



# Structure and Program Advisory Committee

Friday, February 20, 2015

12:00 p.m. VU567

**Members:** *Present:* Matt Smith (AS Assessment Coordinator, Chair); Nidia Hernandez (AS Outdoor Center Marketing Coordinator, AS Representative); Mirabelle Blech (AS Disability Outreach Center Coordinator, AS Representative); Jaqueline Blacker (Student-at-Large)

**Advisors:** Lisa Rosenberg (Assistant Director for Student Activities)

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

**Missing:** Jonathan Franklin (Student-at-Large); Elspeth McGlocklin (Student-at-Large); Hayley Trageser (Student-at-Large)

**Guests:** Nate Panelo (AS ESC Coordinator) Belina Seare (AS Social Issues Resource Center Assistant Coordinator)

**Motions:**

**SPAC-15- W-10** *To approve the Structure and Program Advisory Committee minutes from January 23<sup>th</sup>, 2015. Passed*

**SPAC-15- w-11** *To approve the recommendations from the Publicity Center with the given stipulation to the second recommendation. Passed*

*Smith called the meeting to order at 12:06p.m.*

## I. Approval of Minutes

*MOTION SPAC-14- by Hernandez*

*W-10 To approve the January 23, 2015 SPAC minutes.*

Second: Blech

Vote: 4-0-0

Action: Passed

## II. Information Item - The Ethnic Student Center (ESC)

Panelo was present to discuss the recommendations for the improvement of the ESC. Panelo explained the ESC in terms of its mission statement, and the services it provided to students who utilized the ESC. He reiterated that the ESC was more than a programming office, as it provided academic and emotional support for the students. The academic support was from Student Outreach Services (SOS), and although housed in the ESC, the office had no control over the position. He also discussed the scholarships available to the students, and the mentoring and advising provided to those students. He also stated there was a study space with computers available. Panelo stated one of the things he wanted to highlight in the recommendations was the opportunity to create an academic focus in the ESC. He had noticed in the previous years there had been a lack of focus on academics in the office, and hoped they would be able to implement a full time staff member in the position currently filled by SOS. He discussed one of the biggest issues for the ESC, which was the low visibility not only of the space, but also of the students. He stated the ESC was growing, and so was the conversation around space and location for the ESC. Another recommendation was to add to the budget enough to pay for the annual fall conference. Panelo explained it had been funded for the last few years by a grant. This allowed the

conference to stretch from 2 days and one night to 3 days and 2 nights. Panelo stated this was successful, and had a 130 page document assessing the program that stated the benefits outweigh the cost. Smith asked for a summary of the benefits listed in the document. Panelo explained that greater amount of time allowed the time to be used in more innovative ways, allowed for students to attend different sessions, and share experiences more with their fellow attendees. He stated this ability to have more in-depth conversations made the outcomes greater. Attempting to fit all the program into a 2 day 1 night conference had issues attached. When only there for one night, Panelo had seen students not be able to separate from campus. He also noted the students cared more about the travelling and getting away from school than they did about the content of the conference when the trip was shorter. The next recommendation was to hire a graduate student to assist in the large scale events put on by the ESC. Panelo thought this would better support all the clubs, as there was a growing number of requests in the ESC from year to year. He stated this increase not only affected the committees, but also the support for the ESC, which had plenty of work. He also wanted a graduate to not just be smart about the money, but also because they could be more involved in the day to day operations of the office. Hernandez asked where the staff member would work in the office. Panelo thought they would be situated by the interns. Rosenberg wondered about the budget, as a graduate staff member would cost \$13,000. She asked if this was a priority, and if so, over what. Panelo stated he hoped to add the worker for the 2015-2016 academic year, however it would continue to be worked towards in the future. Smith clarified those not able to be funded then became a priority for the future, and that it was hard to predict funding. Panelo discussed the long term goals presented in the 3<sup>rd</sup> recommendation. He wanted to implement a fulltime academic advisor. The current advisor was paid for by SOS, so there was no financial commitment to the AS. He stated this meant there was no control from the AS, and no official ties. Panelo liked the collaboration, however felt the longevity and commitment to the program did not exist. He wanted to lock in the position as soon as possible, so the ESC did not lose its valuable resource. Another recommendation was the expansion and relocation of the ESC. He stated there was already support from the AS for the possible move, and a taskforce set up from the Dean's office to figure out a way to do so strategically. Panelo stated there was an issue of visibility and placement for the center. Although it could be found by those who sought it, he felt the center should be able to be stumbled upon. He also felt there should be more appropriate space design, as they were losing student interest due to lack of space. He stated because there was so little space, the academic component was partially lost. He felt it was necessary for SPAC to recommend the space increase, as it was a priority, and the pressure on the administration was needed. Smith clarified that the ESC was not the only office with a space issue. The last was to address the increase of students of color attending Western Washington University. He stated these students would continue to look for resources tailored to them, and therefore the ESC would continue to grow through the years. The issue was the staff had not changed since the conception of the ESC, which was a contributing factor to maintaining the growth. Panelo stated this was an issue not just for the AS, but the university. What he hoped to do was to alleviate the issue, and come up with a solid answer of how to fix the problem. Ghant thought they were great recommendations, but asked that Panelo bring a job description to the following meeting for the possible graduate student position. Smith stated all the recommendations presented by Panelo had resource and financial implications, and that none were strategic. Panelo stated agreed, stating this had come from conversations on

