

**WAASED Fall Meeting Agenda
September 28, 2021
Hybrid**

All Times are Pacific Time Zone

**Tuesday, September 28
8:00-11:30 AM
WAAESD Business Meeting
Zoom Link:
<https://us02web.zoom.us/j/84675928901>
Meeting ID: 846 7592 8901**

Agenda Item	Time (min)	Description	Presenter	Page(s)
1	8:00-8:10	Call to Order, Welcome, Introductions	McGuire	-
2	8:10-8:15	Approval of Business Meeting Agenda	McGuire	1
3	8:15-9:15	Writing Impact Statements Workshop and more!	Lupis	-
4	9:15-9:45	Reducing the Risk of Sexual Misconduct During Field Research and Laboratories	Copenheaver/van de Gevel	2-7
5	9:45-10:00	Break	All	-
6	10:00-10:05	Approval of 2021 Summer Meeting Minutes	Talbott	8-29
7	10:05-10:15	Chair's Interim Actions & Executive Committee Report	McGuire	30
8	10:15-10:25	Treasurer's Report	Kelly	31-36
9	10:25-10:30	ARS COVID Protocols	Hulbert	37-43
10	10:30-10:35	Nominations, New Appointments & Administrative Advisor Openings	Hess	44
11	10:35-10:50	Conversation with NIFA Director	Castille	-
12	10:50-11:00	Western Region Communications Initiative	Peppers/Hess	-
13	11:00-11:15	Preparation for ESS Meeting (http://escop.info/event/ess-2021/)	Pritsos	45-49
14	11:15-11:20	Passing the gavel	McGuire	-
15	11:20	Adjourn	Davies	-
16	11:20-11:30	Return to Conference Center for ESS Meeting	All	-

Best Instructional Practices For Outdoor Laboratories: Reducing Sexual Harassment Risk¹

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Abstract

We wanted to identify best practices and policies which may be used to prevent sexual harassment from occurring in outdoor field laboratories in agriculture and natural resources higher education degree programs. We organized a focus group with ten experienced faculty members from American colleges and universities and asked participants to identify, discuss, and rate best policies and practices. The focus group participants deemed these items to be essential: (1) Enforce Title IX policies; (2) Set clear expectations for faculty and student behavior and enforce consequences for faculty and students who violate these expectations; (3) Establish a laboratory code of conduct which includes information about sexual harassment; (4) Create a laboratory climate with both open communication and zero tolerance for sexual harassment. It will take effort and self-education from faculty members to apply these recommendations to specific agriculture or natural resources laboratories, but implementation should reduce the risk of sexual harassment and create more inclusive learning spaces for all students.

Introduction

Successful agriculture and natural resources undergraduate degree programs provide students with a combination of foundational content taught in traditional classrooms and applied skills taught in outdoor laboratories. During outdoor laboratories, instructors delineate educational spaces for their students, e.g., a hydrology course holds its weekly laboratory at a campus lake (Dripps, 2019); a woody plants course meets at the arboretum (Pederson, 1986); and an equine management laboratory meets in the university's horse barn (Adams-Pope et al., 2016). Outdoor laboratories increase student learning (Honeyman and Miller, 1998) and alumni report the importance of laboratories in preparing students for employment (Nippo, 1983). However, teaching in non-traditional environments may increase safety risks. Providing students with safety training and personal protective equipment is a normal part of agriculture and natural resource laboratories (Bekkmum and Hoerner, 1990). Recently, research within the discipline of forestry, has highlighted another safety risk associated with outdoor laboratories: a high level of sexual harassment experienced predominantly by female students (Grubbstrom and Powell, 2020).

The informal structure of outdoor laboratories may facilitate the frequency of sexual harassment experienced

¹ This study was deemed exempt under federal regulation 45 CFR 46.104(d) category 2(ii). Funding for this study was provided by USDA NIFA Higher Education Challenge Grant 2020-70003-30920.

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by female students. Among students and researchers working at remote field sites in the discipline of biological anthropology, 70% of females and 40% of males reported experiencing some form of sexual harassment from colleagues or supervisors (Clancy et al., 2014). Classmates typically work in small groups without direct supervision and behavior is often modeled by student peers rather than faculty or graduate teaching assistants. When a male student behaves in a sexist manner or tells sexist jokes, other male students in the group are more likely to exhibit sexist behavior toward their female peers (Angelone et al., 2005). White females, within male-dominated disciplines are the most common victims of sexual harassment, with reported behaviors including: sexual jokes, sexual remarks, being sent sexual images, and receiving unwanted sexual advances (Klein and Martin, 2019). Agriculture and natural resources faculty members have a legal obligation to address the problem of sexual harassment in field laboratories because Title IX within the United States Department of Education's Office for Civil Rights 1972 Federal Education Amendments requires universities to provide an environment for students which is free from sexual harassment (n.b., Title IX is limited to the United States and does not apply in other countries).

The objective of this research was to gather information from experienced faculty members to identify the best teaching practices and policies to prevent sexual harassment during outdoor laboratories. As agriculture and natural resource programs attempt to recruit and retain more female students (Rouleau et al., 2017), we must recognize that students who are victims of sexual harassment are more likely to be late for or miss class and turn in lower quality academic work because of their experiences within a hostile classroom environment (Witze, 2018). Students are our future professionals and the behaviors they learn in the classroom will be transferred into the workplace. Currently women employed in agriculture and natural resources experience high levels of workplace sexual harassment (Johansson et al., 2018; Saunders and Eastaer, 2013) and we are hopeful that the results of this study will benefit current students and also contribute to improved future workforce behavior.

Materials and Methods

Recruitment of Focus Group Participants

We sent recruitment emails to 20 faculty members who had experience teaching outdoor laboratories in natural resources and environmental science at higher education programs in the United States. The recruitment email communicated the study objective and format, time, and date of the focus group and asked potential participants about their availability and willingness to participate. Ten faculty members agreed to participate, seven declined, and three did not respond. This resulted in a sample size of 10 participants within the focus group, which is the median number of participants for focus groups within the natural resources discipline (Nyumba et al., 2018). The focus group included participants from eight states representing 2-year colleges ($n = 3$), private colleges/universities ($n = 2$), and land-grant universities ($n = 5$). Females ($n = 5$) and males

($n = 5$) were equally represented in the focus group and four of the participants had administrative responsibilities as department or unit chairs/heads in addition to teaching responsibilities.

Focus Group Format

The focus group took place on two consecutive afternoons in a video-conference format and used nominal group technique (Anonymous, 2018) to identify policies and best practices to prevent sexual harassment during outdoor laboratories. The first three-hour session opened with introductions by organizers and participants and an overview of existing data about sexual harassment in scientific disciplines. One of the organizers led a self-reflection exercise with participants to facilitate community and trust among participants (Kamberelis and Dimitriais, 2013). Afterward, each participant shared several best practices or policies to reduce the risk of sexual harassment during outdoor laboratories based on their own teaching experience from working with students. The focus group participants identified a total of 64 items. Each participant provided a preliminary rating of all items using an on-line survey tool to rate the importance of each item. Items were rated with the following scale: 1 (essential), 2 (very important), 3 (somewhat important), 4 (optional), or 5 (not needed). All participants were provided the average rating for each of the 64 items in advance of the second three-hour focus group session. During this second session, focus group organizers facilitated a group discussion as participants combined items, deleted items, or added new items. After this process, the focus group had created a final list of 47 best practices or policies to prevent sexual harassment during outdoor laboratories. At the close of the focus group, all participants provided a final rating of each item using the same scale as before.

Data Analysis

We reviewed the ratings of the 47 final items contributed during the focus group and items which received an average rating of ≥ 2 were removed from further analysis. This left 15 items which the focus group identified as essential (< 2) for preventing sexual harassment in outdoor field laboratories (Table 1). Several of the 15 items followed similar themes. For example, four items focused on following federal Title IX requirements: "Follow university Title IX guidelines" (rated = 1.2); "Violations of sexual harassment or assault must be reported by faculty to the Title IX office" (rated = 1.4); "Make sure students are clear about lines of communication about reporting misconduct" (rated 1.6), and "Clearly communicate the purpose and process for reporting conduct violations to the university Title IX office" (rated = 1.8). Therefore, we organized the 15 essential items into broader thematic categories to develop a list of four themes with associated policies and best practices which may be implemented by faculty members in agriculture and natural resources to reduce the risk of sexual harassment in outdoor laboratories.

Table 1. Fifteen items were identified by focus group participants as essential best practices or policies for reducing the risk of sexual harassment in outdoor laboratories in agriculture and natural resources

Item	Average Rating
It is essential to set the tone of zero tolerance for sexual harassment at the beginning of the course and to monitor class interactions throughout the semester. An appropriate response to misconduct should be made in a timely manner	1
Following university Title IX guidelines or similar guidelines if available, provide expectations in the syllabus for all participants to provide safe learning environments and safeguard against any type of social discrimination or sexual misconduct.	1.2
Instructors should consider professional and personal boundaries when engaging in out-of-class interactions and communications with students.	1.3
Violations of sexual harassment or assault must be reported by faculty to the Title IX office.	1.4
Be prepared to act when a student breaks the code of conduct. It is not tolerated and you have to act.	1.4
Encourage students to adhere to professional behavior by providing examples of appropriate and inappropriate behaviors at the beginning of class.	1.5
"Professionalism" is a big term - we expect them to be professionals. School is the beginning of a professional career and that should set the tone for both the faculty and student expectations	1.5
If a professor says something inappropriate in class, the university must have consequences for appropriate behavior.	1.5
Make sure students are clear about lines of communication about reporting of misconduct.	1.6
Be thoughtful when constructing groups in order to avoid misconduct and to promote professionalism and safety as appropriate for learning goals, logistics, and situations.	1.6
Teacher has an open atmosphere for all students to address issues with the professor as needed.	1.7
Students will say things that are inappropriate and a faculty member must create an environment of letting students know what is unacceptable in the classroom.	1.7
Instructors follow through with statements in the syllabus about appropriate behavior.	1.7
Clearly communicate the purpose and process for reporting conduct violations to the university Title IX office or equivalent, official, reporting office. This may include providing contact emails, link to the reporting form, and information about responsible individual(s).	1.8
Need to identify the consequences of inappropriate behavior at the beginning of class.	1.9

Results and Discussion

The best teaching practices and policies to reduce the risk of sexual harassment during outdoor laboratories identified by experienced faculty members fit into four thematic areas: enforcement of Title IX, faculty behavior, code of conduct, and laboratory climate (Table 2).

Enforcement of Title IX

All participants recognized the importance of following Title IX requirements (Table 2). The U.S. Department of Education's Office for Civil Rights Title IX of the Education Amendments of 1972 states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." All universities and colleges receiving Federal funding have Title IX reporting offices and faculty members complete training and are classified as mandatory reporters who are legally required to report suspected violations of Title IX through their reporting system. The legal standing of Title IX should make this the most effective method for preventing sexual harassment in outdoor laboratories. However, during the focus group most participants revealed some level of discomfort in differentiating between sexual discrimination and slightly off-color joking amongst students. The challenge

described by participants was not unexpected. Humor is a common disguise for sexual harassment and discrimination because it strengthens the sense of belonging among male members of the group, while amplifying a woman's status as an outsider (Thomae and Pina, 2015). It is important to recognize that identifying sexual harassment can be challenging for some faculty members and students because of the frequency with which it is hidden within humor (Rawlings, 2019). During the focus group some individuals felt uncomfortable saying "sexual misconduct" or "sexual harassment" and used more general language such as "professional behavior" or "appropriate behavior" (Table 1) to avoid having to say the word "sexual." This led to some miscommunication about whether the policies and best practices should be targeted to "promote professionalism" or "prevent sexual harassment." This discomfort with explicit language is common; however, avoidance of the correct terminology for sexual harassment minimizes the impact of the harassing behavior and normalizes it (Cantalupo and Kidder, 2018). Based on the honest reservations expressed by focus group participants about when and where to "call out" sexual harassment, we would caution against relying exclusively upon the existence of Title IX to prevent sexual harassment in outdoor laboratories and recommend that Title IX be one of several instructional tools.

Table 2. The policies and best practices identified by experienced faculty members as effective in reducing the risk of sexual harassment during outdoor field laboratories in agriculture and natural resources fit into four thematic categories.

