ASWWU Executive Board Meeting Documents

10/8/26

Document Number	Agenda Topic Title
1	10/8/26 ASWWU Executive Board Consent Agenda: - 10/1/26 ASWWU Executive Board Meeting Minutes-Draft
2	ASWWU President Report
3	VP of Governmental Affairs Report
4	VP of Student Services Report
5	VP of Sustainability
6	ASWWU Advisor Report
7	ASWWU Code of Ethics
8	Black Student Experience: What To Consider?

ASWWU Executive Board Report

Position: AS President
Date: 10.8.26

Committees: N/A

Committee	Date	Summary

Meetings with Staff:

Staff	Date	Summary
Greg McBride (Director of the VU)	9/30	Discussed with VP University Operations the process for S & A at-large appointments.
Vanessa Ponce (WSA)	10/2	WSA Fall GA will be hosted by UW Tacoma November 14th and 15th. Discussed WSA Board of Directors' challenges. UW is staying in WSA, may request a dues waiver. Discussed a lot of legislative challenges
Amites Sakar, Claudia Johnson, Christine Johnston. (CALC)	10/5	Critical AI Literacies Collective (CALC) met with Senate President Curfman and I to discuss student feedback on an institutional AI project. Potential student bill of rights not only to do with AI but surveillance, data collection, and academic freedoms. Will provide survey of 660 students conducted last year on AI use anxieties/thoughts/questions. We discussed next steps would be hosting a student townhall centered on AI.

Meetings with Students:

Reporters from the Front: The new Western Welcome Center.

KUGS interview on midterm elections

Important Projects:

Workgroups
Resolutions

Additional Notes:

Be mindful and patient with proposals on workgroups or other projects to Senate. They have a lot to deal with right now. Most workgroups are important and time sensitive, but they will only be able to actually get off the ground in the coming weeks once the senate is presented, and they can gage interest.

ASWWU Executive Board Report

Position: Vice President of Governmental Affairs
Date: 10/06/26

Committees: Legislative Affairs Council (LAC)

Committee	Date	Summary
Legislative Affairs Council	N/A	Applications for student-at-large council members were released on October 2nd, 2026. They will be under review starting on the 15th of October. Recommended Applicants will be presented to the Senate on the 21st, and Executive Board on the 23rd to vote to appoint LAC members.

Meetings with Staff:

Staff	Date	Summary

Meetings with Students:

Important Projects:

LAC Applications

WSA

Additional Notes:

ASWWU Executive Board Report

Position: VP of Student Services
Date: 10/8/2026

Committees:

Committee	Date	Summary
ASTAC	10/7	N/A

Meetings with Staff:

Staff	Date	Summary
Tulea Enochs	9/29	We discussed the current state of the WHOLE Pantry, which provides free grocery and hygiene products for students. They're currently serving conservatively 2,400 students a week and with the Food Security Fee now are focusing nearly all of their budget on providing said products; staff pay is mostly now separated. Additionally, we discussed the possibility of a satellite location in the new Welcome Center. The main takeaway, however, is that the Pantry has storage limitations which are impeding their ability to keep shelves filled. Tulea identified this as their main limiting factor in improving service quality, and we discussed looking for a suitable space. However, we didn't define in this meeting exactly what that might look like.
Staff	Date	Summary
Tulea Enochs	10/7	The agenda for this meeting was to follow up on questions regarding the satellite WHOLE Pantry location in the Welcome Center, and what the specifications would be for an ideal storage space. Additionally, discuss reimplementation of a program called Swipe Out Hunger, which enables students to donate meal swipes to food insecure students. Western was a participant of this program prior to the University's contract with Chartwells.

Meetings with Students:

N/A

Important Projects:

Completion of WTA deal and referendum (goal is for January completion of contract)
Finding WHOLE Pantry storage space
Swipe Out Hunger reimplementation

Additional Notes:

N/A

ASWWU Executive Board Report

Position: Vice President of Sustainability
Date: 10/8/2026

Committees:

Committee	Date	Summary
N/A!		

Meetings with Staff:

Staff	Date	Summary
Zinta Lucans, Chair of SEJF Committee	9/21 9/25	Have been working to develop workgroup proposal for SEJF
Leo Shabalin-Sial, RHA VP of Sustainability	9/28	Met briefly to touch base on communication over this year, promised to keep me updated with events in the Residence Halls involving sustainability!