how to provide an educational social justice movement, but be able to balance advocating and responsibilities as students. He stated many of the students involved were very passionate around the issues surrounding their identities, citing a recent lobby day as evidence of this passion. He even explained that some students even dropped out, but would then remain participants in the ESC. He felt that some of the students advocating for diversity were hurting themselves by not channeling their energies into school work as well. He stated this made it easy in a way for the university to silence those voices, and wait until those students dropped out.

### **III. Information Item - Social Issues Resource Center (SIRC)**

Belina Seare was present to discuss the SIRC recommendations. The first was to gain office hours during the fall training. Seare stated there was a time to get to know the office, the materials, and how the office functioned in the AS. This hurt the office, as there was little time for the coordinators to plan for their events at the start of the year because of this. Ghant suggested taking this recommendation to the personnel committee, as they were the body that could rectify the issue. It was asked if the office could talk to the departmental director, and whether or not they would have any sway in the breakup of departmental and office trainings. It was stated that for personnel, it was difficult to fit in all the needs of the training and office hours. Hernandez stated from prior experience that there were 30 hours allotted for training before Fall Quarter, and there were some allotted office hours as well, and it was hard to balance between the two. She suggested looking strategically at the things that could be cut from the mandatory training and learned during the office and departmental times. Rosenberg asked if there was any way to rework the recommendation to explicitly state the Personnel Director and the ROP Director meet. She felt this was a complicated issue, and a dialogue would need to be started over the summer to rectify it. She suggested that Seare's office alter it so it could be more focused on the content of the extra hours as well. Blech saw there were 2 things that would need to be shifted, each of which would have different impacts. She stated she understood what the recommendation was, however it was ambiguous. She stated there was a confusion if the efforts for the training would be during the internship or the pre-fall training. Seare stated from experience that in the internship there was a different feeling than at the fall training, as there was an almost 3 month gap in the training. Blech suggested further clarifying the recommendation to give better reasoning to the recommendation, and to discuss what was wanted from the pre-fall training. The SIRC's second recommendation was to institutionalize a way to document events. Seare thought it went well with the prior recommendation, as it was not discussed in her internship. She wanted the office to be able to document the events through a standard worksheet, evaluations, and other materials. Smith clarified this was not uncommon in the ROP, as not all the offices did have a way to document their events. He stated there was one specifically for the director. However, it was stated that if it was not organized in a useful way, it was of little use. Seare stated there were some ways to gauge reactions to the programs, but other times she could not. She also wanted to add more substantial information in what she called event bundles, which would include agendas, speaker contacts, and other relevant information for the future. Ghant stated she understood the point of the recommendation, as she felt organization was needed for the collection of information on the events. She suggested formatting the information into an excel spread sheet, from which information could be compiled, extracted, and distributed. She stated it could take time, but it could be an

