

Services and Activities Committee
Meeting Minutes
November 8, 2024

Called to order:

Eli called the meeting to order at 3:44 pm.

Attendance:

Erin Sargent, Mia Young, Nicholas Villa, Eli Alvarado, Ian Seymour, Yahir Calderon Sotelo, Nick Moreno, Andre Cordeiro Munhoz Soares

Absent: Robbi Goninan, Marcos Alba-Estrada

Guests: Christina Barrigan, Philip DeRise

Agenda:

MOTION: Ian made a motion to approve the agenda from 11/8/24. Nick seconded. Motion Carried. 5 (yes), 0 (no), 1 (abstentions)

Minutes:

MOTION: Ian made a motion to amend the minutes from 11/1/24 ASCWU reports December 5th to November 5th. Yahir seconded. Motion Carried. 5 (yes), 0 (no), 1 (abstentions)

Reports

I. Chair:

a. None.

II. Advisors:

a. None.

III. ASCWU:

a. Nick noted that next week they are planning on proposal coming in from the Senate, which will hopefully be coming next week or the following week.

Communications Received

PULSE communicated that wages from their interns and their staff. Usually courses for credit then S&A cannot be used for those wages. The work they do outside of the course is limited to the credit hours (3 hours), so the hours they are working (20 hours) is in addition to the course related work. The funding for the wages they are requesting is in addition to their credit hours; it's not the same hours. They'll do their hours for credit then work additional hours. They are not requesting S&A funding for course related work.

Public Comment

Erin publicly acknowledged the Observer and PULSE ranked in their competition. She believes the Observer came in 3rd and PULSE came in 4th. They are doing a great job, and she wanted to publicly acknowledge them.

- Eli added congratulations.

New Business:

A. Supplemental Funding Request – Presentation

a. 2504: Theatre/Film Studies - \$10,008

Presented by Christina Barrigan and Philip DeRise

- i. They would like to fund employment for their equipment check-out center.
 1. The \$10,008 was calculated by taking 200 hours a week for each quarter. This would fund 600 hours of work over the course of the year, which accounts for the increase in minimum wage on January 1st.
 - a. They doubled check the minimum wage increase in their calculations.
- ii. They would like to employ 2-3 students to check-in and check-out equipment. Receiving it back and looking it over for maintenance issues and cleanliness issues, then resetting it so that it can be leant out again.
 1. They will engage in maintenance tasks by checking for cleanliness and functionality.
 - a. Identifying problems that need to be fixed and start the process to fix said items.
 - b. Use inventory procedures to keep track of the many items.
 2. These tasks are very common in businesses that engage in the rental of equipment for film and photographic purposes.
- iii. These 2-3 students will have the opportunity to work in an environment that is patterned after a professional rental house such as Adorama Rentals and Glazer's Camera Rentals.
 1. This provides the opportunity to learn and hone those skills and increase their potential to be employed at a higher level after graduation for these sorts of rental houses.
 2. These opportunities are not available in/within a 100 miles in/around Ellensburg. This means that there is nowhere else that students could practice these skills in this kind of environment, which makes this a valuable opportunity to offer students.
- iv. This is a supplemental request in addition to a quadrennial request for the theater arts department. They are interested in offering hours beyond what is encompassed in that initial request.
 1. This is due to the Film program joining the Theater department in Fall 2023, which was not a part of the initial quadrennial request.
 2. This is mirroring that addition of student job lines and student hours that are now their responsibility.
 3. Every single dollar goes into student pockets. They are able to employ students in their fabrication shops and the rental equipment.
 4. They have approximately 30 students employed.
- v. These are experiences and through the experience, skills develop that are typically hard to find. There are 3-4 companies that do this type of work

New York and LA. Most metropolitan centers have 1-2 companies at max. This is a really unique opportunity for the students. A large amount of students have already expressed their interest in this opportunity.

vi. Questions?

