



Structure and Program Advisory Committee

Monday, December 1, 2014 4:30 p.m. VU462A

Members: *Present:* Matt Smith (AS Assessment Coordinator, Chair); Hannah Pylate (Student-at-Large); Jonathan Franklin (Student-at-Large); Elsepth McGlockin (Student-at-Large); Mirabelle Blech (Disability Outreach Center Coordinator, AS Representative); Nidia Hernandez (AS Outdoor Center Marketing Coordinator, AS Representative)

Advisors: Lisa Rosenberg (Assistant Director for Student Activities); Chelsea Ghant (AS VP for Business and Operations);

Secretary: Emma J. Opsal (AS Board Assistant for Internal Committees)

Guests: Nate Panelo (AS ESC Coordinator); Ana Palma-Gutierrez (AS ESC Program Coordinator); Jeff Bates (AS Publicity Center Coordinator); Coco Dunbar (AS Queer Resource Center Education Coordinator); Andreyia Williams (AS Queer Resource Center Coordinator); Brian Bates (AS Outdoor Center Excursions Coordinator); Peter Dykes (AS Outdoor Center Excursions Assistant Coordinator)

Missing: Chelsea Ghant (AS VP for Business and Operations); Jonathan Franklin (Student-at-Large)

Motions:

SPAC-14- *To approve the Structure and Program Advisory Committee minutes from November 17, 2014.*

F-2 *Passed*

Smith called the meeting to order at 4:44 p.m.

I. Approval of Minutes

MOTION SPAC-14- by Blech

F-2 To approve the Structure and Program Advisory Committee minutes from November 17, 2014.

Second: McGlockin Vote: 4-0-2 Action: Passed

II. Office Introductions

A. Ethnic Student Center

Nate Panelo, AS ESC Coordinator, and Ana Palma-Gutierrez, AS ESC Program Coordinator were present to provide information about their office, in a packet Panelo provided. Created in 1991, thanks in part to the large effort of students, it housed 5 clubs, as well as academic and support facilities for the ethnic student population. Panelo stressed the pride many of the students participating in the activities took in their work. Since 1991, the clubs supported by the office had grown from 5 clubs to 16, with more on the way. Panelo explained the various coordinators in the office, as well as an academic advisor provided by the greater university, and the work study employees. The biggest issue for the center was the amount of work and space allotted to the office had not changed since its founding, even though the amount of programming had increased

substantially since then. Panelo stated this was a concern being examined by the university, not just the AS, and with the recommendations of the committee, the ESC would have more support in their case for space. Panelo stated the space was being looked at, to see where the ESC could move, but what else could fill the space that would still be accessible for students. Panelo stated space was by far the most needed thing for the ESC, as it had been discussed even before he started work at the AS. He stated the endorsement was needed not only from the University, but also from the students. He stated there were many students working to gain momentum in the movement towards more space for the center, but at the same time the staff and students were very fortunate to have the space to begin with. His biggest issue was the ESC was seen as a department, but did not have the resources to be its own department. Panelo listed the various services of the center, which included support to the students. According to surveys within the programs, the majority of the students were first generation college students, many of whom were undocumented, or had little support in the university's community. Additionally he stated many of the students who came to the center sought them out. He also mentioned the programming that came from the ESC were put on by the clubs within it, not the ESC itself, but was supported by the office. In his opinion, this system allowed students to have their own voice and control of the services catered to them. He said he wanted these sorts of services to continue, but without any room to expand it would be difficult. Palma-Gutierrez stated the center couldn't complain, but still needed to move forward to better serve the students of Western. In her limited time at Western, she had noticed space was the main concern. She was greatly appreciative of what was allotted to the center, but the space limitations limited all the services they could provide for the students. She mentioned an open house event thrown by the ESC at the start of the year, which had such a high turnout they could not fit all the interested students into their office. Panelo added the support was just as important as the events for the students who utilized the services of the office. Hernandez asked what the center wanted from the SPAC process, other than space. Palma-Gutierrez stated it was an issue how the office found assistants. Panelo told the committee as it was not accessible to all the students the ESC served. The positions were filled by work-study, and each of the employees would need to be approved by the Financial Aid Office to be hired. This position was vital to the office, and to the students. Additionally, over the years, Panelo had seen a large amount of leadership come out of the position. Panelo wanted additional funding, so the position could be paid for by the AS, and it could be filled before the beginning of the new school year. He wanted help to figure out how to bring this to the Personnel Office, so it could be added to the spring hiring. He also wanted help in determining a way this could be made sustainable, so it would not have to switch between work-study and AS funded from year to year. He also mentioned the changing dynamics for the growing population students of color at WWU, and the nation. Panelo was concerned the staff would not be expansive enough to deal with the changes in the dynamics at its current level. Panelo stated this position was being proposed to the Personnel Committee as well, but wanted the SPAC recommendation to solidify the case for the employee. Blech also was on the Facilities and Services Council, and had seen how the ESC had received new tables and chairs, but there was still not enough space for it. She also recommended bringing their concerns to the council as well. Panelo was appreciative of all the support for the ESC, both internal and external. He stated his main goal was to make the services more accessible to all the students who need them. He told the committee if they had any questions, to contact the center.