Theme	Policies and Best Practices
Title IX	Policy: Enforce Title IX of the Educational Amendment Law. Best Practice: Include Title IX requirements and reporting process in syllabus.
Instructor Behavior	Policy: Follow university guidelines for professional responsibility and conduct and enforce consequences for faculty violations. Best Practice: Faculty must set professional and personal boundaries during in-class and out-of-class interactions and communication with students.
Code of Conduct	Best Practice: Place a code of conduct in the syllabus detailing acceptable laboratory behavior and identify consequences of inappropriate behavior. Review the code of conduct at the beginning of the semester and be prepared to enforce the consequences if a student breaks the code of conduct.
Laboratory climate	Best Practice: Set a tone of zero tolerance for sexual harassment at the beginning of the course; monitor class interactions throughout the semester; and respond appropriately and in a timely manner to misconduct. Best Practice: Create an open atmosphere for communication so that all students feel welcome reporting concerns to the instructor. Best Practice: Be thoughtful when constructing laboratory groups. Consider: learning goals, safety, logistics, situation, and promoting professional behavior among students.

Faculty behavior

Eliminating instructor-perpetrated sexual harassment is essential in outdoor laboratories (Table 2). When faculty members sexually harass students, the victims are unlikely to report the violation because of the power imbalance between their positions (Aguilar and Baek, 2020). One solution may be to shift the responsibility of reporting sexual harassment from the victim to bystanders. When faculty, staff, and students have bystander training they are more aware of sexual harassment and are more willing to intervene when they witness sexual harassment or violence against women (Fenton and Mott, 2018). One of the focus group participants identified the importance of “having more eyes and ears in the field lab” and bystander training achieves having the entire class working together to create a safe learning space. Another focus group participant referenced their experiences working within the Green Dot active bystander intervention training program, which allows students to recognize when victims are being targeted; provides a suite of active intervention techniques; and trains students to identify the best intervention technique to safely employ for a given situation (Coker et al., 2011). Another essential aspect of preventing sexual harassment of students by instructors is setting clear boundaries for instructors about acceptable and unacceptable communication and interactions with students (Table 1), a best practice to apply in all classroom settings and not only outdoor laboratories. One of the topics discussed was how to prevent the faculty professional boundaries from being crossed with social media communication, e.g., having a policy that faculty may not connect with students through social media. The power differences that exist between faculty and students have caused many colleges and universities to prohibit faculty and student sexual consensual relationships (Richards and Nystrom, 2020). We agree and applaud this as an important step in reducing the risk of students being sexually harassed by faculty members.

Code of Conduct

A laboratory code of conduct typically includes expectations for student behavior across a variety of topics. The focus group recommended including content on sexual harassment (Table 1). Writing a code of conduct requires the instructor to determine who will be affected, what will be the reporting structure, how will confidentiality be maintained, and what will be consistent outcomes for violations (Hardy, 2016). Several focus group participants expressed regret because they were caught off-guard by a student’s sexually inappropriate comment and failed to correct inappropriate behavior in the moment. The experience of writing a code of conduct on sexual harassment provides an opportunity for self-education and may improve appropriate reactions when a violation occurs in an outdoor laboratory. The focus group emphasized that faculty members must “act” when a violation occurs; this was conveyed by the repetition of the word “act” in their statement: “Be prepared to act when a student breaks the code of conduct. It is not tolerated and you have to act” (rated = 1.4, Table 1).

Laboratory Climate

One item was rated as essential by all ten members of the focus group: “It is essential to set a tone of zero tolerance for sexual harassment at the beginning of the course and to monitor class interactions throughout the semester. An appropriate response to misconduct should be made in a timely manner” (rated = 1.0; Table 1). Reducing the risk of sexual harassment is a long process and faculty members can create a laboratory climate where sexual harassment is not tolerated by: educating themselves about sexual harassment; using non-sexist and non-sexual language and jokes; candidly speaking about sexual harassment with students; and incorporating professional development opportunities into class and laboratory activities (Knaub et al., 2020). Creating a climate where all students feel comfortable with bringing their concerns to the instructor was rated as essential by the focus group.

Outdoor laboratories typically require students to work together in assigned groups. Focus group participants noted and valued the strong friendships which may form among laboratory partners. However, they also acknowledged that members of laboratory groups can be a source of sexual harassment, particularly for female students in male-dominated classes. There was much discussion, but no consensus about best practices for forming laboratory groups; however, most participants agreed that it was important to form mixed-sex laboratory groups. Research on females who are assigned male laboratory partners, in male-dominated disciplines, has found no evidence that working with males causes females to perform more poorly on examinations (Fairlie et al., 2020). However, it is a good practice for instructors to watch mixed-sex laboratory groups more closely because there is a documented tendency for female students to be assigned a specific task by their male peers, e.g. recording data, which means female students may not be learning the hands-on methodologies and a gentle reminder from a faculty member or faculty assigning rotating student roles can overcome this tendency (Doucette et al., 2020).

Summary

Sexual harassment seldom involves a single perpetrator because the harasser has the passive support of bystanders who are student peers and instructors and an academic institution that is not trusted by the victim to respond to a complaint (Aguilar and Baek, 2020; Namie and Lutgen-Sandvik, 2010). The informal structure of outdoor field laboratories, common to agriculture and natural resources undergraduate classes, are recognized as instructional

spaces with a higher risk for sexual harassment compared to a traditional classroom-based environment. Experienced educators have identified four policies and best practices which academic programs can implement to reduce the likelihood of sexual harassment occurring during outdoor laboratories: (1) Enforce Title IX policies; (2) Set clear expectations for faculty and student behavior and enforce consequences for faculty and students who violate these expectations; (3) Establish a classroom code of conduct for students which includes information about sexual harassment; (4) Create a laboratory climate with both open communication and zero tolerance for sexual harassment. These recommendations would be implemented within a semester at different times (Figure 1). The focus group participants were not homogeneous in their opinions about how to prevent sexual harassment; however, all expressed that they valued participating in the focus group because it provided them an opportunity to discuss sexual harassment, a topic often considered taboo, in an environment where they felt safe to ask questions and share their experiences.

Literature Cited

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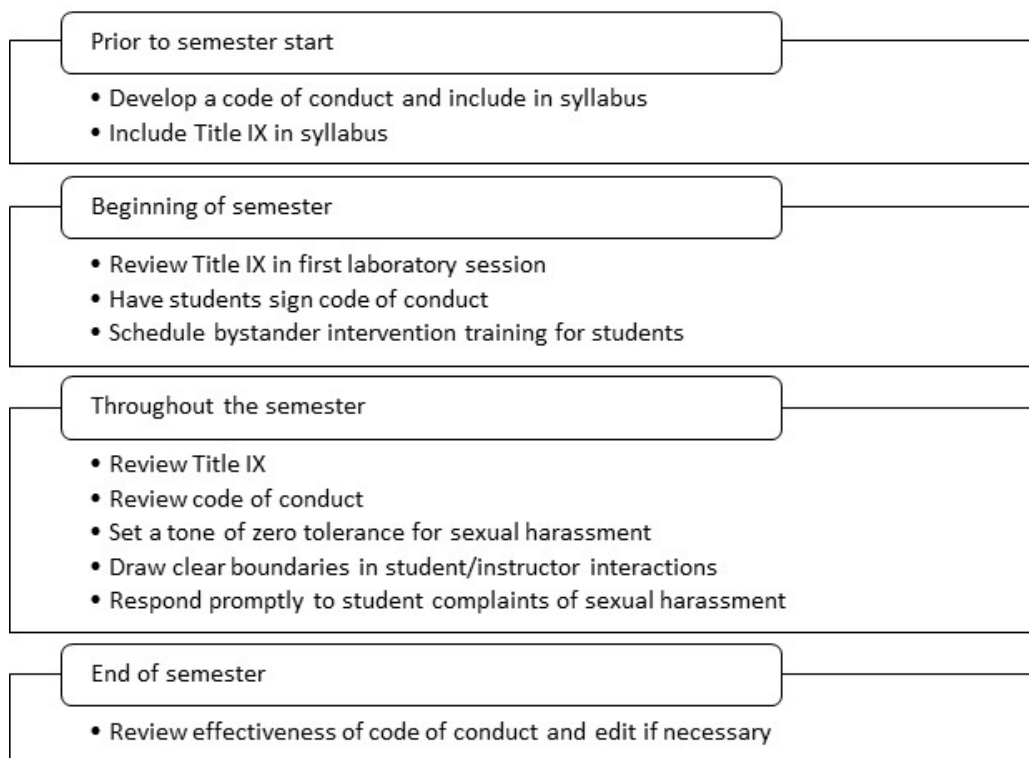


Figure 1. Semester timeline for implementing recommendations to reduce the risk of sexual harassment during outdoor laboratories.

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WAASED Summer Meeting Agenda
June 28-July 1, 2020
Virtual Zoom Series

All Times are Pacific Time Zone

Minutes

Attendance: Patricia Coleman, Chris Davies, Scot Hulbert, Gene Kelly, Mark McGuire, John Talbott, Suzanne Slutka, David Gang, Walter Bowen, Eric Webster, Leslie Edgar, Sreekala Bajwa, Bret Hess (WAAESD Executive Director) and Jennifer Tippetts (WAAESD Recording Secretary)

- I. **Call to Order, Welcome and Introduction-** Mark welcomed everyone and called the WAASED Summer Business Meeting to order. There were brief introductions including Jennifer Tippetts, WAASED Recording Secretary, Suzanne Stluka, Western Region liaison from NIFA, and Eric Webster, representing Wyoming.
- II. **Approval of Business Meeting Agenda** – Scot made a motion to accept the agenda, Gene seconded the motion; motion passed unanimously.
- III. **2021 Spring Meeting Minutes** – Bret reported that John had an opportunity to review all three days of the minutes, a few minor revisions have been incorporated. On behalf of John, Bret made the motion to approve the minutes included in the packet, Chris seconded the motion; motion passed unanimously.
- IV. **Interim Actions** – Mark reviewed the interim actions, highlights are listed.
 - a. WAASED received a Capital One business card, which is eligible for 1.5% cash back on all purchases, with a maximum credit line of \$2,000.
 - b. There is continued effort on the website redesign.
 - c. There is a new contract for business administrative management, events coordination, and communication.
 - d. There is a commitment by Arizona to re-join.
 - e. A CPA was hired to file the 990EZ tax return and transition into QuickBooks, this will assist in FY22 assessments.
 - f. Another significant area is relations with external organizations and partners, including the Council of State Governments West. CSG West are facilitating efforts in Alaska, Idaho, and Washington State. Facilitation efforts include working together on programming and tours while CSG West is in Idaho.
 - g. Signed on to letters generated by the Supporters of Agriculture Research (SoAR) to President Biden and Congressional Leadership encouraging increased funding for agricultural climate research, agricultural innovation, and agricultural research infrastructure.
 - h. Endorsed International Year of Rangelands and Pastoralists (IYRP) proposed for 2026, which will promote a wide variety of activities focused on rangelands and grasslands.
 - i. Approved the use of the WAAESD logo by IYRP.
 - j. Signed a letter submitted to Congressional Leadership by Farm Journal Foundation supporting the America Grows Act of 2021 that was introduced by Senators Durbin and Moran.
 - k. Encouraged WAAESD to join the Western Policy Network, which is led by WGA.