1. Eli asked if there are already students/staff currently fulfilling this position.
 - a. They were able to employ 1 student for a few hours a week. This represents an expansion, which mirrors the volume of equipment.
 - b. There was [an article in the Observer](#) that notes there are items in the equipment center that appear to be broken.
 - i. This is due to not having someone that can label/identify when things are broken, and when pieces are missing.
 - ii. This creates a perception problem due to some of the equipment being unused.
 - c. This is a missed opportunity for the student development of skills to not be able have paid time to look through and evaluate and consider what would need to happen to make the equipment functional.
 - d. There is one student that is doing a few hours now, which they would love to expand.
 - e. There are no staff attached to this at this time.
2. Ian asked how the film department fund the Equipment Checkout prior the merger.
 - a. It is unclear. One may say there was mysterious money from the dean's office. Another may say it was an outgrowth of a wildcat film request from S&A. Absolutely nobody who was involved with that process is still with the University.
 - b. Unfortunately, it is lost to time.
3. Eli asked if they've considered sunseting or combining different positions to allocate funds for this position?
 - a. The only option would be to sunset other student positions, opportunities, and fabrication shops. Although they are tight and intentional with those opportunities already, it is difficult to make that decision when this need and responsibility is something that is an actual objective addition to their program.
4. Eli asked for clarification regarding the people that do this in New York.
 - a. They clarified that it was 3-4 companies not people.
5. Eli asked if this would enhance their employability and hire-ability.
 - a. In so many ways, yes.
 - i. The maintenance of cinema equipment, recording equipment, and professional camera lenses means

- understanding their functions on a level they don't have time to get into in class. They become experts just by the virtue of the need to maintain. They need to know what the firmware is and how the sensor works.
- b. This type of information, which would not be overstating to say that it's very vital, would give them a tremendous leg up.
 - i. If they were to continue those skills in the area, their advanced knowledge means that they could become video producers and sound people on day one outside of college, which is unique among the student body.
6. Eli asked what would students' schedule look like regarding the hours a week?
- a. With 200 hours a quarter, they would give students 20 hours a week across 2-3 students.
 - i. This acknowledges their class schedules and other availability conflicts.
 - ii. They could concentrate hours on Mondays and Fridays when there's higher activity and interest in checking things out.
 - iii. There would be good labor hours to accommodate the increased traffic and the hours during the week to some of this maintenance and inventory control kind of work and organization and prepare for the next big swell in this activity.
7. Ian asked if some of the equipment was in a condition in need to be repaired if there are funds to do that.
- a. Yes. There are class fees dedicated to the increase in maintenance and repair of equipment. If there is a really sophisticated problem, they have the funds to sent it away for repair. If it is worth's repairing; some things are less expensive to replace than they are to actually repair.
8. Nick M asked about how much activity regarding students that check out equipment? Will that increase if employment increases?
- a. The Equipment Checkout services this quarter is upwards of 80 students and each of those students are checking out between 1-3 times throughout the quarter. There is one person that does their best to keep up with that flow.
 - i. That number will increase come the springtime because of the complexity of the productions. The higher level production classes are offered in the spring. They don't know how they would manage that, but they are looking to create some stability.

