



Structural Review Proposal 2015-2016



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Preamble

The Western Washington University Associated Students (AS) Structural Review Committee of 2015-2016 presents this proposal as a summary of works completed throughout this academic year. For many years, the AS Board of Directors has recognized the need to assess the larger structure of the AS, as well as performing a review of the AS Senate which is currently on hiatus. Other concerns this committee sought to address are refining shared governance on campus, increased democracy, transparency in operations and improved student representation. After thorough research delving into other student government models, an in-depth review of our current and past operations and gathering feedback from students at large, the committee created the following document and future structural recommendations. The committee believes that with this newly proposed structure, there can be distinction between governance and programming, increased accountability through checks and balances for the AS Board and will address the needs of overworked student employees. The past year has included an in-depth learning and research phase, the future work of the Structural Review Committee is in synthesizing and moving forward with the newly proposed structure. The following document includes:

- History of the AS Senate and Board of Directors
- Research gathered from articles, surveys, collecting information about other student governments and programming across the United States and an analysis of our current model
- An outline and description of a newly proposed model for the WWUAS
- A timeline for implementation
- An appendix with the Structural Review Charge and Charter and full Qualtrics survey report

After hard work and dedication by student staff members, advisors and students at large on the Structural Review Committee, this information can proudly be passed on to the future committee and Board of 2016-2017.

Sincerely,

2015-2016 AS Structural Review Committee

Bill Martin, Daniel Edgel, Hannah van Amen, Kevin Recto, Mason Hawk, Octavia Schultz, Patrick Eckroth, Hannah Brock, Emma Palumbo, Eric Alexander, Lisa Rosenberg, Casey Hayden



I. History



A. Overview of the AS Student Senate

The WWU Associated Students Student Senate was created during the 2000-01 academic year. However, the history of the Student Senate goes back a number of years prior to its founding.

In the early 1990s, the AS Board of Directors created a committee called the AS Student Representative Council (SRC). The SRC was charged with acting as the voice of the students and advising the AS Board of Directors in their decision-making process. Due to internal issues and questions concerning their role, the SRC membership lost interest and the organization ceased to function.

In the late 1990s, the AS Board addressed the concern of increasing the student voice in the university decision-making process and the need for another governing/advising body of students. In 1997, the Board created the AS Governance Commission. It was approved by a student vote in the AS general election and was incorporated into the AS Bylaws.

The AS Governance Commission consisted of 33 student Commissioners. Most of the Commissioners were recommended by the Deans of the university's six colleges. Three Freshmen, two Sophomores and four at-large students were also appointed by the AS Board of Directors. The ASGC was initially created to advise the AS Board and fill the void left by the AS Student Representative Council. The Commission was charged with campus-wide communication on behalf of the students of the university.

Due to the lack of student interest and a difficult selection process, the AS Governance Commission was not able to fulfill its mission. "The Commission never got off the ground; it died before it was ever started," stated Jason Adams, AS Vice President for Academic Affairs, 2000-2001.

In October of 2000, Bill Heming, AS VP for Business and Operations, founded the AS Student Senate. The Senate was created to increase student participation in both the student and university government systems and was established to complete what the Governance Commission started.

In November of 2000, the AS Student Senate ratified its first Charge and Charter, as well as established its Bylaws. Though the Governance Commission still existed at this time, it was not a functioning assembly. In winter quarter 2001, VP Heming brought the issue to the AS Board and requested a referendum on the spring AS election ballot that would effectively replace the AS Governance Commission with the Student Senate. In a 4-2-1 vote, the AS Board of Directors approved the measure and the referendum passed by a 77.82% margin that spring. The AS Student Senate had been created and was established as the primary advising body to the AS Board of Directors and one of the deliberative bodies of WWU's student government.

1. Past AS Student Senate Chairs

Jake Barry	2000-01
Eric Masten,	2001-02 (Chair Julie Schmeichel resigned January 8, 2002)
Kevin Stock	2002-03
James Sanders	2003-04
Karl Geisler	2004-05
Chiho Lai	2005-06
Christian Opfer	2006-07
Chelsea Fletcher	2007-08
Anne Jansen	2008-09 and 2009-10
Lucas Bourne	2010-11
Kendall Bull	2011-12
Christian Correa	2012-13