- l. Endorsed continuation to broaden the relationship with WGA, including assisting WGA with nominations for their leadership institute and opportunities to participate in the Western Prosperity Forum.
 - m. Support multi-state research impacting the 500 series project of the Western Water Network.
 - n. The Executive Committee supported Regional Review of Multi-state Research Projects serving as final approval in the process, thereby eliminating NIFA from the final approval process.
 - o. Identified members to serve as WAAESD officers on various regional and national committees.
 - p. Submitted comments to NIFA regarding the FY2023 funding priorities for REE. Priority recommendations were extracted from the Western Agenda and the submission was a joint effort with chairs of WEDA and W-APS.
 - q. Regional approval of the effort to allow all multi-state research projects to be accepted in the region as opposed to NIFA approval.
 - r. Submitted a regional response to NIFA regarding the updated Policy Guide.
 - s. Submitted a regional response to NIFA regarding the Farm of the Future RFA.
- A motion was made by Patricia to approve the Interim Actions and Executive Committee Report, seconded by Chris; motion passed unanimously.
- V. **Treasurer's Report** – Gene commented that QuickBooks has made reporting much easier. The report includes a copy of the 990-tax return, balance sheet, profit and loss, and accounts receivable summary. There is a balance of unrestricted net assets of \$91,216.04 for the end of the year. Hawaii and Utah have paid their assessments, but the two are showing up on the AR report due to a rounding error in the spreadsheet that was used to generate the invoices. All others have not yet paid their assessments. CSU has made the transfer of funds, in the amount of ~\$100,000. That transfer is not reflected on this report because we are waiting for a response from the accountant on how to record, as either income or equity. Bret noted that Utah and Hawaii are highlighted because the spreadsheet used to calculate overcharged by one penny, therefore next year when billed there will be a one penny credit. This is a seconded motion from executive committee; motion passed unanimously to approve the treasurer's report.
- VI. **By-Laws Revisions** – Chris presented the changes which updated the term for the secretary to a two-year term. This is a seconded motion from the executive committee; motion passed unanimously to approve the changes to the bylaws.
- VII. **WAAESD & ESCOP Elections** – 2022 ESCOP Officers from WAAESD and Committee Nominations
- a. Chris Pritsos, ESS Chair
 - b. Mark McGuire, BAA Policy Board of Directors
 - c. Scot Hulbert, WAAESD Chair-elect
 - d. Gene Kelly, WAAESD Treasurer
 - e. Leslie Edgar as WAAESD Secretary (agreed to two-year term from by-law update)
 - f. Sreekala Bajwa and Chris Pritsos as WAAESD Executive Committee At-Large.
 - g. Bret Hess, Western Regional Rural Development Center (to fill Milan's seat).
 - h. John Talbot is the current member of the Western Regional Aquaculture Center.
 - i. Sreekala Bajwa, Budget & Legislative Committee.
- Bret called for nominations from the floor three times. None were presented.
- This was a seconded motion from the executive committee; motion passed unanimously to approve the 2022 ESCOP Officers from WAAESD and Committee nominations.
- VIII. **Administrative Advisor Openings** – Bret reviewed packet page 32, of the needed Administrative Advisors, below were the highlighted positions:

- j. WERA1014 Intensive Management of Irrigated Forages for Sustainable Livestock Production in the Western U.S. Need a replacement for Patrick Hatfield
 - k. WERA1021 Spotted Wing Drosophila Biology, Ecology, and Management. Need a replacement for Laura Lavine.
 - l. W1188 Maintaining Resilient Sagebrush & Rural Communities. Need a replacement for John Talbott.
 - m. W 2194: Children's Healthy Living Network (CHLN) in the U.S. Affiliated Pacific Region Mike Gaffney has been recommended, as Sereana from Guam is no longer in her position.
 - n. W4004 Marketing, Trade, and Management of Aquaculture and Fishery Resources. Need a replacement for John Talbott.
 - o. W4185 Biological Control in Pest Management Systems of Plants Need a replacement for Tim Paine and the person he recommended from his college is retiring.
 - p. W4186 Variability, Adaptation and Management of Nematodes Impacting Crop Production and Trade. Need a replacement for Joyce Loper.
- Bret asked for volunteers or suggestions for nominations to serve in any of the positions reviewed. These positions require nominee to be at least a department chair, and we prefer for an assistant/associate director to serve as AA for the multi-state research projects. For WERA the current AA is a department head, and department heads would suffice. Please send suggestions to Bret.
- IX. **Preparation for Joint Sessions** – Mark reviewed the program for the remainder of the week. Please be aware the link for the Joint Session is DIFFERENT than the current link. The CURRENT link will be used again on Thursday, July 1. Be sure to use the Joint Session link after break through Wednesday's program.
 - X. **Meeting Adjourned.**

WAASED 2021 Summer Business Meeting Agenda

Attendance: Kellie McFarland, Sherry Cooper, Bret Hess, Claus Tittiger, Ania Wieczorek, Barbara Rasco, Bob Mattive, Brad Gaolach, Bryan Wolfe, David Gang, Eric Webster, Hunt Shipman, Jax Tinetti, Jon Boren, Leslie Edgar, Lyla Houglum, Mark McGuire, Saige Zespy, Scot Hulbert, Suzanne Stluka, Todd Nims, Walter Bowen, Kelly Crane, Michael Mellano, Tracy Dougher, Wendy Powers, Bill Hoffman, Carrie Castille, Sreekala Bajwa, Anita Nina Azarenko, Barbara Petty, Bill Payne, Blake Naughton, Brad Gaolach, Brian Warnick, Bryan Wolfe, Caron Gala, Cath Kleier, Chris Davies, Cody Stone, Donald Conner, Doug Steele, Eric Tanouye, Gene Kelly, Glenda Humiston, Jeff Goodwin, Leslie Edgar, Lindsey Shirley, Lyla Houglum, Mae Nakahata, Mike Gaffney, Patty Coleman, Pete Pinney, Robert Kidd Wyoming, Scot Hulbert, Shannon Horrillo, Suzanne Stluka, John Talbott, Tracy Dougher, Tracy Morgan, Vicki McCracken, Wendy Fink, Wendy Powers, and Jennifer Tippetts (WAAESD Recording Secretary)

- XI. National Updates-** Moderated by Barbara Rasco, Dean, College of Agriculture and Natural Resources, University of Wyoming
- a. **NIFA-** Carrie Castille, Director of National Institute of Food and Agriculture (NIFA)
 - i. Carrie reported that they have been hard at work at NIFA, with over 200 staff and they continue to hire.
 - ii. Carrie watched presentations from the team last week.
 - iii. Project Café recap. <https://nifa.usda.gov/project-cafe>
 - iv. Global Change and Climate Programs <https://nifa.usda.gov/program/global-change-and-climate-programs>
Carrie welcomes input and asks members to continue to communication with NIFA on what they can do.
 - v. NIFA is committed to the concept that change begins with our youth. Carrie is devoting a portion her time to ensure a brighter future for our youth. <https://nifa.usda.gov/program/4-h-positive-youth-development>
 - vi. NIFA was asked to engage on the science and tech hub. They can provide information on a regional level. The climate hubs can be used to reach different producers in different regions to give them specific information that is pertinent to them. When it comes to climate core, we can't have this without a youth component. Ameri core, FFA and 4-H, and other youth organizations are poised to have a youth climate core. NIFA is all in when it comes to climate change.
 - b. Comments with Carrie Castille, NIFA
 - i. Bob Mattive stated that potato breeding programs are not viable, they take about 15 years to bring a new variety forward. These are the types of conversations NIFA is trying to be aware of. Carrie learned that NIFA was not reaching out regarding the budget formulation plan, her goal moving forward is to hear from people early and often.
 - c. **APLU-** Doug Steele presented a PowerPoint:
 - i. FANR Staffing Update (Food, Agriculture & Natural Resources) <https://www.aplu.org/about-us/who-we-are/offices-and-staff/office-of-food-agriculture-and-natural-resources-programs/>
 - ii. FACA Policy Recommendations (Federal Advisory Committee Act)
 - iii. North American Agricultural Advisory Network

iv. Advocacy RFP Advisory Committee Goals, and Objectives.

Doug notes that we are focused on the here and now, but we also need to focus on the future and have a long-term plan.

d. **Cornerstone-** Hunt Shipman presented an appropriations update.

- i. The president's budget proposed increases across many lines, and NIFA by \$385 million in FY22. The bill that came out of the sub-committee was much more modest. With \$85 million in increased funding. The 25% increase we saw, likely won't rise to that level in the Senate. Hunt reviewed the increases, which are vastly different than the President's original proposal.
- ii. All 11 appropriations bills should be wrapped up by mid-July and these bills will move forward to the floor. Agriculture Infrastructure is projected at \$11.5 Billion to fund deferred maintenance and infrastructure needs at LGU across the nation.
- iii. There was discussion of a second bill, and an opportunity for this proposal to move forward is still on the table. This process will likely continue into September.

e. Questions

- i. Barbara opened the floor for question and began with the climate change initiative and if that includes STEM and or graduate involvement. Bill Hoffman noted that they are open to feedback and are continuing to flesh out their model. They are looking at successful programs that are in place. Bill asked for collective wisdom of the system to make this program successful.
- ii. Caron Gala with APLU FANR commented to Hunt's comments and dropped a letter in the chat in effort to get more signatures. Dear Colleague letter: <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:2ee254f6-cb01-4991-af75-3549f668a19b>
- iii. Bret mentioned that this meeting is scheduled to address inclusion, equity, and access for indigenous and asked if how the proposed budgets looked for the 94s. Hunt mentioned that there is a 1 million dollar increase to both the 94's and 94's extension programs. Hunt was going to send information about the New Beginnings for Tribal Students.
- iv. Considering climate crisis, shouldn't all FRTEP funding be increased to help tribes better cope? Doug Steele stated that we need justification. The infrastructure bill is a great example of how to include funding needs and justification on why. Doug recommends better messaging as this is going to be competitive. We could make it easier with more information. Caron Gala noted that facts and figures go along way with supporting the request. Caron suggests having a couple of strong statistics to help make the argument. Caron suggested regional and national data would be helpful in making the case.
- v. Bret noted that there is a fair number of increases in the President's budget and asked what the possibility of that projected budget becoming a reality? Hunt commented that the numbers seen in the House are the high-water marks. Numbers from the Senate are not likely going to be that generous.

- XII. **Western Region Joint Awards-** Barbara Petty gave a brief introduction.
- a. Wendy Powers presents WEDA Excellence in Multistate Research Award to California Dairy Quality Assurance Program.
 - b. Vicki McCracken presented the second WEDA Excellence in Multistate Research Award to the X-disease and Little Cherry Disease Extension with Washington State University Extension and Oregon State University.
 - c. Anita Nina Azarenko presents the WEDA Excellence in Diversity, Equity & Inclusion Award to Jutos en Colaboracion, Oregon State University.
 - d. Ania Wiczorek presented the Western Academic Program Section Engagement Award for Excellence in College & University Teaching in the Food & Agricultural Sciences to Pratibha Vivek Nerukar, Associate Professor and Graduate Chair Department of Molecular Biosciences and Bioengineering University of Hawaii.
 - e. Tracy Douger presented Western Academic Program Section Teaching & Student Engagement Award for the Excellence in College & University Teaching in the Food & Agricultural Sciences to Hana DelCurto Wyffels, Instructor of Animal and Regional Sciences, Montana State University.
 - f. Walter Bowen presents the Western Association of Agricultural Experiment Stations Excellence in Multistate Research Award to Soil, Water, & Environmental Physics to Sustain Agriculture & Natural Resources (W-4188). They are also winning the national award and will receive \$15,000. Dr. Ryan Stewart accepted the award.
 - g. Mark McGuire presented the Western Association of Agricultural Experiment Station Directors in Excellence in Leadership Award to John A. Tanaka, Professor Emeritus, Retired Associate Director Wyoming Agricultural Experiment Station, Department of Ecosystem Science & Management, University of Wyoming.

XIII. **Meeting Adjourned**

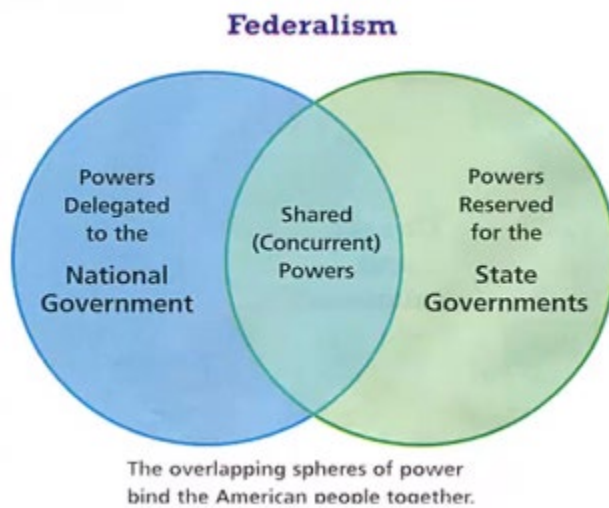
Day 2, June 29th, 2021

Where are we going post-COVID

Attendance: Sherry, UC ANR PSU, Clin- UC ANR PSU, Edgar Ruiz, Glenda Humiston, Jim Ogsbury, Afa'i Areta, Andy Groseta, Ania Wiczorek, Barbara Petty, Brad Gaolach, Bret Hess, Cath Kleier, Chris Davies, Claus Tittiger, David Gang, Dina, Eric Tanouye, Gene Kelly, Jackie Tinetti, Jeff Goodwin, John Phillips, Jon Boren, Kelly Crane, Kevin Rogers, Jonathan Shuffield, Lauren DeNinno, Leslie Edgar, Lina Clark Gilmore, Lindsey Shirley, Lyla Houglum, Mark McGuire, Mary Burrows, Mike Gaffney, Nicholas Comerford, Patricia Coleman, Pete Pinney, Chris Pritsos, Rebecca Hager, Saige Zespy, Scot Hulbert, Shange Burgess, Shannon Horrillo, Sophia Hoss, Suzanne Stluka, John Talbott, Tracy Dougher, Tracy Morgan, Vicki McCracken, Walter Bowen, Warren Watanabe, Wendy Powers, Wendy Fink, Jennifer Tippetts (WAASED Recording Secretary).