- b. There are a lot of opportunities in the Equipment Checkout, and they don't have the people power the take advantage of it to the fullest extent that could be possible.
 - 9. Eli asked if they are planning on adding this to their future base funding request?
 - a. Yes, this is just intended to get them through the academic year in preparation for the quadrennial request.
 - 10. Eli asked if these funds are the exact same for the base funding request?
 - a. They are unsure as this is the start to just get the potential of how this situation really is. There is a possibility that they will need more. The more students are able to take these opportunities, the more opportunities can be shared.
 - b. Probably, but by the time the quadrennial request rolls around they'll have a better picture.
 - 11. Eli asked how many applicants?
 - a. There is a pool in MYCWU of 37 applicants
 - 12. Nick V how many items they have? Ballpark?
 - a. A lot. Maybe 60 cameras across documentary, cinema, and an entire wall of lenses. The department has acquired a broad number of toys, tools, and dozens and dozens of lights.
 - i. Their last audit dates back a while and their small rooms are full. Part of this process is to make sure that they are accounting for everything. Upwards to 1,000 items, soup to nuts.
 - b. Christina added that 1,000 is conservative when you consider every camera, lenses, lens adapter, C stand, C stand part, clapper, lighting items, etc. It's a lot of stuff.
 - 13. Nick V asked if they see a long term of these positions functioning by organizing and dishing out these items.
 - a. Yes, these will be durable needs and durable positions possibilities.
 - b. Philip mentions that in his experience when he managed a similar version that the people who manage these spaces become experts by virtue of their need to understand the product. They become tremendous resources for the students. Students may have a need and a certain vision but are unsure of the tools needed to carry out said vision.
 - i. If the ECC is properly resourced, it adds value to the entire pedagogy of the department. This allows them to take advantage of the gear that they have making this a win-win-win.
- b. 2505: Supplemental funding request to cover all minimum wage increases and COLAs for positions paid for by S&A - \$84,030.67

Presented by Erin Sargent

1. One of the unique challenges with the S&A funded areas are the salary costs. Today we are talking about the cost of living increases that are mandatory for all the permanent staff as well as all the minimum wage increases.
 - a. As those items have gone up over the last few years then the areas have not received additional funding to cover that.
 - i. When you compile that issue with an increased cost of goods, their salaries and wages costs go up and their amount available for programming goes down.
 - b. In addition to the decreases in the allocation because of a significant decline in enrollment, due to covid and other factors, we have flattened out in regard to our headcount (for enrollment) and those other costs are still going up.
 - c. Years ago, before COVID, there were opportunities for the former S&A Advisor to come and request a Supplemental funding increase to provide funding for all of those areas' cost of living for the permanent staff and cover the minimum wage for student staff.
 - i. Currently, the minimum wage is \$16.28 and effective January 1st it'll increase to \$16.66, which is an increase of 2.3342%.
2. The committee is able to approve a supplemental funding request to allow for that difference in cost to be allocated to all the areas. There are 2 types of adjustments: Cost of Living for the permanent staff and the student wages.
3. She went through each one of those budgets for each area that's supplemental funding.
 - a. The one's in *green* had those expenses and employ people. The one's in *orange* only have goods and services so they are not a part of this.
 - i. *Green*: Student Involvement, Art, Observer, PULSE, S&A Theatre Arts, Museum Operations, Case Management, Career Services – West Side, Campus Activities, Wildcat Sports Radio Network, KCWU, Academic Senate, Board of Directors, Student Life & Facilities, Legislative, ESC, DEC, SLICE, Publicity, Veterans, Student Life – West Side, University Centers, Office of International Studies and Programs, Accounting, Student Funds Financial Manager, Early Childhood Learning Center, Campus Community Garden, REC Admin, Custodial
 - ii. *Orange*: Scheduling, CAT TV, Lions Rock, Manastash, Marching Band, Pep Band, Club Travel, OUR, Admin Fee
 - b. For the staff this is just the total because the Cost of Living increase is effective July 1.