2. AS Student Senate & Historical Highlights

Early 90s	Student Representative Council
May 1997	AS Student Governance Commission is created by AS Board of Directors, approved in the AS Election, and incorporated into the AS Bylaws
Oct. 30, 2000	AS Student Senate is founded
May 9, 2001	The Senate is made an official AS Organization by a 77.82% majority in the general elections. The AS Student Senate replaces the AS Student Governance Commission as the primary advisory board to the AS Board of Directors
August 2005	First AS Senate Chair office in VU 527
October 18, 2005	Student Senate votes and approves a Senate Logo
October 19, 2005	AS Board of Directors approves a paid Student Senate chair position, salaried at 10 hours/week for fall, winter and spring quarters
May 2012	Senate Directional Document developed by AS President Anna Ellermeier
March 2013	AS Board suspended operation of the Senate for 2013-14, and approved the hire of an hourly Senate Reform position
March/April 2014	Board approved the following referendum to be on the spring AS Election ballot: "Shall the Student Senate be removed from the AS By-Laws?"
May 2014	Referendum failed-27% voted yes (217 votes), 73% voted no (589 votes), voter turnout was 8%
June 2014	AS Board voted to suspend the Senate for 2014-15, and directed the incoming VP Governmental Affairs to work on ideas
May 2015	AS Board approved the Charge & Charter for the Structural Review Committee proposed by the AS VP for Governmental Affairs

June 2015 AS Board approved the suspension of the Student Senate until the AS Structural Review Committee makes their recommendations

3. Student Senate Membership History

2012-13 (last year of operation)

1 Chairperson, the Student Senate Chair (non-voting except in the event of the tie)
 1 Vice-Chairperson elected from within the Student Senate
 AS VP for Academic Affairs, or AS Board of Directors Designee (non-voting)
 1 Senator per 1,000 students (normal rounding rules) as follows:
 1 Senator to represent students in their First year at WWU
 1 Senator to represent students in their Fourth year (and above) at WWU
 8 Senators to represent each of the 7 academic colleges and the graduate school
 1 Senator to represent the Residence Hall Association
 1 Senator to represent underrepresented students
 Balance to be Senators at-large [3 students in 2012]
 Secretary (non-voting)
 Advisor (non-voting)

2010-2012 (and likely from earlier)

1 Chairperson, the Student Senate Chair (non-voting except in the event of the tie)
 1 Vice-Chairperson
 AS VP for Academic Affairs, or AS Board of Directors Designee (non-voting)
 1 Senator per 1,000 students (normal rounding rules) as follows:
 1 Senator to represent students in their First year at WWU
 1 Senator to represent students in their Second year at WWU
 1 Senator to represent students in their Third year at WWU
 1 Senator to represent students in their Fourth year (and above) at WWU
 1 Senator to represent Graduate and Post-Baccalaureate students
 Balance to be Senators at-large [3 students in 2012]
 Secretary (non-voting)
 Advisor (non-voting)

November 2005

Only difference from 2010-12 was 1 member of the AS Board of Directors, designated by the AS Board (Non-voting except in the event of a tie), rather than AS VP Academic Affairs

November 2003

Only difference from 2010-12 was AS VP for Student Life (rather than AS Board member designated by Board)

B. Student Senate Charge History

2012

To serve as an advisory body to the AS Board of Directors on student issues and increase student involvement in the AS Board of Directors' decision making process by:

- Discussing issues originating from the AS Board of Directors, other AS or University committees, within the Student Senate, or directly from students
- Reviewing and recommending any changes to the AS Election Code and the charge and charter of the AS Election Board
- Selecting and gathering input on an issue of the quarter pertaining to campus and/or community matters that impact students

Note: the provision that the Senate will not advise the ASBOD on personnel matters and application of personnel policies was still included in the Objective section of the Senate Bylaws.

May 2010

To serve as an advisory body to the AS Board of Directors on student issues and increase student involvement in the AS Board of Directors' decision making process. The Student Senate shall not be limited in the scope of issues it covers. Issues discussed by the Student Senate can originate from the AS Board of Directors, other AS or University committees, within the Student Senate, or directly from students. To approve any changes to the charge and charter of the AS Election Board. The Student Senate will not advise the AS Board of Directors on personnel matters and application of personnel policies.

2003, 2005

The Associated Students Student Senate is responsible for increasing student involvement in the A.S. Board of Directors decision-making process. The Senate will serve in an advisory role for the Board of Directors in that it will provide student input on issues presented to the Board. The Senate will not be limited in the scope of issues it covers, except it will not advise the Board on issues concerning personnel items and personnel policies. The Senate will be encouraged to comment on issues it arrives at originally, as well as issues that are presented to it by other students.

C. Student Senator Committee Requirements

2012-each Senator shall be appointed to at least one (1) committee within the university and AS governance structure, with each Senator seated on a different committee (pursuant to approval by the AS Board of Directors through the committee appointment process). Senators are responsible for attending all committee meetings and reporting back to the Senate on any items of interest and relevance that were presented.

2010 & earlier-each Senator shall be appointed to at least two (2) committees.....(same as above)

1. Committees that Require Student Senators

AS Facilities and Services Council

(2 at-large and 1 Student Senator. Meets once or twice a month for an hour.)

Deals with the Associated Students' various services and facilities (Food Services, Lakewood, Viqueen Lodge, etc.). Reports to the AS Board.

AS Legislative Affairs Council

(5 at-large & 1 Student Senator. Meets weekly, typically Tuesdays for 1-2 hours.)