- I. **Introductions-** Glenda welcomed everyone.
- II. **Post-COVID Opportunities:** Partnership & Resources- Moderated by Glenda Humiston, Vice President, UC ANR.
- III. **Western Governor's Association (WGA)-** Jim Ogsbury, Executive Director, jogsbury@westgov.org.
 - a. Jim presented the Western Governors. <https://westgov.org/our-governors/>
 - b. The annual meeting is June 30th through July 1st. <https://westgov.org/meetings>
 - c. There are three projects Jim reviewed and welcomed everyone to participate in: Working Lands, Working Communities; Western Prosperity Roundtable; and Western Governor's Leadership Institute.
 - i. **Working Lands, Working Communities- Launches July 1st.** The Initiative will examine the interdependent relationships between western communities and state and federal land /resource management entities, and the role that local communities play in successful land planning and management processes. As part of this Initiative, WGA will convene stakeholders and policymakers to discuss emerging issues, share best practices and success stories, and provide a forum for the development of bipartisan policy solutions.
 - ii. **Western Prosperity Roundtable-** <https://westgov.org/initiatives/overview/western-prosperity-roundtable>
The Western Prosperity Roundtable is a platform for WGA's work on policies that advance Western Governors' vision for expanded prosperity throughout the West. The Roundtable assembles community members, policymakers and experts on interrelated issues affecting opportunity and quality of life to discuss strategies to promote vibrant communities and thriving local economies.
 - iii. **Western Governors' Leadership Institute-** Launches July 1st. <https://westgov.org/foundation> Jim invited individuals to submit applications for consideration.

- IV. **Council of State Governments West (CSG-West)**- Edgar Ruiz, Director, CSG-West, and Jackie Tinetti, Policy Committees & Programs Coordinator, CSG-West.
- a. Edgar Ruiz introduced The Council of State Governments West (CSG West). A non-profit, non-partisan organization that serves the western legislatures. Then introduced the CSG-West leadership.
<https://www.csgwest.org/about/leadership.aspx>
 - b. Policy Work – Reviewed the current policy committees:
<https://www.csgwest.org/policy/default.aspx>
 - c. Invitation to annual meeting, September 28-October 1, 2021.
<https://www.csgwest.org/annualmeeting/default.aspx>
 - d. Additional Resources: CSG Justice Center & Center of Innovation
 - e. State- Federal Relationships.



- f. Jackie Tinetti spoke about Policy Committees, chairs and specific objectives for each committee. <https://www.csgwest.org/policy/default.aspx>
 - g. Jackie spoke about the Colorado River Forum.
<https://www.csgwest.org/programs/ColoradoRiverForum.aspx>
- V. **Western Interstate Regional National Association of Counties (WIR-NACo)**- Jonathan Shuffield, Associate Legislative Director for Public Lands and Liaison to the Western Interstate Region, NACo, Jshuffield@naco.org (512) 965-7268
- a. Johnathan spoke about WIR. <https://www.naco.org/advocacy/western-interstate-region>
 - b. Johnathon shared information regarding Wildfires. There is a growing intensity/scale of wildfire.
 - i. “Fire year” as opposed to “fire season”.
 - ii. Stretches resources at all levels of government- County governments are often first on the scene when a wildfire ignites.
 - iii. Understanding the behavior of fire.
 - iv. Managing landscapes to reduce the threat of fire and lessen the impact of fire on landscapes.
 - v. Building resilient landscapes, especially within Wildland Urban-Interface.

- c. Federal land management issues
 - i. Secure rural schools.
 - ii. Senate wildfire legislation.
 - iii. Farm Bill 2022.
- d. Wildlife Conservation
 - i. Members of the National Endangered Species Act Reform Coalition.
 - ii. Biden administration recently announced rollback of Trump era Endangered Species Act rules.
 - iii. Habitat loss from wildfire and other natural causes vs. human activity.
 - iv. Balancing economic needs with impacts on species and habitat.
 - v. Appropriate conservation/reclamation measures and impacts on economic activity and resource access.
 - vi. Voluntary conservation agreements with industry and landowners to mitigate impacts of production on critical habitat.
- e. Partnerships with Federal Agencies
 - i. Long history of county governments serving as partners with Federal agencies, especially on land management and agricultural issues.
 - ii. NEPA- Cooperating Agency Status.
 - iii. FLPMA/NFMA- Coordination.
 - iv. America the Beautiful Initiative.
 - v. Farm Bill Programs for Conservation.
- f. Rural Infrastructure and Economic Development
 - i. Resource extraction dependent communities.
 - 1. Opportunities for diversification.
 - 2. Access to public lands for industry, agriculture/grazing, visitors, hunters/anglers.
 - 3. Local government services- must be provided to residents and public lands tourist.
 - ii. Broadband and other critical services access
 - 1. Areas most in need of broadband/utilities.
 - 2. Understanding issues preventing expanded access.
 - 3. New resources from Congress/Administration and their impact.
 - iii. Public Health-
 - 1. Lack of personal/resources.
 - 2. Combatting misinformation about public health matters.
 - 3. Successes/failures during COVID pandemic.
- g. Questions:
 - i. What about the role of tourism in rural counties? Jonathan stated there is an effort to elevate the economic impact and shifting dialogue to focus on tourism issues. The big issues are the mad rush of tourism and the impact on public lands. Tourism is also causing relocation and property value increases in rural areas. There is positive focus on the economic impact of tourism. Jim added that the Western Prosperity Roundtable focuses on these issues, including rural transportation, air service, and access.

- ii. Glenda asked if anything stood out to the three presenters as they listed to the other's presentations. Jim stated that both touched on areas that were of interest to each other, but they are all working on state/federal relationships. Edgar added they are always working on having a united voice when presenting to legislature.
- iii. Glenda asked what LGU can do to help their current strategies be more successful. Jim stated that they are relying on people to get the word out about the Leadership Institute and help create awareness to drive applications. Edgar stated that the nexus between research and policy. In addition, developing relationships between academics as a two-way street was mentioned.

VI. What Are the Regional-Based Opportunities to Partner and Share Resources with WGA, CSG-West and WIR-NACo?

a. WEDA- Mike Gaffney

- i. Recognition that COVID has spotlighted opportunities – diversity, inclusion, and equity.
- ii. Pivot to maintain deadlines.
- iii. Shared frustration regarding policy being on campus focus, not translating to off campus.
- iv. Examples: small farmer program between WA & ID, sponsorship for joint opportunities, grant opportunities across jurisdictions.
- v. Better capacity to share employees, to recognize shortages and expertise. Share program information, not employees in multiple locations.
- vi. Predicted uncurtaining of new "normal". Generated a new set of audiences accustomed to receiving services remotely, and traditional base expecting to return to historical in person delivery.
- vii. ED and association directors are great examples of sharing resources and remote work working well with guidelines.
- viii. Remote programs offered in multiple states & multi-state credentialing.
- ix. Recognition of remote work will require new capacity in Extension and hiring.
- x. The power of joint applications across states.
- xi. Reconceptualize how we define jobs and build capacity on an employee basis to fill those increased needs and demands.
- xii. What does the community want, and our current capacity to fill that want?

How do we address the new change of remote and the historical in person demands on resources? Lyla added that this includes audiences and programs.

b. AHS/W-CARET- Nicholas Comerford

- i. Can't do it without sharing resources, multi-state comes up a lot.
- ii. Being so remote, sharing is critical to survive (Hawaii).
- iii. COVID has enhanced ability to share.
- iv. Generating resources creatively is a necessity with our current budget.
- v. Partnering industries with universities adds value.

- c. **W-APS-** Claus Tittiger
 - i. Platforms that are already available. Where are the choke points for students gaining access?
 - ii. Alternatives given each institution have different strengths.
 - iii. Focusing on experiences for students in the West. For example, a wool experience- lab in MT, one of two in the country. Access with more ease.
 - iv. How can we share with other entities? Building relationships.
 - v. Two-way communications with County/State on Economic Drivers.
 - vi. Needing basic training for individuals with no Ag background- Legislature. Programs and materials available to reduce barriers. Models are already in place that we could build off.

- d. **WAAESD-** Mark McGuire
 - i. **Link for complete notes:**
<https://www.dropbox.com/scl/fi/ezxi3ajsx8ks66wdwvtmq/WAAESD-BO-Notes-6.29.21.docx?dl=0&rlkey=zxy6m1iqpxhwx1jnp3bmlc1m5>
 - ii. Working together on a regional level is imperative, and the multi-state projects have been designed help achieve the goal of regional work. The Western Water Network is a good example.
 - iii. Potential to go for larger dollars to address issues: water and wildfires.
 - iv. Working with Commissions or States to fund these issues, or partner with agencies.
 - v. UC has success in partnering with agencies.
 - vi. Will need shared facilities to attract dollars and make successful.
 - vii. CSU is requiring research associates to all pursue an advanced degree. Generates more interested, attracts better applicants.

Final thoughts: There was a lot of commonalities in the breakout sessions.

Adjournment of Day two.

Day 3, June 30th, 2021

How will we address access, equity and inclusion with focus on native peoples of our region?

Attendance: Sherry, UC ANR PSU, Rachel Palmer- UC ANR PSU, Steve Gavazzi, Aufi'a Areta, Alex Carlisle, Ania Carlisle, Ania Wieczorek, Barbara Petty, Barry Dunn, Bill Payne, Brad Gaolach, Bret Hess, Cath Kleier, Chris Davies, Claus Tittiger, Cody Stone, Dan Gagerlie, David Gang, Dina, Doug Steele, Eric Tanouye, Gene Kelly, Jeff Goodwin, Jeff Jacobsen, Jeff Mayberry, JM Arias, John Phillips, Jon Boren, Linda Clark Gillmor, Lindsey Shirley, Lyla Houglum, Mae Nakahata, Mark McGuire, Maureen McCarthy, Nicholas Comerford, Pete Pinney,, Peter Koester, Chris Pritsos, Rebecca Hager, Saige Zespy, Scot Hulbert, Shange Burgess, Shannon Horrillo, Sophia Hoss, Staci Emm, Suzanne Stluka, John Talbott, Todd Nims Tracy Dougher, Trent Teegerstrom, Vicki Hebb, Vicki McCracken, Virgil Dupis, Walter Bowen, Wendy Powers, Wendy Fink, Jennifer Tippetts (WAASED Recording Secretary).

- I. **Introductions-** Steve Gavazzi welcomed everyone and gave a presentation on “How will we address access, equity and inclusion with focus on native peoples of our region?”
 - a. Reckoning with the original sin of LGU. Remaining Land-Grant Fierce while Insisting on Contrition and Repentance.
 - b. Creating a both/and focus (not either/or). Making it possible to embrace both:
 - i. The sense of being “land-grant-fierce” - the sense of pride regarding the 21st century mission to teach, conduct research and serve communities.
 - ii. The “Land-Grant Truth” – understating that these universities were founded on native lands that were seized and sold.
 - c. What about the Land Acknowledgements, the good, the bad and the ugly.
 - i. The Good- Video by CSU. Tribal land that comprises its campus, creating issues of removal. Debt owed from the founding of the university itself, issues connected to endowments.
 - ii. The Bad- When not done in partnership with Indigenous Peoples and/or without recognition of both removal & endowments.
 - iii. The Ugly: When it is just words that are not followed by actions- performance theater or checking a box.
 - d. Can Land-Grants act in unison, or at least learn from each other on issues such as:
 - i. AI/AN Student Financial Assistance
 - ii. University-Tribal Nation Relationships
 - iii. 1862 LGU-1994 LGU Partnerships
 - e. Map of increasing level of interactions.
 - i. Collaboration- Joint projects & decision making.
 - ii. Coalition- Involvement of professional organizations
 - iii. Coordination- Conferences, workshops, and colloquia
 - iv. Cooperation- Established of information clearing house
 - v. Networking-modest number of LGUs: sporadic contact
 - vi. No Interaction- Where most LGUs seem to be at present
 - f. Stepping out & stepping up initiative at Ohio State University. (SOSU)- Stepping out of our comfort zones and stepping up to our responsibilities.