- vii. The ECLC (Early Childhood Learning Center) is partially funded by S&A. That portion provides childcare services, which supplements that for student parents.
 - viii. The SUB Custodial budget goes to the permanent professional staff that keeps the building clean.
 - ix. S&A also goes into funding the REC Center.
2. Ian noted that if we didn't fund this would these jobs disappear?
 - a. What has been happening is less funds for goods and services. They could reduce student positions, but reducing staff positions is a bit of a process. Part of the goods and services funds provides additional student jobs.
 - b. For example, Erin is in an accounting office so their goods and services are for paper and forms, which is minimal for their goods and services.
 - i. Some of those budgets are only student wages. For them they use work study to try to get as many student opportunities as they can. They have 20 students working to support, not at 20 hours. They even have a running start student trying to provide those opportunities.
 3. Eli asked if the student positions above minimum wage. Do those also go up when minimum wage increases?
 - a. That's up to the individual department. Erin did not go through that because she does not have the access to go through individual student jobs.
 - b. Student positions are not budgeted by each student. They are budgeted as one line, so it is not easy to look in there and figure out if it is 1 student or 16 students.
 - c. Many of these are not paid above minimum wage.
 - d. Eli noted about the ASCWU BOD are paid above that minimum wage.
 - i. Erin explained that there is something in there that is required. Last year when minimum wage went up they had to increase the ASCWU wages.
 - ii. Nick V noted that what Erin said was correct. Last where when the minimum wage went up it goes up be a percentage in between 10-15% above the minimum wage. So, it goes up as minimum wage goes up.
 4. Eli asked why the S&A pays for the west side.
 - a. West Side students also pay for S&A fee, so it is important for them to also have funds that go to services that are accessible to them as well.
 5. Eli asked if West Side students are funding the main campus.
 - a. The S&A fee that comes with tuition, goes into the S&A funds as a big pot that is distributed to the areas. In addition

to the ones that cover wages there are other areas as well.
The committee decides how that funding is distributed.

6. Eli asked why there random positions are such as student life but not a BOD on the West Side.
 - a. Erin does not know if West Side students are able to run for the BOD positions.
 - i. Nick V noted that they are able to.
 7. Eli asked if we had two student life.
 - a. There are two budgets. One for student and staff wages, which is why it's on the spreadsheet twice.
 - b. They do have some like student involvement. Student Involvement, SLICE, and Campus Activities are lump summed into SLICE. There is different funding, and that information is how they decided how that funding is allocated.
 8. If this doesn't go through, they would have less funding for their programming.
 - a. When you look at a state funded position like instruction, then every year when all of these costs go up, they automatically get funded for that.
 - b. There's not really a mechanism like that in place for S&A. This was the process before COVID. Erin is just trying to see if there is some kind of opportunity like that back in order to maintain the health in the areas to provide that programming in the students.
 9. Andre noted that if there are any questions about West Side, he is a West Side student at the Lynwood campus. He is happy to answer some of their questions about how the West Side operates.
- B. Recommendation to set a supplemental funding budget for 2024-25.
- a. Erin provided background noting that we are still recovering from this quadrennial. At the beginning of the quadrennium when the committee allocated the money it was before the downturn in headcount. The committee anticipated that they would be able to allocate \$7.5 Million every year to the S&A funded areas as they planned that they would be bringing in that much revenue.
 - i. The revenue is pushed out to the areas at the beginning of the year. Then every quarter as tuition comes in it sort of fills that hole in. The idea was that they were really close to 0.
 - ii. This did not happen due to COVID. After they made the commitment for the 4 years, enrollment went down, and they did not have the revenue.
 - iii. They pushed out about \$7.5 million but only brought back about \$6 million.
 1. This left a deficit of a million and a half that came out of reserves every year. They have tried to remedy that since.
 - iv. FY 23 they originally allocated out \$7.45 million.
 1. They fee revenue they brought in was \$5.265 million.
 2. The committee voted on a 10% reduction across the board to that \$7.5 million