To increase student involvement, formulate policies and positions of the ASWWU relating to legislative activities, community governance and relations, national affairs and external matters. To monitor and approve the use of the Legislative Action Fund to enhance efforts that directly represent students in legislative activities. Reports to the AS Board.

AS Structure and Program Advisory Committee

(1 Student Senator, and 5 at-large. Typically meets bi-weekly in fall & spring and weekly in winter.)

Will act as an advisory committee to the AS Board of Directors, making recommendations regarding structure, policies, and procedures as well as carrying out the implementation of the Triennial Assessment Program (TAP) which assesses AS offices on a quadrennial schedule.

AS Transportation and Advisory Committee

(4 at-large & 1 Student Senator, meets weekly for an hour.)

To increase student involvement in the development, revision of ideas, and promotion of the all-campus transportation pass program for Western. Committee also monitors all legislation concerning transportation and the possible effects it may have on the Western community. Reports to the AS Board of Directors.

AS Bookstore Advisory Committee

(1 at-large & 2 Student Senators. Approx. 3 hours a quarter.)

Shall review and discuss store policies, services, and operations. Make suggestions regarding effective marketing and promotional messages that emphasize the benefits of the store as a campus resource and revenue source for student programs.

2. Recommended Committees for Senators:

AS Activities Council

(3 at-large & 5 AS club reps. Meets weekly, typically on Mondays for 1-2 hours.)

Recognize Associated Students Clubs and establish policies and grant funding to a wide range of campus activities, events and conferences. Reports to the AS Board of Directors.

AS Diversity Committee

(4 at-large (one a non-traditional student) meets at least once per quarter)

Establish and review recommendations on campus issues of diversity to forward to the Associated Student (AS) of Western Washington University Board of Directors. Act as a channel regarding AS related diversity issues. Promote the valuing and exploration of our student body's diversity. Provide safe and organized opportunities to foster dialogue and relationships between students from divergent backgrounds, cultures, identities and perspectives

AS Project Leadership Planning Committee

(3-4 students at large. Typically meets fall and winter quarter.)

To organize and implement a unique leadership event targeted towards the emerging leaders on Western's campus. To foster leadership development within (but not limited to) the AS Employees and club systems.

Cold Beverage Contract Committee

(1 at-large. Meets about 4-6 times a quarter.)

The Cold Beverage Contract (CBC) Committee meets several times each year to propose, evaluate, prioritize, and make recommendations for funding high priority and strategic student programs and projects using available Cold Beverage Contract funds. Over \$400,000 has been allocated to date.

Departmentally Related Activities Committee

(1-3 non-affiliated students. Meets about 2 times in fall & spring and weekly in winter.)

To discuss, provide a forum to receive student input regarding the Department Related areas, and make decisions regarding the allocation of DRAC funds. Topics for discussion will include developing priorities for funding and criteria in order to assess needs within DRAC funded areas, reviewing budget proposals and recommend allocation of student service and activities fee money to represented area, and to establish policies in regard to funds on behalf of the represented areas.

Emergency Management Committee

(1 at-large. Meets for 6 hours per quarter.)

Develop and update the University's response plan within the framework set up by the Emergency Response Plan, the Emergency Operations Plan, and with direction provided by the University President and Vice Presidents. Establish working groups to develop and update specific response guidelines. Reviews each working group's output and recommends to the University President.

Parking Appeals Board

(4 at-large. Meets 1-2 times a month.)

Established to hear and decide on cases involving alleged violations of Western's Parking Regulations.

Student Technology Fee Committee

(3 at-large. Meets weekly for an hour winter and part of spring quarter.)

Shall review all plans for allocation of the student technology fee. Any plan, upon committee decision, will be forwarded to the university president for final allocation decisions.

D. Senate Meeting Agenda Items in the Past

2012-13

Bylaws

Ad Hoc Committee for Senate Reform
 Gender Marker/Name Change Resolution
 Outreach Committee
 Polling for the Board-Outreach Committee
 Rules of Order
 Legislative Agenda and Strategy
 Student Tech Fee Renewal
 Secretary Friendly Techniques
 Small Grant Pilot Proposal
 Election Code
 Legislative Liaison bill update
 50/50 by 2020
 Prerequisite Discussion
 Inclement Weather
 Dead Week Policy
 WA State Dream Act Resolution
 Civic Engagement Week Activity
 Adjournment Resolution
 Rental Safety Petition
 Report Out of Teacher Evaluation Committee
 General Education Reframing
 ACC Calendar Committee

2011-2012

Bylaws revision

Removal of Student Information from Western Publications Websites in Cases Where Harm Can Be Shown-proposed resolution
 Listing of Senators information on website
 Talking to the Press-AS Communications Office
 Credit for Senators
 Election Code-Instant Runoff Voting proposal
 Student Senate Reform Committee
 ASTAC Review Agenda
 Political
 Trivia Night
 Marriage Equality Resolution
 Arizona Cultural Studies Resolution
 Campaign Transparency-club
 Bottled Water Initiative
 War on Women Resolution
 Subcommittees
 Aramark Employees Unionizing
 Rental Licensing Agreement