- i. The SOSU Initiative is comprised of 4 related projects with funding totaling over \$250K and reflecting monies that are internal to Ohio State.
- ii. Link to an Inside Higher Ed op-ed authored by Steve Gavazzi:
<https://www.insidehighered.com/views/2021/05/07/land-grant-institutions-should-do-more-deal-past-and-present-racism-opinion>
- iii. Link to the Save-The-Date for the land grab discussion Steve Gavazzi posted:
<https://u.osu.edu/landgranttruth/>

II. Introduction of Barry Dunn, President, South Dakota State

The Wokini Initiative

- a. President Abraham Lincoln Signs the Morrill Land-Grant College Act of 1862. The goal to establish at least one college in each state that would be accessible to all. President Dunn spoke about the history and creation of LGU and Experiment Stations.
- b. President Dunn spoke about the recognition that the land for the University came from the Souix Reservation. President Dunn then spoke about his family history and living on the reservation, the great depression and survival. When his mother was born, she was not considered a US citizen because she was of tribal descent. President Dunn spoke about health, 3rd world living, and education of Tribal members. President Dunn does not take the responsibility of being President lightly. He is dedicated to make change for all, including the nine tribal nations in South Dakota, and his goal is to enhance relationships with Tribes and Tribal nations.
- c. The Wokini Initiative was discussed. <https://www.sdstate.edu/wokini>
- d. President Dunn discussed fundraising efforts; they have \$18 million in endowment scholarships.
- e. Questions:
Steve asked what is the next step inside of the state, and what can other states do to model this initiative? President Dunn stated that we need to get to young people sooner so they see college as part of their future, which would lead to increased students enrolled. President Dunn hopes that the Wokini Initiative could be a template for change for others to use.
- f. How can Extension help specifically? President Dunn said there is generally a large turnover of extension staff, which leads to increase apprehension from the tribes. The next steps would be getting on reservations and becoming part of the community and working with the tribes to solve problems together.
- g. Steve discussed researching where the research is being done and who is conducting the research. We need to break the norm of how traditional research is conducted, moving more towards a positive connotation. Most academic papers seem to focus on the negatives.

III. Academic Programs

Tracy Dougher- Associate Dean for Academic Programs, MSU.

- a. What's Happening, progress made, and how we can effectively partner?
 - i. Academic Diversity Partners

- ii. Growing and Sustaining Pathways in Agriculture and Out Good Camp
- iii. Buffalo Nations: Indigenous Good Systems Initiative

IV. Ania Wieczorek- Interim Associate Dean, University of Hawaii at Manoa

- a. University of Hawaii Hi'lag Consortium Project "Expanding Agricultural Education to Native Hawaiian Students". Hawaii started by creating the project across islands. The community colleges play a crucial role in this program. Each campus has its own niche. 50% of the work done, is done together.
- b. One of the biggest barriers is that agriculture to the locals is considered "plantation" and potential students and their families are not interested.
- c. Another objective is building the bridge between students and employers.

V. Claus Tittiger- Associate Dean of Academic Affairs, University of Nevada, Reno

- a. "American Indian Outreach Program"
 - i. Tribal college feasibility study initiated, but changed with COVID.
- b. "Enhancing Agricultural Food Sovereignty Through Education and Training American Indian Student and Producers"
 - i. Scholarships, directed mentoring
- c. Nevada Tribal Student Program
 - i. Scholarships, mentoring, recruitment. Scholarships have doubled the enrollment. This included training faculty and generating awareness of the culture.
- d. And then... AB262 waives Native student tuition fees.

VI. 1994 and FRTEP Perspectives- Moderated by John Phillips.

Virgil Dupuis- Extension Director for Salish Kootenali College in Montana.

- a. A specific goal for extension is improving food, diet, health, and access. This also included addressing invasive species. Virgil spoke about different actions to meet these objectives, and funding.
- b. 1862 & 1994 should engage the tribal colleges and FRTEP on joint strategic plans.
- c. Enhance partnerships with MSU and colleges in MT. This begins with communications. Virgil will travel to tribal residents and initiate conversations. 1862 can be a convey these conversations.
- d. Challenges include working with Tribal Governments. Bureau of Indian Education could be a good place to start for LGU.
- e. Fee Waivers or Fee Waived for out of state tuition.
- f. Staffing is a challenge, could there be use of the Experient Stations to complete higher education degree for tribal students?
- g. Virgil stated any work done with universities or outside organizations needs a liaison with the tribes and he is happy to provide that service.

VII. Staci Emm- University of Nevada, Reno Extension, College of Agriculture, Biotechnology & Natural Resources.

- a. There are 19 federally recognized tribes in the State of Nevada. Staci reviewed current programs in Nevada. Some of these include: Veggies for Kids, Veggies for Seniors, Tribal Hoop House Project, and tribal student programs in the College of Ag.

- b. National Projects: Advanced Ag Business Training for American Indian Producers. USDA Program Access for American Indian Programs. National Indian Educations summer professional development group. Native Waters on Arid Lands, American Indian COVID Care working group. Getting requests to go back to in-person presentations.
- c. Opportunities & Needs: Very large needs when dealing with American Indian Populations.
 - i. Increasing knowledge on how to work with American Indian populations. Sometimes work is done on tribal land that does not align with Tribal views.
 - ii. Learning how to collaborate. Reno is not the only LGU anymore.
 - iii. How to do the waivers work specifically? A lot of exciting changes but need to evolve. Understanding what can be applied towards tuition, what students qualify for what. Need more education on federal funding.
 - iv. Bridging partnerships and building successful collaborations.
 - v. Specific Asks of 1862's: There is limited support of non-existing support in Extension and Agricultural Experiment station budgets. This needs to change as Tribes control large amounts of land bases and water resources. Tribes also can drive the economic conditions of specific areas.
 - 1. Justification: Land bases and water resources are controlled by tribal governments and Bureau of Indian affairs.
 - 2. Tribal jurisdictions play a role in educational opportunities.
 - 3. Very few states allocate state and federal line-item dollars to bridge and increase collaborations.

VIII. Alex Carlisle, University of Arizona FTTEP

- a. Reviewed Extension Staff and territories covered. 17 million acres with a staff of 12, 5 Tribes. FRTEP can bridge the gap of academia and tribal nations.
- b. Collaborative Success: 66 Youth reached in Junior Master Gardner. 65 ranches reached with online webinars/workshops. 35 4-H youth participants. Increased awareness. 41,000lbs of food distributed as well as hygiene, educational books, toys, pet food. 2-year collaboration with University Equine Specialist & Local Vet on equine health seminars.
- c. Innovative, Creative Outcomes: Increased Programing (virtually & in-person). Beef quality assurance, virtual 4-H curriculum, seed to supper program, virtual tours, farmers & rancher's online workshops & virtual 4-H shows and sales. Outcomes: Increased audiences and participation. Increased consultation with local vets.
- d. Opportunities/ Needs:
 - i. Consultation with Tribal Agents or Tribal Governments prior to conducting research on tribal lands or areas that affect tribal communities especially on experiment stations.
 - ii. Understanding that Tribal programming have their own biosphere which makes grant funding and spending different from state/county programing. Sometimes seems that universities hinder progress with "red tape" when trying to fund projects or purchases.

- e. Questions: How can state level programs be coordinated into Tribes? Staci noted that having a good tribal working relationship at a presidential level, which disseminates down through the university and extension. Virgil stated that being included in the conversations at the university levels would be the first step.

IX. Group Discussion-

- a. Steve gave some opening remarks. John Philips spoke about his history and tribal colleges being new as Land-Grants.
- b. The group discussed creating awareness of LGU and the inequity of funding. Many people attending a LGU are unaware and don't have any context about the relations with tribal lands. Across the nation many of the LGUs gained their land from Tribes.
- c. Discussion focused on building partnership and continued communications. Virgil has had some great partnership with universities and noted that when University travel on to a reservation, he acts as the liaison, and is happy to continue offering that service.
- d. Virgil also noted that there are barriers from past experiences that need to be broken down. The group discussed strategies for moving forward including acknowledging the past and moving forward.
- e. Climate change as extension initiative might be the most logical project to start with on tribal lands.
- f. Credit was given to leadership at different universities for their efforts thus far.
- g. Funding obstacles were discussed. Multistate research holds an opportunity. There has to be a strong relationship when it comes to discretionary dollars and shared resources.
- h. The group agreed that we need to have those difficult conversations so that we can get to that point where we are all going in the same direction and collaborating.
- i. Maureen questioned what opportunities there are to education and gain acknowledgement out about LGU? Steve has written a position paper that could evolve into a white paper that could be distributed to funders. Steve believes it takes leadership in the LGU to start distributing the information.
- j. Virgil believes that we need to make sure we're talking about meeting the needs of the people and building partnerships. An option could be accessibility for the tribes in the schools. We can't go back in time, but we can move forward.
- k. Ohio State discussed taking some endowment funds and contributing towards a couple FTE positions for tribal relations.
- l. Land is very important and obviously Native Americans have a very different conceptualization of land than then white settlers. Food sovereignty if connected by 1862 and 1994 organizations could create some common issues. There might be more natural partnership possibilities that exist.
- m. Resources and potential starting points were discussed further. It was stated that we need at least one person who wakes up every morning put their hat on and says I'm not doing anything other than working on the potential connections between 1862 and 1994, as first modest step. It was also discussed what others have done with success. It is a hard conversation because it is not comparing apples to apples, and not all the information is even current.

X. Meeting adjourned.

Day 4, July 1st, 2021

WAASED Business Meeting

Attendance: Mark McGuire, Eric Webster, David Gang, Steven Loring, Walter Bowen, Chris Davies, Chris Pritsos, Suzanne Stluka, Leslie Edgar, Gene Kelly, Scott Hulbert, John Talbott, Glenda Humiston, Bret Hess (WAAESD Executive Director) and Jennifer Tippetts (WAAESD Recording Secretary)

Guests: Mandy Marney, Shannon Horrillo

- I. **Call to Order, Welcome, Introductions** – Mark welcomed the group. Brief introductions.
- II. Review June 28 Actions- reviewed items from June 28th.
 - a. Chris summarized changes to bylaws. The primary change included updating the Secretary's term to two years.
 - b. Bret requested recommendations for administrative advisor positions be forwarded to him.
- III. **Follow-up Discussion from Joint Sessions-** Mark reviewed Tuesday's discussions, there were great conversations with partners in the West, and opportunities to leverage those relationships. Reviewed Wednesday's session, very powerful presentation regarding the Wokini Initiative. After returning to individual institutions member are going to assess opportunities and report back at the fall meeting.
 - a. Bret added the commonality of the individuals currently working with different Tribes are more than willing to be the liaison as work continues. A common error of not working with those tribal liaisons was highlighted.
 - b. David added that communication is crucial but follow through is more important. If we could coordinate better before we approach the communities, it would leave a better impression than having to pull back or not having follow up after an initial idea is presented.
 - c. An essential piece for extension is to build relationships in the communities. Suzanne noted that she grew up on tribal land and worked with the tribes at her previous jobs. The communities know how to solve their own problems and researcher can help. How do you have the conversations so community members and FRTEP know who to approach? Relationships and communication can be simple but are imperative.
- IV. **Western Region Mental Health Network** – Mandy Marney and Shannon Horrillo presented a PowerPoint presentation on Western Region Mental Health Network.
 - a. Presentation summary : background, needs assessment, growing body or research, gaps, goal, next steps. Complete presentation: page 43.
https://www.dropbox.com/s/6ujqumzqrf1haxr/WAAESD%202021%20Summer%20Meeting%20Agenda%20with%20Briefs_20210628-0701.pdf?dl=0
 - b. Today's Ask. Support for submission of a Development Committee. Assistance in identifying research faculty to participation and help.
 - c. Question: do you need members from specific states or expertise? Shannon wanted to make sure we had Extension representation. Current members include Shannon, Mandy and representation from MT, WY, NV.