B. Publicity Center

Jeff Bates, AS Publicity Center Coordinator, and Stephen Ateser, AS Lead Graphic Designer, were present to discuss their office, the Publicity Center. Bates lauded the amount of programming from the ESC, as the PC did all the promotion for their events. He stated there were 17 students working in the PC, who completed every aspect of the promotions for the AS programs and services. He stated that every year, approximately 250 jobs requiring graphic design. For the 2014-2015 year, 69 projects had been completed with 47 projects still open. To him the biggest challenge was turning out a quality product in the 6 weeks suggested by the center. In those 6 weeks, the center would conceive of and execute a design, then distribute it two weeks before the event. He stated the PC had no problem turning out the products, as long as those in the programming offices were willing to work with the PC. Bates also mentioned the PC was the office that would create all the branded items distributed at the Red Square Info Fair at the beginning of the year, as well as other branding tasks. He also stated they oversaw the branding requirements from the university were fulfilled, as well as the legal ones, such as no copyright infringement and other standard things. He also stated it was important for the office to handle the promotion in an appropriate way. This was not limited to the posters created by the PC, as many of the posters distributed were from outside the organization. He mentioned the differences in jobs in the PC, from hourly designers and distributors, to the salaried account executives that made up the leadership in the office. He mentioned the different position the office was in when compared to the rest of the AS, as it provided a service only to the AS, not the students. Bates then led the committee to the PC to show them the office and how each piece fed into the rest of the office and the AS.

C. Queer Resource Center

Representatives from the QRC, Coco Dunbar, AS Queer Resource Center Education Coordinator, and Andreyia Williams, AS Queer Resource Center Coordinator, were present to inform the committee of their office. She highlighted the mission statement of the office, which called for a safe space for those identifying on the queer spectrum and their allies. It was formed as the LGBT alliance in the 1960s, but was incorporated into the Resource and Outreach Programs in the 1980s. From the previous SPAC process, the name had been changed to be more inclusive, and the logo had been changed to reflect the change. Dunbar and Williams, however, wanted to change the logo, so it would be fully inclusive. Additionally they stated the mission statement had been altered to call the space a "Safer Space," as no spaces really could be considered truly safe. Additionally, the QRC offered many resources to the queer community at Western, including approximately 4-8 events per quarter. Williams stated the programs wanted to stay to their mission statement when planning events for the year, but it was different each year. Sometimes the events could be very intersectional, sometimes the events could be very inclusive, and it depended on who was employed in the various coordinator positions in the office. She wanted the office to start thinking more critically about the events, so they could be the most inclusive events as possible. For Dunbar, they wanted the events to become more intersectional as well, because as an activist had stated, no social issue was one identity focused, and every movement should be taught as such. Dunbar also discussed a small library housed in the office. The collection of books was there so queer and questioning students would feel more comfortable accessing the books there, rather than in the library. Williams also

pointed out the books were intersectional, but specific to queer issues. Dunbar also explained their position of education coordinator, and the community outreach associated with it. They mentioned the various Safezone trainings offered every month by the office to train those wanting to become better allies and begin to think in solidarity with those in the queer community. Additionally, it offered programs for clubs, classes, and panels to advocate for people who identify as queer throughout campus. The center tailored their programming to what everyone was looking for, including going to residence halls for community outreach. They also shared some of the events from the past, including AIDS advocacy programs like the yearly drag show, Gallery Shows, and queer inclusive dances. Williams also shared about a workshop where the QRC was able to get a more noted advocate to give a presentation, and how she hoped they would be able to return in the future. Williams also discussed the lack of identities prevalent on campus, as at times there were no students openly living identified as the less common identities. Dunbar mentioned how there were issues of getting speakers over and over, as prices would change etc. They also listed the various events put on by the office during the year so far, which included an Ice Cream Social, a Trans Day of Remembrance, and The Closet. Dunbar wanted to think about how the office could support each other, but also not marginalize those in the queer community. They wanted there to be more regular assigned office hours, but there had been some issues due to a shift that had recently occurred. Williams also mentioned how the hallway could be scary for those looking for the office, so the QRC utilized Facebook, an anonymous drop box, and a Tumblr page started the year before.

D. Outdoor Center

Brian Bates, AS Excursions Coordinator, and Peter Dykes, AS Excursions Assistant Coordinator were present to discuss the Outdoor Center Excursions. They discussed the excursions from the Fall, and how once they had lowered the prices, more people had signed up to attend. All the trips were led by students, and were able to provide experience in guiding to the leaders. The leaders and students were all trained in the safety requirements for each of the excursions led. On each trip, there was a leader, and assistant, and sometimes an apprentice. The apprentice gained experience for if they wanted to go into a related field, and were able to gain certifications if they did not already have them. Bates stated the center did not turn away students wanting to get involved, and kept all of the applications on file. He also discussed the timeline of events, as they did not start the day listed on the schedule, but rather the Wednesday before with a pre-trip meeting. All 6-12 of the attendees would meet and get to know each other. They would have the bonding experience before the actual trip, so the attendees would be comfortable with one another. Dykes discussed the various trips offered the past quarter, including a combination bike and kayak tour of Bellingham, and a learning to rock climb trip. They also showed a graph highlighting the more popular trips, snowshoeing and rafting. The Outdoor Center, however, did not own the equipment for some of the trips. One recommendation was for the office to get some, so they could further lower the cost of the excursions. Another issues was space, as not all the equipment the office did own could dry out properly. While much of it could be placed in outside lockers, Bates felt the equipment would last longer it was stored indoors. He also discussed the issue of transportation, as it was substantially more expensive for the OC to rent the vehicles needed from private companies than from the AS motorpool. From the difference in vehicles, the cost would be raised from \$20-\$30

per attendee. Although not substantial for most, it was an issue for some college students, the group the OC was started to serve.

III. Adjourn

The Meeting was adjourned at 6:03 p.m.