Ongoing or Annual 2011-13

Issue of the Quarter/Outreach Events
 Senator Reports/Concerns
 Board Report
 Vice Chair and Parliamentarian nominations/elections
 Training of Senate

(Approximately 2007-2010)

Legislative Agenda
 Long Term Legislative Interests
 Vice-Chair election
 Gender Inclusive Housing
 Course Catalog feedback
 Recent burglaries/burglary awareness
 WTA Sales Tax Increase
 Suicide prevention
 HECB/Founding Documents committee
 Mentorship (Alumni ASK program feedback)
 Withdrawal policy
 Green Energy Fee

Every Week

Senator Reports/Concerns
 Issue of the Month (monthly)-*how is this feedback tallied/used? Who finalizes/posts questions?*

E. Summary of Reasons for Suspension of Senate, Challenges of Senate

From May 22, 2014 Board Meeting

- Need to establish a need for the Student Senate
- Don't think the Senate was a purposeful use of student dollars

April 3, 2014 Board Meeting Minutes

- Board and Student Senate Reform employee looked for ways to make the Student Senate viable within the organization and have found that there was not anything that would add value enough to warrant the expense to students
- The Board, in analyzing the history of the Senate and doing a cost/benefit analysis concluded that the benefits do not outweigh the costs. At this point there is not an explicit function for the Senate.
- Noticed that this year, while the Senate was suspended, more students have been engaging in university and AS committees, attending Board meetings and crafting proposals. Thinks that the student representation advocacy efforts this year show that students can be fully represented through other channels. Many dittoed.
- The Senate, as it existed before, didn't have any authority to directly affect change. The Senate may work for other universities, but it doesn't work for Western.
- The Senates in many other schools have authority over the budget and legislative areas. Western has committees specifically for these purposes (Budget Committee and LAC) which allows their representation to be tailored.

- The current AS structure works for WWU. The Board has assessed the student government model and found that the most sound model is the AS Board of Directors as it exists and the committee system as it exists. Unanimous dittoes.
- Senate was a little repetitive because many students serve on the other subcommittees. It also provides more opportunities for students at large because it will not require Senators to take up spots that could be filled by more students.

The Senate's Purpose - As identified in the 2012-2013 Legacy documents, the AS Senate had previously been a "glorified committee", with only the capacity to provide a formal recommendation to the AS Board of Directors.

From May 7, 2013 Senate Meeting

- Concern that the Board hasn't asked the Senate for advisement/input this year
- There's already an effective structure with committees for students to give input in focused areas

**note-see addendum titled "Board Minutes Senate Reform" for more detailed information*

F. May 2012 Letter for AS President to Student Senate Regarding Senate Reform

Hello Student Senators!

Thank you all for having me at your meeting two weeks ago. As promised, I have come back to you with a document that lists all of the comments, suggestions, ideas, and concerns that have been collected over a series of meetings with a variety of people (senators, AS Board members, advisors, AS employees, etc.) regarding the current state of the Student Senate and where it is/could/should be going. This is by no means an exhaustive list, so feel free to add items that you think are missing.

In many ways, you are experts on the Student Senate. You have all invested a year in your positions and understand the inner workings of the group and how the Senate works with other entities on campus, including the student body and the AS Board. Because of your experience, we are asking you to take the first pass at prioritizing changes and setting a direction for the Senate.

Setting a direction and articulating a vision for a group or organization requires that we take a step back and look at the larger picture. **I encourage you in your assessment of the Senate (and your prioritization of steps forward) to think big-picture by starting with the "why?" (i.e. the purpose of the Senate) and working out from there.** Small changes that are quickly implementable are good to consider, but there are many moving parts and complexities to the Student Senate and how it interacts with other groups that also need to be considered on a broader scale. These larger relationships and dynamics must be considered for any changes to the Student Senate to be effective.

Thanks for considering my direction and thoughts on this process. I look forward to hearing your recommendations.