- b. That reduction was a first step to mitigate some of that hemorrhaging from the fund.
 - i. In addition, there had been a rule that any money that they did not spend that year would be retained to be used next year.
 - ii. At the end of FY 23 the amount that they had not spent was \$1.7 million. This was sort of allocated out but was sitting in reserves for a possible Department's rainy day fund. The committee voted to roll that money back into the fund
 - iii. The idea of using money for current students was that when departments got their allocation, they should be spending it, not saving it.
 - iv. This gave FY 23 a little bit more funds to recover \$317,000.
 - v. The \$1.7 million was a bit of a one-time thing. Once departments realized that the money would roll back departments were less inclined to not use their supplemental funds within the allocated year.
- c. Last year the committee voted again to do a 10% reduction. There was a bit of structure change.
 - i. They allocated out \$7.4 million. The fee revenue went up a little bit which led to some recovery. They took the reduction, but there was \$225,000 of unspent funds that were rolled back for a net of \$435,000.
 - ii. Even though the allocation was \$7.4 million they pushed out \$6.4 million.
 - iii. The plan was if they did not see a big upturn in enrollment, which they did not. Enrollment is somewhat flat. By the time that you could see what you could allocate out in the next 4 years would probably be in the \$6 million neighborhood.
 - iv. It was tentatively structured that the committee would start slowly ratcheting down in the allocation.
- d. Erin is looking at FY25 (this year). There is the same initial allocation and projecting to see that they will see \$6,007,013 for the year in S&A revenue, which leaves them approximately at a \$1.4 million deficit that would be spending into reserves.
 - i. If they maintain the 10% reduction and increase it by another 5% then they will be spending into reserves by \$241,000 minus anything that is left unspent.
- e. Erin's recommendation to the committee is to implement a 15% reduction to the allocation off the initial allocation. So, it would be an additional 5% for what was reduced last year.
 - i. They have that set in their budgets tentatively.
 - ii. They have communicated with the base funded units that this is where things are looking projection wise.
 - iii. So, Erin's recommendation is to reduce the S&A Allocation by 15% off the initial allocation for this year.
- f. Questions?
 - i. Eli asked if the total S&A allocation is the money that is requested out by departments?
 - 1. Yes, that is what was approved by the committee 4 years ago.
 - ii. Eli then asked if the revenue is the money that the S&A committee actually has?

1. That's the money that is coming in through tuition fees that we are bringing in this year.
- iii. Eli clarified that the S&A committee only has \$6 million but they push out \$7 million then they bridge that gap with the reserves.
 1. Erin confirms this.
- iv. Eli asked about the amount of reserves that the committee has.
 1. \$5 million.
- v. Eli asked if that is not good?
 1. It's good, but the committee is constantly spending into it. If they don't mitigate any of this difference between what's allocated out and what is being brought in. Effectively, we would be out of reserves very soon.
 - a. Although \$5 million is a lot of money, when you're in a \$1.5 million deficit every year it only lasts through the end of the funding cycle.
- vi. Eli noted that people/departments are submitting requests for S&A funds to cover these new positions and things they want to do. They still are operating on the idea that we have \$7 million to push out. Are they going to have to adjust or move to smaller positions filled?
 1. Erin is going to combine the two points on the agenda.
 2. This next recommendation further answers this question with the full context.

C. Recommendation to reduce allocation for 2024-25.

- a. This amount that was rolled back was not a part of the 10% reduction and was not spent.
- b. Erin recommends creating a supplemental funding budget of this amount, which represents money that the committee allocated out that was unspent. It wasn't unspent because they were trying to reserve the fund, but they simply did not spend it. This is appropriate for the committee to re-allocate to other areas.
- c. There are also base funding adjustments. If they were at the beginning of the cycle, she would have asked for a base funding adjustment which would create an adjustment for each year for the minimum wage.
 - i. Since they are at the last year they will have to reestablish base funding for next year. This creates as a base funding adjustments for minimum wage.
- d. Erin recommends taking the \$225,347 to take the supplemental funding budget.
 - i. The S&A committee has the flexibility to make decisions about how they are spending. If they run out of supplemental funding budget, they can look what is available then.
 - ii. If they create a supplemental funding budget then they know what they have to spend. Erin recommends that it be what was unspent last year. This would help establish what they are able to be approving. These funding requests; where's that money coming from? Erin believes that it's coming from right there.
- e. Assuming they still make a 15 % reduction at the end they'll still be going into reserves by about \$240,000. She anticipates they will experience an increase in S&A fee revenue. Assuming they did a 20% reduction it would create scenario in which they were creating last year.