Meetings with Students:

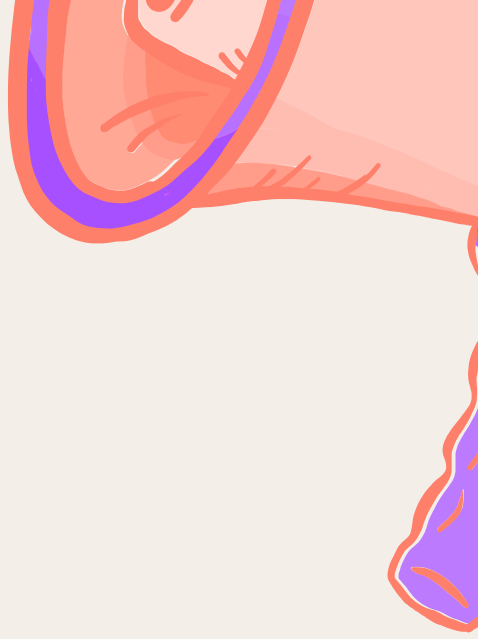
CENV Senators, Cassie and Rylie	9/28	Spoke about possible collaborations throughout the year- clothing swap (will speak about more), and details of the SEJF functioning Will be attending the Environmental Club Showcase they are\\\ throwing on February 5th (you all should consider coming as well!)
Chris Lee, CBE Senator	9/29	Spoke about his questions about the SEJF fund- wanted to clarify language and possibly utilize (have informed him of the shut down of funding)

Important Projects:
SEJF Workgroup
Potential collaboration with Student Sustainability Coalition, RHA VP of Sustainability, other on-campus clubs and staff to do a Clothing Swap event at the beginning of Spring, have been working to collect connections for this!

Additional Notes:
Trying to get connected to club leaders; went to Ecological Restoration Club's work party last Friday, attended Students for Climate Action general meeting on Tuesday
Left information for Eukia at Community First Whatcom to get AS involvement in their volunteering opportunities– CFW is not hosting regular Fast and Free Transit Meetings (now under DSA jurisdiction, they are hosting a meeting on October 13th at 7:00 PM– I have emailed them for the meeting link and am planning on attending)
Reached out to Joyce Lopes, Vice President of Business and Financial Affairs– meeting after this board meeting!

Scheduled meeting with Kate Beck, director of SEI, to meet and go over SEI goals for the year this Friday

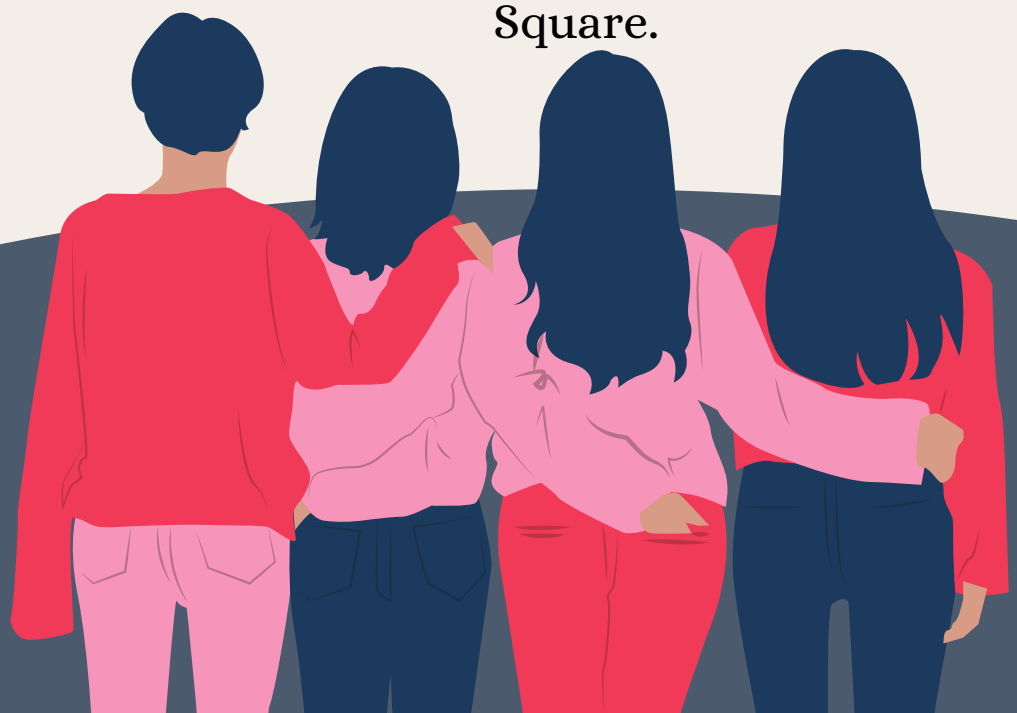
We Are Jane Doe



What has happened in Cornell has brought to light *yet again* what so many women have to face every single day of their lives. Sexual violence and abuse is not contained to one gender, campus, or class. It is a pervasive and invasive tool used to steal power in a patriarchal society. As humans who value empathy, dignity, and respect we must come together to hold each other accountable. Silence allows a culture of violence to fester and bury the stories of victims. But stories that are never told are destined to be repeated.