option for the office. Smith asked which evaluations Ghant was talking about. She said the ones filled out by event attendees. These would provide immediate demographical and critical feedback for the event. Seare suggested a worksheet with some of the comments could be added to the bundles. Ghant stated there were some immediate solutions possible for the issues, it just required some planning. Additionally this reinforced the idea that this was a good recommendation, according to Smith. He thought this would help the ROP as a whole. He did however, suggest Seare make sure there were no redundancies, as he felt they were present. Seare explained the 3<sup>rd</sup> and 4<sup>th</sup> recommendations. The 3<sup>rd</sup> was for longer check-ins with the ROP director in the 2 weeks before the office's events. This was to remedy the issues of the staff and the director, as there was some frequent running around the cluster of office asking last minute questions. She felt having normal meetings would allow the office to address, synthesize, and foresee the needs of an event. The 4<sup>th</sup> was for another type of check-in, one with various community groups. This would allow the office to be more in tune with student issues, as the office did not serve one set of identities. Seare clarified that these check-ins would be when staff members would go to club meetings, and meaningful programs. It was asked who would do this. Seare stated it would be an unspecified 2 hours a week that could be completed by any of the staff in the office. She also stated it could vary from week to week, as it would not be an absolute which clubs and programs the office would attend. Seare stated it could be completed by a staff member who had a lighter workload that week, and those with heavy loads could miss a week. Smith wondered if there was a possibility that a student employee with the 2 hours of community check-ins would feel overworked, and wondered if there was a way to put it specifically in one job description, or if they could work with the other offices. Seare felt going out to campus could allow for more focus on underrepresented issues, and would lead to a more critical way of discussing the issues the office shed light on in their events. The check-ins could also give a scope of who was actually served by the events. They would also broaden the scope of knowledge in the office of what issues were affecting the campus at then. Additionally, it could possibly allow for greater attendance to the events. Smith liked the idea, suggesting the recommendation be broadened, set as a direction for the staff for the following year. He also suggested the office explore ways to better communicate with clubs, and how to become more in tune with the campus. The 5<sup>th</sup> recommendation called for the staff to attend a conference prior to the start of their position terms. Seare stated going into the year, there was little understanding of what needed to be done to foster activism, which was what the office wanted to move towards. She stated the SIRC staff needed to be trained in policies surrounding activism on campus. She stated the summer United States Student Association did give them the tools to teach and foster activism, and suggested a staff member attend. Smith suggested articulating where the money would come from, whether it be from the Student Staff Development Fund, the budget, or through collection. Hernandez asked if there were any local conferences the office could attend, as the conference Seare suggested was very costly. Hernandez suggested collaborating with the Representation and Engagement Programs, as they tended to have some expertise in how to rally students for a cause, and could possibly do an onsite training. Seare said this was a possibility, but had been to the USSA conference before, and had seen that it did work for her. She also felt it would be good to make connections and dialogue with people from outside the AS. She felt the conference would be very valuable for at least one person. She felt Western Washington University only had so many resources, and a national conference had national resources. Blacker liked the idea, however wanted more details, such as naming the conference wanted to be

attended, the attendees, and how it would be funded. Ghant thought it was good for the office to invest in activism, but suggested detailing if one staff member, how could that person spread the knowledge, and benefit many. Seare liked the addition, as it created a sense of accountability for whoever would have the chance to attend a conference. Smith suggested he and Seare workshop the recommendation, as to better portray these ideas. Blacker suggested they pick between one or two people, however she felt two would be better, as they could complement each other's knowledge, and teach what they had learned together. Smith clarified that the most likely of potential sources for the funding would be the Student Staff Development fund (ssdf), and it could work to request funds. However, it could have an issue of the Personnel Committee becoming more selective of the conferences wanted to be attended earlier in the year, so to be fair to people wanting to attend conferences later in the year. There was a possibility of the conference not being available to the office every year. Hernandez suggested taking this issue to the Board of Directors, as there was a possibility to change the function of the student staff development fund. Smith said he and Seare would further meet to discuss the recommendations.

#### **IV. Information Item - The Publicity Center (PC)**

Smith showed the committee the changes to the recommendations brought to the committee. He showed how the wording had been changed to strengthen the recommendations regarding the lead designer and communication between the PC and the Communications Office. He highlighted a caveat in the 6<sup>th</sup>, which stated the need for a visual rebrand, as well as to better advertise to students. Bates stated the Communications Director was in favor of this, as well as supplemental funding for a video wall to better advertise to students. The changes to the Lead Graphic Designer job description were changed to make it more clear that the position was a coordinator, and there was involvement with the Communications Director. Smith stated there was some wordsmithing to be done to the recommendations. Blacker asked if the position responsibilities would include the switch of computers. Ghant said no, and that was going through other sources, and she was drafting a proposal for the Board. Bates and Ateser left at 1:33. Smith asked for any concerns from the committee. Hernandez felt communication with the Communications Office and PC were key, and the committee was in agreement. Smith said he could work with the office to improve this. He suggested the stipulation that the Communications Office reexamine the issues of communication highlighted in the PC's recommendations when going through the SPAC process in two years.

*MO TION SPA C-14- by Blech*

*W-ll To approve the recommendations from the Publicity Center with the given stipulation to the second recommendation.*

Second: Blacker Vote: 4-0-0

Action: Passed

#### **V. Adjourn**

*The Meeting was adjourned at 1:39p.m.*