- i. The need is the greatest with adolescents. Wanted to bring advisory board together as the first set, get experts together and shape goals. Need research faculty on steering committee. Scot recommends speaking with their contacts for research faculty and then follow up with Shannon and Mandy. Shannon is going to get a presentation to the group for them to share.
- ii. Gene made a motion to support the proposal for WAAESD to participate in the Western Region Mental Health Network. Scot seconded. Motion passed with one abstained vote.

V. ESCOP Committee Reports

- a. **Communications & Marketing Committee**-Steve reported that APLU hired a new Assistant Vice President of Communications and External Partnerships, Andrea Putman. Andrea will work with CMC, align with coordinators across LGU, and work on the strategic roadmap for communications. Andrea's start date is July 15th, 2021.
 - i. Andrea will begin reaching out to coordinate regional meetings. The objective is consistent messaging to gain buy in. Initial conversation and meetings will be in the next few months. There is also a recommendation to hire an assistant to support Andera.
 - ii. CMC is reviewing their organizational structure. Approval of the recommended changes will be approved by the three sections that fund CMC; administrative head, cooperative head, and experiment station section.
- b. **National Impacts Database Subcommittee** -Steve reported, as of the beginning of June, all reviews have been submitted.
 - i. **Full report:**
https://www.dropbox.com/s/6ujqumzqrf1haxr/WAAESD%202021%20Summer%20Meeting%20Agenda%20with%20Briefs_20210628-0701.pdf?dl=0
 - ii. 55 impact statements have been finalized in 2021 and undergone an additional peer review. A letter requesting additional impact statements for 2021 will go out soon. The 2021 impact statements submitted are getting published now. We don't want to wait until the end. The primary source NIFA goes to is this data base. It is a good place to share information.
 - 1. There are two special tags- COVID as well as Diversity, and Equity and Inclusion. These two topics are not undergoing the second peer review to expedite the data.
 - 2. Mark confirmed that there are no deadlines on the impact statements, therefore we might be able to encourage more faculty involvement. Steve clarified that a publication highlighting impact statements is generated at the beginning of the year.
 - iii. The website is being updated.
 - iv. A letter has been sent to section chairs proposing to work as a functional committee under CMC for a trial year. After a trial year it will either go back to the previous format, or the new format will be adopted, pending approval from the funding sections.
 - v. The CMC has been working with multiple partners to develop a roadmap of communications, especially social networking.

1. Tried “Tweet storm” format for the infrastructure bill in order to relay the need with Universities. Results: 13 LGU participated, 150,000 hits.
2. None of the participants were from the western region, this is concerning, and we need engagement from the western region if we want to promote the West. Is there is a communication issue with Deans, or Extension, or internal communications issues, or potentially a part of all three? Need to clarify expectations and determine the best contacts that are empowered to contribute.

VI. **Western Region Communications** – How do we improve our communications for writing impacts?

- c. Two requests: 1. Identify who the contact people are, and what they are authorized to communication. 2. Consider training for your organization by Sarah Lupis. Update Bret regarding the communication list each region is maintaining on behalf of APLU.
- d. Bret receives a list of regional impact statements each month and he distributes to appropriate parties so they may share the pertinent information.
- e. Poll: Do you support WAAAESD working on a regional communications effort? 92% approval with one abstained vote.

II. **ESCOP Committee Reports Continued**

- a. **NIFA Reporting Workgroup-** We have a new national reporting system, NRS for NIFA Reporting System. The new version is much improved from the past version. With 50 state systems and individuals providing input, there were a lot of suggestions on how to improve. The NRS was beta tested by both John. John reported that entering data was painless and much improved. Support is available until December 2021 to address any glitches. NIFA should be recognized for their efforts on making this materialize.
 - i. Bret mentioned that REEreport is still active until the end of the year, and until all data is transferred. Data is being transferred in 100 project blocks. Any terminating projects will remain until the end of the year.
 - ii. NIFA has asked the regional ED’s about multi-state research approval. NIFA recommended simplifying the approval process and once the region has consented, the project will be transferred into the system. You can start putting individuals onto the project, there is no waiting time for NIFA to approve. NIFA is serious about addressing our needs and making it easier for everyone to get the job done.
 1. Bret is also working towards populating the participants to eliminate a few additional steps. The other regions are generally supportive. The comments we provided were as long as there are no unintended consequences and we would still like to see a NIFA representative participant on the multi-states. If there were opportunities in the future, please involve the regions for other capacity.
 2. John noted that the role for the program leader came up. It was clarified that NPL’s role is administrative; not to weigh in on the science.

- iii. Suzanne thanked everyone for their contributions and work. Suzanne also shared that there is training for the NPL's on capacity management once a month.
- b. Chris Davies questioned if the reporting module will be up by December? Bret said most likely not. They are building as they go and reporting is the second step. Pieces maybe complete by the end of the year. Representatives will be assigned, but Suzanne offered for individuals to reach out directly with questions or concerns, especially around HATCH.
- c. Bret asked if people can reach out to Suzanne to start questions regarding no cost extensions? Suzanne stated that people will be assigned a liaison. In addition, you are always welcome to contact Suzanne.
- d. Walter asked if anyone has developed a process or training. Bret stated some training will be rolled out in the future.
- e. **1.21 Budget & Legislative Committee-** Glenda gave an update regarding the infrastructure bill and efforts to secure \$11.5 billion dollars. At this point, it does not appear to be part of the final package, but there is room for adjustments.
- f. Exploring strategies so that when climate change is discussed key leaders recognize agriculture as part of the conversation. Working on this concept at the fall meeting. As funding is developing, not just in the Biden administration, but in many of our state governments, we want to ensure that agriculture has a strong role to play when mitigating and being part of the solution to climate change. The LGU and Extension are a powerful part of that.
- g. A comment from the session Glenda moderated is "that we need to have scientist translate their thousand-page document to English". So, the information can be more easily communicated, especially on a regional level.
- h. **Diversity Catalyst Committee-** Bret drew attention to score sheet in packet. The Diversity Catalyst Committee received a nomination for national experiment station inclusion and diversity report. This year we asked Shannon Archibeque to re-apply, Shannon will be receiving one of the awards.
 - i. Two awards will be given in the future, one for individual and another for group. This announcement will be released at the awards ceremony this fall.
 - ii. If a nominee does not win in a given year then their application is automatically rolled for one additional year. After that they will be required to re-apply.
 - iii. The group award will be similar to last year. There is interest in seeing an increase of applications from the West. A monetary award is given to the winners.
 - iv. A call to action is in progress and will be released as an official call at the Joint COPs meeting.
- i. **Science & Technology Committee-** Chris reported, Gene Kelly is also a representative, Bret is the executive vice chair for this committee. There were numerous questions on the infrastructure bill. Worked on addressing questions and advocacy.
- j. Questions on the climate survey that was distributed. There is a lot of capacity at experiment station and hopefully we can communicate that more effectively.

- k. Reviewing the multistate award applications, criteria included in brief. Four great applications were submitted.
- l. The second year in a row the western project will be receiving this award. Bret added that the criteria changed substantially, please review if you plan on applying. There is a major focus on the changes because it is difficult to compare current projects to projects from the past and the changes will be addressed at the upcoming meeting in July.
- m. **NRSP1 Management Committee-** Page 60, the chair has changed. Paula has agreed to take over and has a lot of support from the North Central Region.
 - i. Of particular interest - particularly to individuals with new people in their unit responsible for reporting, NIMS has prepared some training videos that are available on their website. The training focuses on what NIMSS is and how to navigate. Sarah Dahlheimer reported that we were able to hire Leah Wolf. Leah is a junior in communications and will be responsible for the social media release for impacts developed by Sarah.
 - ii. NRSP-1 will be drafting a renewal. NRSP-1 is where the money is housed for NIMS.
- n. **NRSP-Review Committee-** Mark reported the only project that needed reviewed this year was NRSP-8.
 - i. We need a plan to either transition off the funds or move it to a core base funding at less than \$500K per year. Looking for proposals by August 2021.
- o. **Policy Board of Directors-** Mark stated that this committee has not met yet but will after the ESCOP meeting in July and Mark will report back then.

VII. Upcoming Meetings

- a. **Experiment Station Section-** Chris Pritsos shared that we are making tremendous progress on the Fall meeting. Bret and Jenn are doing a great job of moving this forward.
- b. California and Nevada have opened back up as progress has been apparent regarding COVID. Chris continues to monitor the COVID restrictions in Placer County California, where our meeting will be held, and there are currently no restrictions.
- c. Link to topics- Including climate change. Not only will we have a panel but then there will be a workshop on how we want to approach the topic. This is an initiative for ESS and will use the data generated from tabletop discussions.
- d. A representative from the Washoe Tribe has agreed to attend the opening session and give a brief presentation. We would like to honor and respect the land and tribal history.
- e. Bret added the theme is disruptive innovation. During the last year we were forced to use innovation due to COVID so the theme seemed appropriate.
- f. President Sandoval will moderate a session after his welcome comments.
- g. Additionally, we are attempting to get a sitting or former Governor to take part in this session.
- h. Bret is excited about our keynote speaker, Pat Sullivan, his recent book: *Intellectual Anarchy: The Art of Disruptive Innovation*. Pat Sullivan frequently states the only

limit to innovation is policy and other regulatory issues. He builds diverse teams that are willing to think and imagine what is possible and not be confined.

i. Patrick Sullivan's promotional Oceanit Video:

https://www.youtube.com/watch?v=1rxFGr_XkVo&t=34s

i. Bret also discussed the award winners being honored in person and by their peers.

j. The group reviewed the schedule listed on page 64.

k. **Western Region Joint Spring Meeting-** Bret wanted to make sure everyone was comfortable with a meeting in Reno for 2022. Also, does the group feel comfortable hosting a joint meeting with WEDA, they will be in the region. The next spring we will likely meet in Denver at CSU's new facility.

l. **Western Region Joint Summer Meeting-** Will return to Concord California in 2022.

VIII. Fellowship with BYOB & Refreshments

IX. Adjourn

Action Items

- I. Scot recommends speaking with their contacts for research faculty and then follow up with Shannon and Mandy with the Western Regional Mental Health Network. Shannon is going to get a presentation to the group for them to share.
- II. Assess opportunities regarding tribal connections at individual institutions and report back at the fall meeting.
 - I. Western Region Communications – Two requests: 1. Identify who the contact people are, and what they are authorized to communication. 2. Consider training for your organization by Sarah Lupis.
 - II. Caron Gala with APLU requested regional and national data that would be helpful in making the case for FANR.

Interim Actions and Executive Committee Report

1. Continued support for greater engagement between the Executive Director and NIFA leadership, including monthly meetings with APLU, NIFA, and regional EDs.
2. Executed a contract to retain the web manager who redesigned and continues to update the website.
3. Executed contracts for clerical and professional facilitation of the Western Water Network.
4. Continued exploration of an effort to compile information and generate regional impacts, starting with executing a contract with Sarah Lupis to offer a workshop on writing impact statements at the WAAESD business meeting that is being held in conjunction with the ESS meeting.
5. Supported the ED's travel to deliver a presentation on "Forging New Frontiers Through Regional Collaboration" at Council of State Governments-West's Legislative Council on River Governance Meeting.
6. Assisted with compiling information for the ARS COVID protocols when ARS employees and visitors on university campuses.
7. Submitted nominations for the National Academics of Science, Engineering and Medicine's Blue Ribbon Panel.
8. Supported the ESS process for providing input into the next Farm Bill.
9. Signed on to the letter generated by NCFAR expressing support for the appointment of Chavonda Jacobs-Young as the next Under Secretary for Research, Education, and Economics (REE).
10. Endorsed continuing to broaden the relationship with WGA, including introducing Jim Ogsbury to Barry Dunn and assisting WGA with preparation of a grant to support delegates from the tribal communities to participate in the WGA Leadership Institute.
11. Supported the ED serving as a collaborating investigator on a conference grant titled "Land-Grant Universities and Native American Tribes: Steps Toward a Reckoning of the Enormous Debt Created by Territorial Dispossession."
12. Supported the ED serving on the advisory committee for a USDA-AFRI Climate Hub Grant on "Native Carbon: Strengthening the role of Climate Hubs in Indian Country."
13. Approved the ED serving on the ECOP Urban Agriculture and Food Systems Team.
14. Assisted with development of the program for 2021 Fall WAAESD Meeting.
15. Helped identify researchers for the Western Regional Mental Health Network.
16. Created and will be presenting a wooden plaque to Director Castille.