- f. Her recommendation is to reduce the allocation by 15%.
 - i. In addition, her recommendation is to establish the supplemental budget for the S&A.
- g. Questions?
 - i. Eli asked what the supplemental budget was for this year.
 - 1. Erin stated that the committee does not have one right now. That's what this second recommendation would be; to establish this budget as what was rolled back as their initial budget for supplemental funding.
 - ii. Eli asked if that was that not established before?
 - 1. This existed before COVID in the "glory days," which are no longer as prevalent. Things are not going as well. There was no opportunity to establish a supplemental funding budget since there was not enough funding.
 - iii. Erin then notes that the committee approved supplemental requests without an actual budget, but the committee approved supplemental funding under \$100,000 last year.
 - iv. Nick V clarified that they were talking about two recommendations. The first being the supplemental funding budget recommendation to roll back from FY 24 to use that as a supplemental budget for this year of about \$225,347. The second the reduction by 15% which has been planned out throughout the years.
 - 1. Erin clarified the amount.
 - 2. The 15% reduction is the same 10% reduction plus another 5%.

Old Business

A. Supplemental Funding Request – Deliberation and Decision

- a. 2501: PULSE Magazine - \$18,615

MOTION: Ian made a motion to approve this supplemental funding request. Yahir seconded the motion.

- i. Eli noted that this is not a supplemental funding request but a reallocation. This is because CNW is not being offered anymore and those funds are not being used for the CNW.
 - 1. Eli's concern is if CNW comes back, then they would have those two things exist. If that happened, what would they do as there would be no funds for them to use?
 - a. Although it's structured in their base funding request, CNW may not be in that. Given it's for 4 years. What would happen if it came back within those 4 years?
 - 2. Erin noted that we have not seen their base funding request for the next funding cycle. This is a similar request for what they did last year. She does not think that it would come back this year. If it were to come back next year, then they would need to include that in their base funding request to S&A committee. Or they could in and request supplement funding for it.

- ii. Ian noted that the minutes show that they don't have a broadcast faculty member to oversee it. They don't oversee it for 2024-2025. His guess is that they still don't have a faculty.
- iii. Ian feels a little hazy about how the student hours are distinguished from being a class requirement. Something along the lines of the students are working more than 20 hours to cover the class and they want to pay for that when the class is only 3 hours.
 - 1. Eli believes what happened was the class credit is only allowable 2 hours per credit and they are working way more than they should be. He is not sure if it is a 1 credit class that's 2 hours for studying/working for that class. If the job is 20 hours a week, he is unsure if it is for the 20 hours a week or 22 hours a week.
 - 2. Ian noted that there might be deeper problems with how they are structuring it in general.
- iv. Ian reads about the communication (see below) they received from Gretchen Lohse in which she references Dr. Jennifer Green. They are the faculty advisors:

I consulted Dr. Jennifer Green (the faculty advisor for both Observer and PULSE) regarding your question. Below is her response. I have also cc'd her on this email, in case you need further clarification.

At CWU ([info found here](#)), one credit represents a total time commitment of three hours each week of the quarter, including class time, studying, conferring with the instructor, writing, performing laboratory work, exercising, or performing any other activity required of students.

On Observer and PULSE, students receive 3 credits (some editors receive more if warranted by their workload). This would mean a time commitment of 9 hours per week. On Observer, leadership students dedicate anywhere from 16 to 26 hours per week. On PULSE, those same hours are stacked around key production processes rather than weekly newspapers (eg, story commissions, submissions, photo shoots, design nights, etc). This means we are asking for an additional time commitment of 7-20 hours per week, outside of credit hours and depending on leadership roles, for students to put out reliable, professional and engaging student media.

Here's a breakdown of the average weekly time commitment of students on leadership at PULSE and Observer:

- Classes = 3 hours per week
- Reporting/writing stories, photographing/editing photos, updating web & posting to social media = 3-5 hours per week
- Editing stories, story meetings, class prep = 2-3 hours per week
- Design night Mondays = 3-6 hours per week on Observer / for PULSE this time is stacked around key production processes
- Design night Tuesdays = 5-8 hours per week for Observer / for PULSE this time is stacked around key production processes
- Observer puts out 9-10 issues per quarter, running anywhere from 8-16 pages (usually 12). PULSE puts out a similar number of pages in a single, 80-page issue.