Sincerely,

Anna Ellermeier
AS President
As.president@wwu.edu

Student Senate

May 2012

Note: These items are in no particular order

- Resolutions that take a political stance or take a side on a controversial issue would go to the Senate before the AS Board.
- Update Senate membership to include representatives from boarder constituent groups (RHA, all colleges, transfer students, clubs, and others)
- Elevate status of Senate positions by differentiating the application process from general committee applications (“It’s not just another University committee”). Application process is an important tool in framing the role and importance of the senate for senators and AS Board members.
- Elect the Student Senate Chair (possibly with an AS Board vote, possibly not)
- The Senate could have a 2/3 override veto over an AS Board decision. The veto would institute a “cooling off period” and require a revote of the AS Board after that time had passed.
- Increase depth and length of Senate training. Increase understanding of the AS Board processes among senators.
- AS Board meeting training should include the Senate Chair so that s/he may participate more fully in the meetings and in the discussion. Have the group define the role of the Student Senate chair in Board meetings.
- The Senate could serve as a mechanism for gathering student feedback on issues.
- The Senate is less intimidating to students than the AS Board and students may feel more comfortable coming to them first to find their representative voice.
- The Senate needs to determine its scope in developing resolutions and recommendations. Guidelines would be helpful about when resolutions, recommendations, forums, events, collaborations with other AS offices, information gathering, etc. are appropriate.
- Senate could act as a filter for the AS Board by vetting certain agenda items first.
- Senate minutes/recommendations should be attached to resolutions/recommendations that are forward along to the AS Board.
- The Senate is a “foot in the door” for students who want to get more involved in the Associated Student.
- More emphasis should be put on strategic placement of senators on university committees. This would promote engagement.
- Senators can serve as the AS Board’s “ears on campus.”
- The name of the Senate should be changed to reflect what the body actually does.
- Start with the Why –and have that “why” reflected in the Senate’s guiding documents.

G. AS Board of Directors Structure History and AS Board Agenda Items Summary

1. ASWWU Board of Directors Structure History

1966

- President
- Vice President
- Speaker of the House

1967

- President
- Vice President
- Secretary
- Legislature
- AMS President
- AWS President

1968

- Added AWS Treasury and AWS Secretary

1969-1980

- Presumably remained the same, there are only records for the President

1981

- President
- VP for External Affairs

1982

- Added the VP for Activities

1984

- Added VP for Internal Affairs

1985

- Added VP for Academic Affairs

1987

- Added a Secretary/Treasurer and the VP for Residence Life

1988-1995

- President
- VP for External
- VP for Internal
- VP for Academic Affairs
- VP for Activities
- VP for Residence Life

1995

- Changed VP for Residence Life to VP for Student Life

1996

- Added VP for Diversity

1997

- Changed VP for External Affairs to VP for Legislative and Community Affairs
- Changed VP for Internal Affairs to VP for Business and Operations

2003

- Got rid of VP for Student Life

2005

- Changed VP for Legislative and Community Affairs to VP for Legislative Affairs

- Added VP for Campus and Community Affairs

2007

- Changed VP for Campus and Community Affairs to VP for Student Life
- Changed VP for Legislative Affairs to VP for Legislative and Governmental Affairs

2009

- Changed VP for Legislative and Governmental Affairs to VP for Governmental Affairs

2. AS Board of Directors Meeting Agenda Topics 13-14, 14-15, 15-16

Highlighted agenda items more related to representation

Non-highlighted more related to internal operations, programming, other

General/Ongoing Items Every Year

Committee Charge & Charters (renewals and new)

AS Job descriptions (revisions, new positions)

Committee Appointments

SPAC Information and Recommendations

Policies-new policies, updates to existing policies

2015-16 (up until Feb. 26 meeting)

ESC/Multicultural Resolution

Resource & Outreach Program Restructuring

Gender Neutral Restroom Discussion

ESC USSA Student Power Summit funding request

MECHA National Conference funding proposal

AS Scholarship changes

Non-Emergency Field Communication Devices Proposal-Outdoor Center

AS Election Code

AS Reserve Restructure

Local Issues Agenda

General Education Reform

Conference Funding for Students

Board Meeting Location discussion

Board Recommendations for New Integrated Payment Structure

We Should Be In Office-approval for identity focused event

Student Abstract for Student Technology Fee Initiative

Sustainable Action Fund Task Force Recommendations

AS Employee Student of Color Caucus Space at staff developments

Foundation Account for MLK Event

ASWWU State Legislative Agenda

Speaker Packet (information to give to invited speakers about inclusivity)

International Student and Scholar Services Renewing Funding Proposal

Board Assistant for Academic Shared Governance-new AS position proposal

Discussion with Faculty Senate Executives

AS Employee XITO Xican@ Institute for Teaching & Organizing Conference Funding

Memoirs Targeted Event proposal

Legislative Affairs Council budget and policy firewall

Text.com, Textbook Exchange

Title IX and Student Outreach

Large Event Opportunity Fund Budget

Presidential Search

ACUI Conference Funding Request for 2 Board members

WWU Bus Fee Increase

ESC Closed Caucus Space for students of color-proposal for critical race and queer theory monthly group

2014-15**International Boycott Divestment and Sanctions Taskforce Recommendations**

Green Energy Fee Budget

Student Senate Suspension

WinWin Grant Carryforward for REP

USSA Congress Funding Proposal

AS Budget Recommendation**Water Bottle Policy**

Bookstore Proposal

Sustainable Action Fund Task Force**Sustainable Action Fund Fee Proposal****Fossil Fuels Divestment Resolution**