Western Association of Agricultural Experiment Sta Profit & Loss

February 14, 2020 through June 30, 2021

	Feb 14, '20 - Jun 30, 21
Ordinary Income/Expense	
Income	
Annual Assessments	
Membership Dues	230,142.59
Total Annual Assessments	230,142.59
Event Income	
Event and Meeting Registrations	1,038.66
Total Event Income	1,038.66
Other Types of Income	
Miscellaneous Revenue	101,605.97
Total Other Types of Income	101,605.97
Total Income	332,787.22
Gross Profit	332,787.22
Expense	
Business Expenses	
Business Registration Fees	12.00
Total Business Expenses	12.00
Contract Services	
Accounting Fees	1,103.75
Event Coordination	9,720.00
Recording Secretary	5,774.00
Web Management	2,227.50
Total Contract Services	18,825.25
Operations	
Postage, Mailing Service	19.04
Software and Software Subscript	629.69
Supplies	8.74
Total Operations	657.47
Other Types of Expenses	
Other Costs	1,755.03
Other Types of Expenses - Other	27.91
Total Other Types of Expenses	1,782.94
Program Expenses	
Association Meetings	128.70
ESS Meetings	33,000.00
Total Program Expenses	33,128.70
Travel and Meetings	
Conference, Convention, Meeting	330.00
Travel	433.30
Total Travel and Meetings	763.30
Total Expense	55,169.66
Net Ordinary Income	277,617.56
Net Income	277,617.56

Western Association of Agricultural Experiment Sta Reconciliation Summary

Western Assoc. Agric. Expt. Sta, Period Ending 07/30/2021

	<u>Jul 30, 21</u>
Beginning Balance	231,161.54
Cleared Transactions	
Checks and Payments - 4 items	-7,340.30
Deposits and Credits - 6 items	25,601.68
Total Cleared Transactions	<u>18,261.38</u>
Cleared Balance	<u>249,422.92</u>
Uncleared Transactions	
Checks and Payments - 2 items	-2,991.32
Total Uncleared Transactions	<u>-2,991.32</u>
Register Balance as of 07/30/2021	<u>246,431.60</u>
Ending Balance	246,431.60

Western Association of Agricultural Experiment Sta Reconciliation Detail

Western Assoc. Agric. Expt. Sta, Period Ending 07/30/2021

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						231,161.54
Cleared Transactions						
Checks and Payments - 4 items						
Bill Pmt -Check	06/28/2021		Tanaka Web Works	X	-832.50	-832.50
Bill Pmt -Check	07/01/2021	1024	Jennifer Tippetts	X	-4,800.00	-5,632.50
Bill Pmt -Check	07/21/2021		Capital One	X	-310.00	-5,942.50
Bill Pmt -Check	07/28/2021	1026	Office Depot	X	-1,397.80	-7,340.30
Total Checks and Payments					-7,340.30	-7,340.30
Deposits and Credits - 6 items						
Deposit	06/28/2021			X	0.01	0.01
Deposit	06/28/2021			X	1,183.88	1,183.89
Deposit	07/06/2021			X	9,568.28	10,752.17
Deposit	07/13/2021			X	7,345.80	18,097.97
Deposit	07/14/2021			X	1,200.00	19,297.97
Deposit	07/19/2021			X	6,303.71	25,601.68
Total Deposits and Credits					25,601.68	25,601.68
Total Cleared Transactions					18,261.38	18,261.38
Cleared Balance					18,261.38	249,422.92
Uncleared Transactions						
Checks and Payments - 2 items						
Check	06/25/2021		Utah		-0.02	-0.02
Bill Pmt -Check	07/27/2021	125	Global Advisory Cou...		-2,991.30	-2,991.32
Total Checks and Payments					-2,991.32	-2,991.32
Total Uncleared Transactions					-2,991.32	-2,991.32
Register Balance as of 07/30/2021					15,270.06	246,431.60
Ending Balance					15,270.06	246,431.60

Western Association of Agricultural Experiment Sta Reconciliation Summary

Western Assoc. Agric. Expt. Sta, Period Ending 08/31/2021

	<u>Aug 31, 21</u>
Beginning Balance	249,422.92
Cleared Transactions	
Checks and Payments - 5 items	-15,102.86
Deposits and Credits - 1 item	1,100.00
Total Cleared Transactions	<u>-14,002.86</u>
Cleared Balance	<u>235,420.06</u>
Uncleared Transactions	
Checks and Payments - 1 item	<u>-0.02</u>
Total Uncleared Transactions	<u>-0.02</u>
Register Balance as of 08/31/2021	<u>235,420.04</u>
Ending Balance	235,420.04

Western Association of Agricultural Experiment Sta Reconciliation Detail

Western Assoc. Agric. Expt. Sta, Period Ending 08/31/2021

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						249,422.92
Cleared Transactions						
Checks and Payments - 5 items						
Bill Pmt -Check	07/27/2021	125	Global Advisory Cou...	X	-2,991.30	-2,991.30
Bill Pmt -Check	08/30/2021		Jennifer Tippetts	X	-4,800.00	-7,791.30
Bill Pmt -Check	08/30/2021		Zespy	X	-4,167.00	-11,958.30
Bill Pmt -Check	08/30/2021		Capital One	X	-1,745.56	-13,703.86
Bill Pmt -Check	08/30/2021		Barnes & Noble	X	-1,399.00	-15,102.86
Total Checks and Payments					-15,102.86	-15,102.86
Deposits and Credits - 1 item						
Deposit	08/30/2021			X	1,100.00	1,100.00
Total Deposits and Credits					1,100.00	1,100.00
Total Cleared Transactions					-14,002.86	-14,002.86
Cleared Balance					-14,002.86	235,420.06
Uncleared Transactions						
Checks and Payments - 1 item						
Check	06/25/2021		Utah		-0.02	-0.02
Total Checks and Payments					-0.02	-0.02
Total Uncleared Transactions					-0.02	-0.02
Register Balance as of 08/31/2021					-14,002.88	235,420.04
Ending Balance					-14,002.88	235,420.04

Western Association of Agricultural Experiment Sta
A/R Aging Summary
As of September 13, 2021

	<u>Current</u>	<u>1 - 30</u>	<u>31 - 60</u>	<u>61 - 90</u>	<u>> 90</u>	<u>TOTAL</u>
Alaska	0.00	0.00	0.00	-1,183.88	0.00	-1,183.88
Arizona	0.00	0.00	0.00	0.00	9,134.90	9,134.90
Colorado	0.00	0.00	0.00	0.00	8,266.57	8,266.57
Hawaii	0.00	0.00	0.00	0.00	-0.01	-0.01
Nevada	0.00	0.00	0.00	0.00	4,269.31	4,269.31
Northern Marianas	0.00	0.00	0.00	0.00	1,200.00	1,200.00
Utah	0.00	0.00	0.00	-0.01	-0.01	-0.02
TOTAL	0.00	0.00	0.00	-1,183.89	22,870.76	21,686.87

any Federal Building or Federal worksite. A paper copy of the form is also to be made available at each facility for the **visitor/contractor/collaborator** for completion upon arrival. Each on-site **visitor/contractor/collaborator** is expected to keep the completed Certification of Vaccination form on their person while they are inside any Federal building or worksite.

Agencies are not collecting or maintaining contractors' Certification of Vaccination forms at this time.

An on-site **visitor/contractor/collaborator** who does not attest that they are fully vaccinated or complete the form must wear a mask, physically distance, comply with a weekly or twice-weekly screening testing requirement, and are to follow Government-wide restrictions. These protocols are in line with the [revised model safety principles](#) from the Safer Federal Workforce Task Force.

The requirements related to vaccine status and proof of a recent negative COVID-19 test do not apply to members of the public entering a Federal building or Federal land to obtain a public service or benefit. USDA defines a public benefit or service as applying to all visitors at services centers or field offices, recreation areas, food and nutrition direct service centers, and grain offices. Visitors seeking a public benefit should simply be reminded that, if they are not fully vaccinated or in a USDA facility that meets CDC criteria for masking, they must comply with all relevant CDC guidance, including wearing a mask and physically distancing from other people.

Thank you for sharing this information. The health and wellbeing of all visitors and employees are the number one priority at USDA.

USDA/ARS Vaccination Attestation and Testing

August 26, 2021 Zoom call summary

- Early in the pandemic, ARS employees that worked in ARS facilities co-located on university campuses and ARS labs embedded in university buildings followed the university COVID protocols.
- The Biden Administration has rolled out a new vaccination/test protocol that requires visitors, contractors, and collaborators (non-federal employees) working in ARS labs to complete a Certification of Vaccination form (attached).
- The Certification of Vaccination form is available on line at: <https://www.saferfederalworkforce.gov/downloads/CertificationVaccinationPRAv7.pdf> or paper copies of the form will be made available at the entrance to an ARS lab.
- Visitors, contractors, and collaborators (non-federal employees) fill out and show the completed Certification of Vaccination form to the ARS lab director or ARS-hired security on site, then carry the form on their person while on site. Importantly, USDA employees should never ask to keep, scan, or make a copy of a visitor's or contractor's Certification of Vaccination form.
- Visitors, contractors, and collaborators (non-federal employees) that attest that they are not fully vaccinated or decline to respond must provide proof of having received a negative COVID test within the previous three days.
- Visitors, contractors, or collaborators in an ARS lab that do not attest to full vaccination or decline to respond must wear a mask and physically distance.
- University students, staff and faculty entering ARS labs co-located on university campuses or ARS labs located in university buildings must comply with the ARS (Federal) standards.
- The ARS urges application of the "Rule of Reason" as it relates to ARS employees co-mingled in university labs. Single ARS labs in university buildings may not require the same restrictions.
- USDA employee Certification of Vaccination forms should be honored in lieu of similar college or university requirements, if possible. In situations where a college or university has a vaccination requirement for faculty, students, and staff, or a vaccine or test protocol similar to USDA, reciprocity between systems is allowable, including university systems monitored via app. Thus, a college or university would recognize the USDA employee Certification of Vaccination forms in lieu of registering with the university app and the USDA would recognize the university app registration of COVID vaccination or test status for their faculty, students, and employees in lieu of requiring use of USDA forms.
- Concerns about the ARS policies should be shared with ARS Associate Administrator, Simon Liu (simon.liu@usda.gov; (202) 720-3658) and ARS Chief of Staff, Sharon Drumm (Sharon.drumm@usda.gov; (202) 720-4465).

Certification of Vaccination

The purpose of this form is to take steps to prevent the spread of COVID-19, to protect the health and safety of all Federal employees, onsite contractors, visitors to Federal buildings or Federally controlled indoor workspaces, and other individuals interacting with the Federal workforce. If you fail to submit this signed attestation or any required negative COVID-19 test, you may be denied entry to a Federal facility.

My Vaccination Status

By checking the box below, I declare that the following statement is true:

I am fully vaccinated.¹

I am not yet fully vaccinated.²

I have not been vaccinated.³

I decline to respond.

I understand that if I decline to respond or am not fully vaccinated, I must comply with the following safety protocols while in a Federal facility:

- Wear a mask regardless of the level of community transmission;
- Physically distance; and
- Provide proof of having received a negative COVID-19 test from within the previous 3 days if I am a visitor or I am an onsite contractor who is not enrolled in an agency's testing program.

I sign this document under penalty of perjury that the above is true and correct, and that I am the person named below. I understand that a knowing and willful false statement on this form can be punished by fine or imprisonment or both (18 U.S.C. 1001). Checking "I decline to respond" does not constitute a false statement. I understand that if I am a Federal employee or contractor making a false statement on this form could result in additional administrative action,

¹ The Centers for Disease Control and Prevention considers an individual fully vaccinated if they are:

- 2 weeks after their second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, or
- 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

If you don't meet these requirements, regardless of your age, you are **not** fully vaccinated.

² Either I have received my first dose of Moderna or Pfizer, and my second appointment is scheduled, or I received my final dose less than two weeks ago.

³ If you are not vaccinated due to medical or religious reasons, please check either "I have not been vaccinated" or "I decline to respond."

including an adverse personnel action up to and including removal from my position or removal from a contract.

Your printed name here:

Your signature here:

Date: _____

Directions and notice to Federal employees

Consistent with guidance from the Centers for Disease Control and Prevention (CDC) and the Safer Federal Workforce Task Force, has established specific safety protocols for fully vaccinated people and not fully vaccinated people, respectively. You may be asked to submit this completed form to your employing agency.