Three more notes:

1. **Paid hours are a key driver for staff commitment.** Our students *need* part-time jobs, and if we can't offer them a livable additional wage, they won't take our leadership roles and turnover would be quicker, meaning less experienced journalists overseeing student media. The newspaper and the magazine would both suffer as a consequence, impacting the student body as a whole.
2. **We are doing nationally award-winning work and putting CWU on the map for student journalism.** Our students just came back from a conference, where they found other universities have much larger paid staffs and put out fewer print products. Nonetheless, they won top prizes in a "best of show" competition, against these much larger, better funded programs (Observer won third place and PULSE fourth).

3. **We are training the next generations of professionals who keep local journalism alive in the state of Washington.** Our student media leadership alumni can be found in key journalism positions around the state. Just this quarter, alum Tim Booth of The Seattle Times has spoken to classes and won a Sports Management program award, and Wenatchee World editor Pete O'Cain is coming to talk to students later this quarter. The Daily Record has expressed interest in running Observer stories to help supplement its own coverage.

We can't do any of these things without the necessary incentives to maintain staff.

- v. Eli reviews the hours provided and reflects that the class has an insane workload.
- vi. Ian notes that our university is making more products despite smaller staffing. Maybe that's a hint of what needs to happen there too.
- vii. Eli is wondering if one day the Observer and the PULSE won't be a class anymore like HYPE.
- viii. Ian agrees with Eli. It may change how he feels if they were more distinct about the class requirement or if it was an internship with x amount of hours.
 1. He acknowledges that this may be beyond the scope of the committee.
- ix. Nick V notes that it's very clear because CNW doesn't have the necessary staff to fund and that they are just looking to reallocate to the Observer and HYPE to pay for their positions. The structure may be iffy but the request itself is clear.
- x. Ian notes that it's a clear cut re-allocation. The money was already there and from their POV the money disappeared. He's inclined to give them this since it's a reallocation

MOTION: 5 (yes), 0 (no), 1 (abstentions)

- b. 2502: Lion Rock Visiting Writer Series - \$4,000

MOTION: Ian made a motion to approve this supplemental funding request. Yahir seconded the motion.

- i. Ian asked if the committee previously approved this request but due to the timeline, they were unable. He is asking if it was approved in this exact form as it was here or did, they make changes between those two.
 1. Nick V noted that it was relatively similar. The only change is that there are now some specifics of who's coming down to meet. The amount was about \$3,000 - \$4,000.
- ii. Eli wasn't completely sure what happened but thinks he remembers it might've been in their base funding.
- iii. Ian noted that Ali took ownership over it.
- iv. Erin reminded them that it was requested and approved but because it was asked prematurely, it they couldn't spend it. It ended up getting rolled back.
 1. Eli asked why he didn't use the money?
 2. Ian answered that it was a bad timing mistake or misunderstanding.
- v. Ian noted his main question is the \$300 bonus/stipend for their intern, which is honorable to ask for. It sounds strange to give a specific person a bonus out of their S&A funds.
 1. It may be a reward or incentive for all the hard work they do.
 2. Eli is not sure how he feels about that either.