AS Motorpool Policy

AS Supplemental Funding/Large Events Funding Policy

AS Branding Guide

Proposal for Funding Meals for USSA Board Meeting hosted at WWU

Washington Youth Vote Summit Funding Request for AS Staff Participation-Operational Enhancement

KUGS Tower Service Funding Request

Viking Lobby Day Board Assistant-proposal to shift from discretionary to non-discretionary LAF expense

VU Fees, Rates, and 2016 Budget

AS Structural Review Committee**Ratify 2015 AS Election Results**

Hospitality Policy

EverFi Sexual Violence Training Recommendation**BOT Draft Comprehensive Parking Master Plan Presentation**

Motor Pool Vehicle Proposal for Purchase of Two AS Vehicles

Sustainable Action Fund Referenda Language**ASWWU Federal Agenda****Police Accountability Resolution-Communicating Student and Community Needs to Police****2015 Cannabis Initiative language****Initiative from Students for Sustainable Drug Policy**

Proposal for purchase of IMacs for Publicity Center and AS Review

International Divestment and Sanctions Taskforce Charge & Charter

Child Development Center Fees

Annual Housing & Dining Budget**Resolution Repeal, Concerning Resolution Regarding Int'l Divestment, Boycott and Sanctions****Consent Resolution**

Student Staff Development Fund Policy Change

Queer Experience Target Event Proposal

Support for SB5732**ASWWU Local Agenda****ASWWU Environmental Lobby Day Agenda**

USSA Legislative Grassroots Conference Funding Proposal for one student

AS Election Code and Candidate Packet

Request for ESC Office Assistant hourly position
 New York Times-proposal for VP Undergrad Ed to fund their portion through the enrollment fee

AS Legislative Agenda

Repurposing of Pop Mic Budget and Revamping of Pop Music
 Elect Her gender targeted event proposal
 Environmental Club Leadership Charge & Charter
 OC Gender Targeted Back Country Skiing Excursion
 Oregon Students of Color Conference funding proposal
 Veteran Outreach Center targeted event proposal for overnight kayak excursion with OC
 Conference Policy removal
 Vagina Memoirs gender targeted open call proposal

Business & Financial Affairs Environmental Scan

Rental Safety Proposal
 Late Night Shuttle Administration Letter
 USSA Membership Contract
 AS Board Rules of Operation
 AS Board Assistant for Viking Lobby Day-new position proposal
 AS Presidents Committee-Inclusivity, Diversity and Equity Charge & Charter-new proposed committee
 National College Student Leaders Fall Conference Funding proposal
 KUGS & ASP Collaborative KUGS 40th Anniversary Concert funding request

2013-14

Resolution Honoring Cindy Monger as Board Program Assistant

AS Budget

International Divestment, Boycott, & Sanctions Resolution

AS Branding Guide
 AS Program Standards Revisions
 Legislative Action Fund Restructure
 Reserves Earmark of \$50,000 from AS Rainy Day Reserves for ESC Expansion/remodeling
 AS Foundation Account funding for bench at Viqueen to honor Kevin Majkut and Jim Schuster
 AS Carryforwards & Policy
 USSA Congress Funding Request

University Operating Budget

Proposal to Renew Revenue Sharing Agreement between AS Bookstore and AS Board

Bookstore Reserve Fund request for Bookstore improvements

Child Development Center Fee Increase

Proposal to Suspend Student Senate for 2014-15

Direct membership with USSA

Student Recreation Fee proposed increase

Health Services Fee proposed increase

Approve AS Scholarship Recipients

Approve the Student Trustee Recommendations to be sent to Governor

Ratification of Personnel Office hiring

Tuition increases

Transfer responsibility for management, operation, and development of Viqueen Lodge to VU Facilities

Alternative Transportation Fee Report

Green Energy Fee report

Non-Academic Building Fee Report

2014 AS Election Results ratification

Vagina Memoirs grant increase proposal

AS Board Assistant pay

Voter Registration Online Access**Legislative Report****Title IX**

OrgSync Contract Renewal

AS Board Office Sustainable Office certification

Veterans Outreach Center Targeted Event proposal for recruiting speakers for Stories Deployed

Inclusivity Resolution regarding equity in classroom/proposal to add a question to course evaluations

Back 2 Bellingham AS Board Reunion funding

Take Back the Night-request for funding for new city permit fee

Student Senate Referendum

VU Gallery Proposal to contractually and financially commit to an exhibit for October 2014

Smoking Referendum

Operating Enhancement Request for Western Cares-National Volunteer Week & AS Board B2B reunion

Library Hours Survey

Proposal to move Recycle Center Education Coordinator from AS Employment System to VU

Cannabis Initiative language

Back to Bellingham Low Ropes Elements funding request from discretionary reserves