In areas of low or moderate transmission, as defined by CDC, fully vaccinated people generally can safely participate in most activities, indoor or outdoor, without needing to wear a mask or maintain physical distance, and do not need to undertake regular testing—please note that consistent with CDC guidance, agencies may have different protocols for fully vaccinated people in specific work settings, such as healthcare settings. In areas of high or substantial transmission, everyone, including fully vaccinated people, must wear a mask consistent with Federal requirements.

Employees who disclose that they are fully vaccinated will comply with agency guidance for fully vaccinated individuals. Employees who are unvaccinated, are not fully vaccinated, or who choose not to provide vaccine information are required to comply with CDC and agency guidance for not fully vaccinated individuals, including wearing masks regardless of the transmission rate in a given area, physical distancing, regular testing, and adhering to applicable travel restrictions. These requirements are to prevent the spread of COVID-19 to protect the health and safety of our workforce. Making a false statement on this form could result in an adverse personnel action against you, up to and including removal from your position.

Pursuant to 5 U.S.C. § 552a(e)(3), this **Privacy Act Statement** informs you of why you are being asked to provide this information.

Authority: We are authorized to collect the information requested on this form pursuant to Executive Order 13991, Protecting the Federal Workforce and Requiring Mask-Wearing (Jan. 20, 2021), Executive Order 12196, Occupational Safety and Health Program for Federal Employees (Feb. 26, 1980), and 5 U.S.C. chapters 11 and 79.

Purpose: This information is being collected and maintained to promote the safety of Federal buildings and the Federal workforce consistent with the above-referenced authorities, the COVID-19 Workplace Safety: Agency Model Safety Principles established by the Safer Federal Workforce Task Force, and guidance from the Centers for Disease Control and Prevention and the Occupational Safety and Health Administration.

Routine Uses: While the information requested on this form is intended to be used primarily for internal purposes, in certain circumstances it may be necessary to disclose this information externally, for example to disclose information to: a Federal, State, or local agency to the extent necessary to comply with laws governing reporting of communicable disease or other laws concerning health and safety in the work environment; to adjudicative bodies (e.g., the Merit System Protection Board), arbitrators, and hearing examiners to the extent necessary to carry out their authorized duties regarding Federal employment; to contractors, grantees, or volunteers as necessary to perform their duties for the Federal government; to other agencies, courts, and persons as necessary and relevant in the course of litigation, and as necessary and in accordance with requirements for law enforcement; or to a person authorized to act on your behalf. A complete list of the routine uses can be found in the system of records notice associated with this collection of information, OPM/GOVT-10, Employee Medical File System of Records, [75 Fed. Reg. 35099 \(June 21, 2010\)](#), amended [80 Fed. Reg. 74815 \(Nov. 30, 2015\)](#).

Consequence of Failure to Provide Information: Providing this information is voluntary. However, if you fail to provide this information, you will be treated as not fully vaccinated for purposes of implementing safety measures, including with respect to mask wearing, physical distancing, testing, travel, and quarantine.

Please contact _____ with questions. Please return this form to _____.

Directions and notice to Federal contractors

In areas of low or moderate transmission, as defined by CDC, fully vaccinated people generally can safely participate in most activities, indoor or outdoor, without needing to wear a mask or maintain physical distance, and do not need to undertake regular testing—please note that consistent with CDC guidance, agencies may have different protocols for fully vaccinated people in specific work settings, such as healthcare settings. In areas of high or substantial transmission, everyone, including fully vaccinated people, must wear a mask consistent with Federal requirements.

You may be asked to show this form and/or information from a health screening upon entry to a Federal building or Federally controlled indoor worksites, and/or to a Federal employee who is supervising or managing your work on Federal premises. Please maintain this form during your time on Federal premises.

Please contact _____ with questions.

Directions and notice to visitors

In areas of low or moderate transmission, as defined by CDC, fully vaccinated people generally can safely participate in most activities, indoor or outdoor, without needing to wear a mask or maintain physical distance, and do not need to undertake regular testing—please note that consistent with CDC guidance, agencies may have different protocols for fully vaccinated people in specific work settings, such as healthcare settings. In areas of high or substantial transmission, everyone, including fully vaccinated people, must wear a mask consistent with Federal requirements.

You may be asked to show this form and/or information from a health screening upon entry to a Federal building or Federally controlled indoor worksites. **Please maintain this form during your visit.** You may be asked to show this form as part of your in-person participation in a Federally hosted meeting, event, or conference. If you are entering to obtain a public service or benefit and are not fully vaccinated, you must comply with all relevant CDC guidance, including mask wearing and physical distancing requirements, however this form and the requirement to show a negative COVID-19 test do not apply to you.

Public burden information

Public burden reporting for this collection of information is estimated to average 2 minutes per response, including time for reviewing instructions and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to PRA@opm.gov. The OMB clearance number 3206-0277, is currently valid.

may not collect this information, and you are not required to respond, unless this number is displayed.

2022 ESCOP Committee Nomination

Budget & Legislative Committee

Shawn Donkin

2022 WAAESD Committee Nomination

Western Regional Aquaculture Center

Shawn Donkin

New Administrative Advisor Appointments

W 2194: Children's Healthy Living Network (CHLN) in the U.S. Affiliated Pacific Region

Mike Gaffney

WCC1003 Coordination of Western Regional Extension Forestry Activities

Holly Ober

WERA1014 Intensive Management of Irrigated Forages for Sustainable Livestock Production in the Western U.S.

Shawn Donkin

W1188 Maintaining Resilient Sagebrush & Rural Communities

Shawn Donkin

W4004 Marketing, Trade, and Management of Aquaculture and Fishery Resources

Shawn Donkin

W4185 Biological Control in Pest Management Systems of Plants

Sanford Eigenbrode

2022 Administrative Advisor Openings

W4186 Variability, Adaptation and Management of Nematodes Impacting Crop Production and Trade

Need a replacement for Joyce Loper

WERA1021 Spotted Wing Drosophila Biology, Ecology, and Management

Need a replacement for Laura Lavine

ESS FINANCIALS

➤ **2021 ESS assessments (61/77) \$16,923 (9/1/2021)**

(collected \$82,864)

➤ **ESS Accounts**

-TD Wealth Investment \$652,894 (9/1/2021)

-Cumulative Cash Reserve ~\$244,462 (12/31/2020)

ANNUAL ESS BUDGET (CY21 and CY22)

CARRYOVER CASH RESERVES		\$244,462	~\$189,227
INCOME	CY21 BUDGET	CY21 ACTUAL (PROJECTED)	CY22 BUDGET
ESS Assessment	\$100,000 (\$99,787)	\$82,864	\$100,000 (\$99,787)
EXPENSES			
CMC (APLU Position and support)	\$100,000	\$100,000	\$100,000
Promotion (meeting travel, forum support)	\$10,000	0	\$10,000
Communications and Advocacy <i>[new]</i>	(na)	(na)	\$25,000
Diversity Catalyst (<u>two</u> awards, travel) <i>[new]</i>	\$8,000	\$4,000 (tbd)	\$6,000
Training	\$15,000	\$15,000 (tbd)	\$18,000
Meeting Support (Joint COPs, ESS)	\$10,000	\$600 (tbd)	\$10,000
Website	\$1,000	0	\$1,000
National Impact Database (TAMU hosted)	\$12,500	\$12,500	\$12,500
National Impact Database Writing (travel)	\$5,000	0	\$5,000
NC-FAR Membership	\$1,000	\$1,000	\$1,000
Printing (APLU, other)	\$10,000	(tbd)	\$4,000
NRSP Stakeholder (travel)	\$1,500	0	\$1,500
ESS Committee Meetings <i>[new]</i>	\$4,999	\$4,999 (tbd)	\$6,000
NET BALANCE	046	~\$189,227	~\$89,014

ESS Financials, CY2021 Budget/Projected Expenses, and Proposed Budget for CY2022

Current Financials

- 61 of the 77 stations have paid their assessment, amounting to \$82,864 collected (out of the assessed total of (\$99,787) as of September 1, 2021.
- The TD Wealth Account has grown to \$652,894 (from the original \$600,000) as of September 1, 2021.
- Current cash reserves were ~\$244,462 at the end of the 2020.
- The pandemic has reduced expenditures and may influence final ESS assessment receipts.

CY2021 Budget/Projected Expenses

- The CY2021 budget that was approved included \$100,000 for the *new* CMC effort plus another \$79,000 for operations.
- Note that, due to rounding in the APLU accounting system, actual assessments to be collected equal \$99,787 not \$100,000.
- Unlike last calendar year when the pandemic significantly reduced expenditures, relatively more of the budget will be spent on training and standing committee meetings associated with the ESS annual meeting.
- The ESCOP Executive Committee approved two DCC Awards. Both Awardees traveled to the ESS annual meeting to accept their awards.
- Projected expenditures will reduce the cash reserves as anticipated, with only \$55,185 of the CY2021 budget expected to be spent, and the projected carry over going into CY2022 is ~\$189,227.

Proposed Budget for CY2022

- The Section committed to fund the *new* CMC effort for two years. CY2022 is the second year CMC assessment of \$100,000 (ESS members were only billed \$99,787 for two consecutive years).
- The remainder of the proposed budget supports the Section's additional priorities and the Chair's initiatives.
- The \$10,000 proposed for Promotion includes funds to support both ESCOP priorities and the Chair initiatives, such as contracting communications professionals for products like the Climate Survey infographic and participating in various forums like the Ag on the Hill.

- The new line for Communications and Advocacy is intended to create an Advocacy Toolkit in support of one of the new initiatives that will be proposed by the 2022 Chair (e.g., <https://advocacy.extension.org/>).
 - The envisioned online toolkit will help create an improved brand for the Experiment Station Section and will require hiring a web designer and developer to create an exceptional and inspiring online presence that includes content from the ESCOP website and additional content that is created by ESCOP committees and communications professionals.
 - The proposed budget to create the advocacy toolkit is based on an estimate from a firm that designs and develops websites to enhance the website visitor's educational experience.
- The DCC line was reduced to reflect an amount that is expected to cover the monetary awards and travel for two awardees based on projected expenditures from CY2021.
- Based on CY2021 projected expenditures, the \$18,000 in the training line is intended to cover outside speaker expenses for DCC training and another keynote speaker that is chosen by the incoming Chair to deliver content in support of the theme for the ESS annual meeting.
 - The minimal honorarium for most professional speakers is \$5,000, and high-profile speakers will not even consider a virtual speaking engagement for \$5,000.
 - Professional speakers also expect to be reimbursed for travel expenses.
 - Some high-profile speakers are more willing to commit if the audience purchases their book or other educational materials.
- The Meeting Support line was proposed at the same amount as past years in case there are unexpected expenses or budget overruns associated with hosting the Joint COPs and ESS meetings.
- The \$1,000 for website is for routine maintenance of the ESCOP website.
- ESCOP's share of the National Impacts Database is \$12,500.
- Although a writing team has not been able to travel the last two years, the hope is this activity will resume in CY2022. The proposed amount is ESCOP's share to support convening of impact writers.
- Printing includes projected cost of APLU printing next year's awards booklet plus other products like the Climate Survey Infographic that

communications professionals and the EDs will help develop in support of the communications and advocacy effort.

- NRSP-RC is expected to meet in person after two years of virtual meetings. The covers travel expenses for the CARET representative to attend the NRSP-RC meeting.
- The three standing committees of ESCOP are being asked by the Chair to hold a meeting in conjunction with the ESS annual meeting. The intent of the meeting is to begin developing a work plan to support ESCOP priorities and Chair initiatives. The Section is being asked to help cover additional costs for the committees to meet before or after the ESS annual meeting.
- Cash reserves are projected to decrease further in CY2022 to fund ESS operations in support of ESCOP priorities and the Chair's Initiatives.
 - ESS Assessment receipts are not yet 100% for CY2021 and are to be determined for CY2022.
 - The TD Wealth investment is expected to grow and will be available for future use.
- ESS will vote to approve the CY2022 Budget as presented during the 2021 ESS Annual Meeting.

Looking Ahead

- The ESS Assessment will need to be reevaluated based upon future analysis.
 - ESCOP's portion of CMC is to be determined after the completion of the two-year commitment (CY2021 and CY2022).
 - Carry over funds to support ESS operations will diminish.
 - Future use of the TD Wealth investment is to be determined.