- vi. Erin noted that the committee can vote to fund fully, partially, or not at all. Robbi reached out to ask if the work was tied to course credit, but they did not hear back.
- vii. Ian asked about the contracts specifically because in Killian's rules state that we cannot give gifts or meals unless it was contractually negotiated beforehand.
- viii. Eli noted that if he was voting, he would partially fund the request but not the \$300. The committee needs to know if this is for credit, is this part of any academic requirement, and where this money is coming from.
- ix. Ian notes that if this were a specific wage increase or something else that he'd be more inclined to understand that. A one off \$300 payment seems odd.
- x. Nick V noted that we can always table this then ask for more information and clarification before they decide not to fund it (the \$300).
- xi. Nick M noted that Robbi already tried to reach out.
 - 1. Eli noted that they did not get communication back.
 - 2. Ian asked when Robbi reached out.
 - a. It was 11/7.
 - 3. Ian noted that this was a little quick to answer that with it being sent yesterday (11/7).
- xii. Erin noted that if the committee decides to table it that they could reach out again and ask that question regarding more details about the \$300 portion/stipend for the intern.
 - 1. Ian added that he would like to know more about why they chose the \$300 over a small wage increase or something else. Mainly more of an explanation why. It seems like a \$300 random bonus. Without more clarification he would be inclined to motion everything but the \$300.
- xiii. Nick V asked if it was or wasn't a paid position?
 - 1. Eli noted that it wasn't a paid position.
 - 2. Ian acknowledged that this is not something that he realized.
- xiv. Eli recommended that Lion Rock series is something good which they should approve and table the \$300 bonus.
- xv. Ian recommended asking *why they aren't just proposing to make a wage position*. He is not sure how many hours that they do but he assumes that it may not be a crazy amount if it's unpaid.
- xvi. Eli recommended that this is a loaded main motion. This is why he would prefer them to be split.
- xvii. Ian noted that it might benefit them too so that they could consider asking for slightly more. If it they were asking slightly more for a previously paid position that he would maybe be okay with that.
- xviii. Erin recommended that if they vote to partially fund it, Lion Rock would have to come back with a new supplemental request for that portion. Or, they could table it and get more information and vote next week.
- xix. Eli thinks that if they submit an additional supplemental funding request then it would allow them to provide more information specifically regarding the intern.

- xx. Ian noting that hearing that the position was not paid at all yet they are asking for \$300 stipend changed his view on it. Maybe it should actually be a paid position instead of a \$300 stipend.
- xxi. Eli entertained a motion to approve the motion to amend the initial motion to approve the Lion Rock excluding the \$300.
- xxii. Ian asked if they just want to approve the \$3,700 now then have them come back with a new supplemental request.
- xxiii. Eli explained that there's a motion to approve the Lion Rock; the amendment would be to approve the Lion Rock series for \$3,700 instead of the \$4,000.
- xxiv. Nick V asked if the amendment would partially fund the request then are they requesting to not only cut the request by \$300 and make it a paid position instead of a stipend of \$300.
 - 1. Eli answered that this not quite the case. He recommended they exclusively approve the Lion Rock request then they could suggest that they submit another supplemental funding request.
- xxv. Nick V noted that it may be less time consuming to table this one additional week. Being cognizant of everyone's time to table it instead of voting it all in one session then having them come in again for the \$300.
- xxvi. Eli, Ian, and Yahir would prefer to move to approve all except the \$300 right now.
 - 1. Andre and Nick V agree with going through with the following motion.

MOTION: Ian made a motion to only amend the Lion Rock Visiting Writers series of this supplemental funding request, approving the visiting writer series and not the \$300 stipend for their intern. Yahir seconded the motion. 5 (yes), 0 (no), 1 (abstentions)

- B. Finalize date for Program Review extension
 - a. Robbi suggested December 13, 2024 via email.
 - i. Erin clarified that they passed the motion to extend the deadline but were unclear regarding the date of the extension. The date was clear in the deliberation but not in the motion/vote.
 - ii. Mia confirms that the motion was to extend but excluded the date.
 - b. Erin clarifies that the deadline was December 1st but the deliberation was to extend it to December 13th.

MOTION: Ian made a motion to extend the Program Reviews deadline to December 13, 2024. Nick M seconded the motion. 5 (yes), 0 (no), 1 (abstentions)

Public Comment – Second Call

- A. Erin acknowledged that Monday is Veterans Day holiday and thanks all of our Veterans for their service and sacrifice for our country.
 - a. Mia seconds that.

Adjournment:

MOTION: Ian made a motion to adjourn the meeting at 5:20PM. Yahir seconded the motion. 5 (yes), 0 (no), 1 (abstentions)

Our next meeting will be November 15, 2024 (SURC 135) at 3:30pm.
Check out our website at www.cwu.edu/services-activities