Take Back the Night gender targeted event proposal

AS Federal Agenda

NCCWSL Conference Funding Request

Housing & Dining Rates**Divestment Report**

OC Avalanche Safety equipment funding proposal from AS Foundation Account

OC Challenge Course new helmets purchase funding proposal

AS Scholarships Application

Student Development Fund Request (for Personnel Office staff, so to Board for approval rather than PC)

Large Event Loan Fund Request

Rental Registry Response**Community Welfare Proposal as priority in the AS Local Legislative Agenda****Legislative Action Fund Restructure Referendum**

AS Salary Determination Policy & Calculator

AS Board Parliamentary Procedures

Certification of Special Election for VP Business & Operations results

Business Director appointment

Queer Experience targeted program proposal

Queer Music Night targeted program proposal

AS Activities Council additional travel funding proposal from rainy day reserves

Rental Safety Resolution**Bill Stances****Comprehensive Review of the Parking System**

WSA Lobby Day funding request

AS Local Liaison Job Description and Funding (new position)

AS Election Code**AS Special Election for VP Bus Ops Funding Request**

Women's Health Night gender targeted event proposal

AS State Legislative Agenda

Western Students Give Back Job Description

Viking Lobby Day budget readjustment and funding request

Elect Her gender targeted event proposal

AS Communications Office Campaign funding request proposal

Academic Honesty Policy Review

Senate Reform Task Force Charge & Charter

Vagina Memoirs open call gender targeted proposal

Resolution regarding the "riot" of Oct. 12, 2013

Oregon Students of Color Conference funding request

ESC iPad Mini funding request

Proposal to create an Environmental Club President's Council

AS Student Employee Handbook

AS Productions Volunteer Program funding request for 2-year pilot

Western Votes Contract

AS Program Standards

Audio Recorder funding request from New Equipment for recording Board/committee meetings

Thank you letter to Legislators

AS Salary Schedule adjustment

AS Board Awareness & Accessibility project funding request

Summer AS Photographer

AS Assessment Tablets funding request

H. AGREEMENT of October 12, 1972, Regarding Associated Students of Western Washington State College

A. The Board of Trustees:

RCW 28B.40.100 vests in the Board of Trustees of Western Washington State College "the government" of the College. RCW 28B.40.120(1) provides that the Board of Trustees "shall have full control of the state college and its property of various kinds," and RCW 28B.40.120(11) provides that the Board "may promulgate such rules and regulations, and perform all other acts not forbidden by law, as the board of trustees may in its discretion deem necessary or appropriate to the administration of the college."

B. The Associated Students:

The student association at Western dates from the first decade of this century. Prior to 1933 it operated as an unincorporated association. In 1933 the association adopted the corporate form of doing business under the act providing for the incorporation of associations for social, charitable and educational purposes.

C. The Legal Relationship between the Board of Trustees and the Associated Students:

(1) General:

The Associated Students was formed, and has been recognized by the Board of Trustees, for the purpose of providing a framework for the development of a program of student activities in which student initiative and responsibility may find expression. The Board of Trustees has delegated to this Association the authority to provide specialized student services, various social and recreational activities, and facilities for the benefit of the students and of the entire college community.

There must be appreciated the distinction between the existence of the Associated Students as a distinct corporate entity and the activities of that corporation which result from the authority delegated by the Board of Trustees to provide the activities referred to above. The delegation of such authority in no way diminishes the fact that the corporation is a distinct entity having a recognized corporate existence under Washington law; the recognition of such independent existence in no way diminishes either the public nature of the authority delegated or the Board of Trustee's responsibility for assuring that activities undertaken within the scope of such authority conform to policies established by it or by the legislature.

2) Funding and use of College Facilities:

The Board of Trustees, having delegated to the Associated Students certain functions relating to student activities, financially supports the Associated Students by allocating to it monies derived from fees which it assesses against all students under the authority of RCW 28B.15.400. Such funds, as well as College facilities made available for Associated Student use, are public in nature. The Associated Student's use and managements of all such public funds and facilities are subject, and in addition, to college rules and the Associated Student's articles of incorporation.

(3) Assets of the Associated Students:

It is the duty of the Associated Students to keep safely all assets held by them for the use and benefit of the students or of the college community (present and future) and to preserve such property against loss, dissipation or diminution. In performing this duty, the Associated Students must act with an undivided loyalty to the trust reposed in it, exercising that degree of care and diligence normally exercised by an ordinarily prudent man in the conduct of his own affairs.

(4) The Bookstore:

Among the powers delegated to the Associated Students by the Board of Trustees is the operation of a bookstore to sell textbooks and other items usually sold in such stores for the convenience of students and faculty, such bookstore having the exclusive right to sell on-campus the textbooks used at the College.

The bookstore is operated in a building situated upon college land which has been leased to the Associated Students for a term of years and which leasehold is held in the name of the Associated Students. This building, having been constructed with public money, is impressed with a public character. The grant of this leasehold interest to the Associated Students was made by the Board of Trustees.