Sexual violence does not end when the aggressor stops the act– the victim carries their story for far longer. Our community cannot contribute to this silence any further. We need to empower young men to call each other out. We need to empower victims to tell their stories and seek justice. We need to empower our generation to dismantle systems of patriarchy for the future. Let's stand together. Let's break the cycle.

At times like this, we need to come together as a community. Let's stand in solidarity with victims, commit to holding ourselves accountable, and provide space for mourning and reflection in Red Square.



ASWWU Code of Ethics

The purpose of this Code of Ethics is to establish standards that guide the conduct of ASWWU elected officials. The Code seeks to ensure that all actions undertaken on behalf of ASWWU are characterized by integrity, accountability, fairness, respect, transparency, and a commitment to the welfare of the student body. This Code serves as a basis for ethical decision-making and promotes public confidence in the leadership and operations of ASWWU. Should a breach of this Code of Ethics be reported, ASWWU has a duty to investigate and initiate the process of removal, or said transgressor must consider resignation of their own accord.

Elected officials of ASWWU shall not:

- Neglect the duties and responsibilities of their role (expand and define).
- Misuse public funds for their personal means or gains.
- Take or administer bribes.
- May not refuse to hire or appoint an individual, or otherwise discriminate against an individual because of the race, color, religion, sex (including marital or parental status), sexual orientation, gender identity, disability, age, or national origin of such individual.
- Physically intimidate or otherwise threaten another voting member to take or not take action on a business item.

Black Student Experiences

What to consider?



1 **What is the purpose?**

Reflection, learning, and accountability

2 **Framing Questions**

3 **The Numbers**

4 **Presence vs. Belonging**

5 Intersectionality

6 Representation vs. Isolation

7 Classroom Dynamics

8 Intersecting Identities

9 Reflection and Engagement

10 Awareness to Action

11 Intended Outcomes

What is the purpose?

This teach-in is designed to create intentional space for reflection, learning, and accountability around the lived experiences of Black students at WWU.

While WWU states a commitment to diversity and equity, this session is intended to center on Black student experiences of this institution through an intersectional lens.

The goal is to help strengthen awareness and move toward structural responsiveness; this refers to how quickly and efficiently people respond to the needs of those around them.

Conversation Framers

- What does it mean to be Black at WWU?
- How is presence different from belonging?
- How do intersecting identities shape experiences?

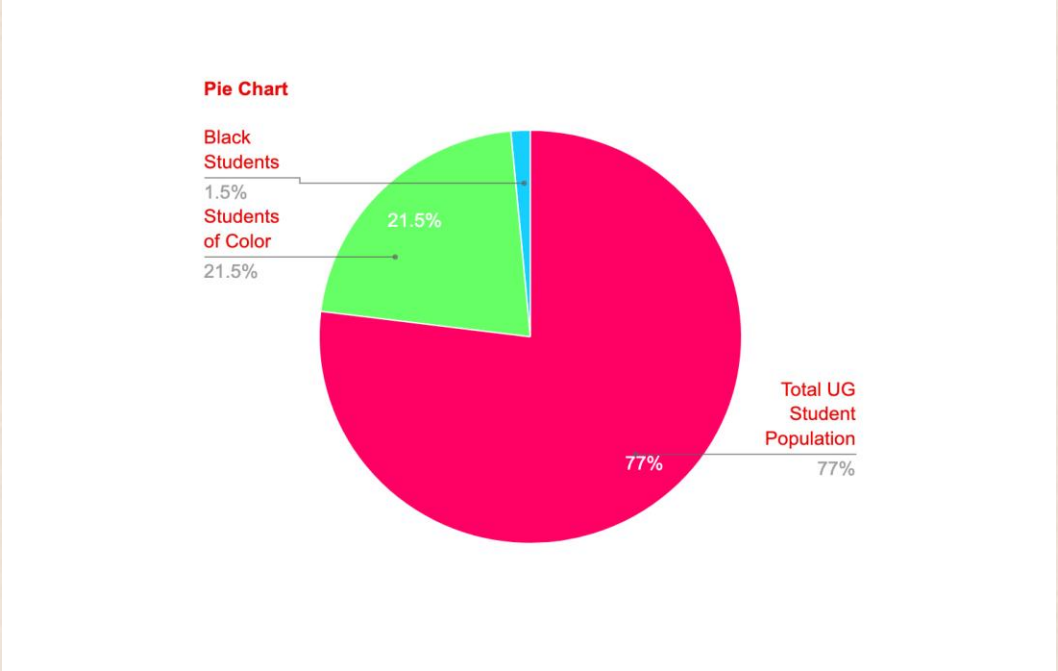


What are the Numbers?

