that should not be kept in reserve. She suggests that providing access to New York Times games could serve as a gift to the student body and help increase engagement with ASUW. She also clarifies that while UW students currently have access to New York Times articles through the UW Libraries, this does not extend to other features like New York Times Cooking, Athletic, and Games. The games section includes popular games like Wordle, Mini, Connections, Tiles, Letter Boxed, and Spelling Bee, which are both academically engaging and entertaining.

**Jacob** suggests talking to **Azaan**, the Director of Campus Partnerships, regarding this proposal to offer New York Times games as a service to students. He recalls that similar free offerings are common and believes that it wouldn't be necessary to place ASUW branding on anything intended as a gift to the student body.

**Ellis** says that she will reach out to **Azaan** and that it's a trial. They do not have to start with \$2500. She is open to other prices.

Announcements

- [24.02.22 - Reports, Board of Directors.docx](#)

Adjournment

**Ellis** motions to adjourn

**Azaan** seconds.

*7.1.0. Motion passes. Meeting adjourned at 7:57pm.*