Total UG Student Pop. 14,561

Students of Color 4,102

Black Students 282



Limitations: includes undergraduate and graduate populations, does not include students that identify as 2+ races

Presence vs. Belonging

Presence

(N) the state or fact of existing, occurring, or being present in a place or thing

Belonging

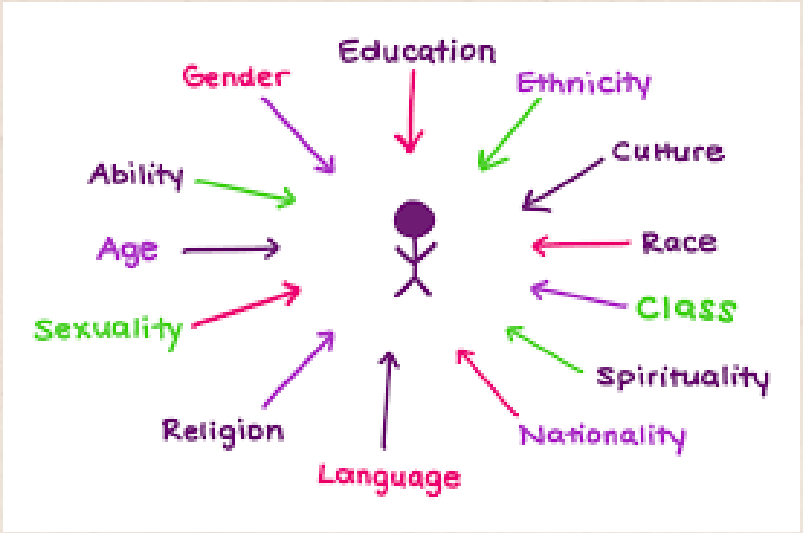
(N) an affinity for a place or situation

- Creating a sense of belonging goes beyond permission to be present or exist in space; it begins when people are intentionally invited to be present, participate, and are valued.
- People should not only be **allowed a seat at the table**, but they should also **be apart of the conversation at the table.**

Intersectionality



Kimberlé Crenshaw



- Intersectionality, a social theory, coined by Kimberlé Crenshaw
- the interaction and cumulative effects of multiple forms of discrimination affecting the daily lives of individuals, particularly women of color.
- Also used as framework for understanding how various aspects of individual identity (race, gender, social class, and sexuality) interact to create unique experiences of privilege or oppression (source)

- Establishes diversity as experiential or lived rather than as a demographic or statistics

Representation vs. Isolation

- Black students experience:
  - Being the only Black person in classrooms and other school settings.
  - Limited access to Black faculty and mentors. Black staff that is on campus are stretched extremely thin and must manage multiple tasks.
  - Hypervisibility paired with invisibility.
  - Advocacy created spaces for Black students on campus (ACG, BSC, BBMSC, and clubs).







Classroom Dynamics

1. Being expected to speak for all Black people

Many Black people have intersecting identities, meaning they will all have different experiences and feelings.

2. Tokenization during discussions around race

This is the practice of including a member from an underrepresented community to create the appearance of inclusive practices without making sure the person has meaningful support and opportunities.

Classroom Dynamics

3. Assumptions about Competence or Background

Anti-Black racism lives in lives of Black people including through enactment and reproduction of harmful assumptions and stereotypes, these are often experienced as gendered racial microaggressions (subtle forms of discrimination in brief, everyday exchanges that are based on the intersection of gendered + racial identities)

Classroom Dynamics

4. Emotional Labor in Diversity Conversations

Emotional Labor refers to the process in which one manages their own emotions and the emotions of others to meet workplace, relationship, or other expectations.

How can well-intentioned environments still create harm?

Intersecting Identities

- Black Identity is **not monolithic.**
- Experiences differ based on:
  - Gender Identity
  - Sexual Orientation
  - Socioeconomic Background
  - Disability
  - Nationality
  - First-Gen Status

- Belonging + Retention
- Having a sense of belonging affects:
  - Academic Performances
  - Mental Health
  - Leadership Engagement
  - Long-Term Retention

How can institutional approaches avoid treating the “Black Experience” as singular?

Reflection & Engagement

- **Where do you see gaps between institutional values and lived realities?**
- **How do our policies, meetings, and classrooms reflect or fail to reflect intersectional awareness?**
- **What structural changes are necessary and can be made in ASWWU?**





How to Turn Awareness into Action?

Emphasis:

- Awareness should lead to accountability practices
- Listening should lead toward structural changes
- Actions towards equity must be measurable



Food for Thought

1. How can you reduce reliance on Black students for emotional labor?
2. How can you advocate for structural improvements?
3. How can intersectionality become a guiding framework rather than a buzzword?

What is the Legacy?

1. Better understand nuanced experience of Black students at WWU
2. Recognize the difference between representation and belonging
3. Identify areas where institutional practices may unintentionally create harm
4. Leave with a stronger sense of shared responsibility and solidarity

THANKS!

Do you have any questions?

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