"...contingent upon...the establishment of a Bookstore Board consisting of two faculty members appointed by the President of the Associated Students Body from a list supplied by the President of Western Washington College of Education, two student members to be appointed by the President of the Associated Student Body, with approval of the Associated Student Body legislature and the Director of Student Activities to be an ex-officio member having the power to vote only in case of a tie vote between the regular members. This Bookstore Board shall supervise all managerial, operational, and financial policies of the Bookstore in accordance with the provisions of the resolution..."

Resolution of the Board, dated December 21, 1959

In the system of internal governance currently in force at the College, this Board reports to an All-College Senate through that body's college services council.

D. The Role of an Association of Students at Western.

For more than 60 years, the students of Western, acting through a self-governing association have played an important role in enriching the life of the college and in enhancing its growing reputation. There has largely been left to this organization of students those decisions which determine the content of the program of student activities. The Board has recognized that such content may change in character and emphasis from one college generation to the next and for this reason has consistently sought to permit the association as much autonomy as is consistent with the Board's legal responsibility for the government of the college. A degree of autonomy has also been viewed as important to encouraging as well as facilitating the healthy development of experience and initiative in self-government.

Direct supervision and assistance in the management of specific items of corporate business by the Board of Trustees acting through the college administration has occurred and may occur, and in all such instances both the administration and the Associated Students will endeavor to achieve mutual agreements on the conduct of such activities. Where disagreements occur between the Associated Students and the administration which cannot be resolved to the satisfaction of the parties, such matters may be referred to the Board of Trustees for resolution.

It is also recognized that students may wish to participate in activities entirely outside the scope of the authority delegated or monies allocated to the Associated Students by the Board of Trustees. Since public monies or the proceeds of public monies and the use of public facilities may not be co-mingled or confused with private funds or activities not of a public character, such activities should be organized and maintained separate and apart from the activities of a public character carried on by the corporate entity here under discussion to the end that the Associated Students not lose its character as a corporation to which public authority may be constitutionally delegated or to which public funds may be constitutionally allotted.

I. ASSOCIATED STUDENTS • VIKING UNION • STUDENT ACTIVITIES

Philosophy • Organization • Programs • Funding

The following information is intended to give a quick overview of the several components of the Viking Union/Student Activities Program and the Associated Students' governance structure. This outline may also be useful in identifying opportunities for involvement and participation and possibilities for curriculum-related practical experiences. While comprehensive in breadth, this summary does not explain in depth all of the organizational and funding peculiarities that have developed over the years. Likewise, some of the information provided may change from time to time. Current information is available in the Viking Union Administrative Office. Additionally, the groupings in this listing follow a more programmatic focus than organizational lines of reportage.

o PURPOSE: The Associated Students is an association of all students at Western, a university program agency and the official student governing body. It is responsible for policy setting, provides the framework for a variety of experiential learning opportunities, and serves as a vehicle for student involvement in the governance of the University. Reporting to the Board are councils with the following concerns: Legislative and Community Affairs, Activities, Facilities and Services, and University Services; and a Student Senate that advises on various campus issues. Standing subcommittees of the Board deal with Personnel, Budget, Technology, and several other topical areas. The Associated Students operates within the mission and policies of Western Washington University. The Associated Students' Bylaws also provide a philosophic context and state the organization's purpose:

The ASWWU considers the education process as a variety of activities that give people the experiences needed for personal growth. Some of these experiences are of the academic variety; some relate to skills values, both personal and intellectual; and some are concerned with how to communicate with others. The primary goal of the Associated Students is to facilitate these educational experiences.

The ASWWU provides opportunities to use the abstract and theoretical knowledge gained in the educational endeavor in new and experimental ways while attempting to provide for the mutual assistance and support of the members of the ASWWU. (Article I, Section 2)

The services, activities, programs and facilities listed below follow from the above goals and are supported, in whole or in part, by Services & Activities Fees allocated by the Associated Students. A budgeted Bookstore contribution is added to S&A Fees to provide the A.S. General Fund budget. Individual accounts often generate program revenue which directly offsets program operating costs, e.g., event admissions, user fees, fund raising, etc. In addition, most facility operational and improvement costs are covered by Housing & Dining System funds for those buildings that are part of that bonding system.

The Viking Union/Student Activities staff provides advisement and management services for the Associated Students' governance, programming, resource outreach, community, legislative and organizational activities; operation of the Viking Union and related satellite facilities; policy advisement for the Cooperative Bookstore; coordination of retail food services

and catering; and the administration of policies governing student and campus activities. Staff reportage is to the Vice President for Student Affairs/Dean for Academic Support Services. Major administrative units include Activities and Facility Operations. Central support units include Administrative Services and the VU Finance Office.

o A.S. GOVERNANCE/GENERAL SERVICES/ADMINISTRATION: Organization-wide decision making, support functions, and external involvements

- **A.S. Board/Governance**: Salaried seven-member board; four councils; dealing with activities, facilities and services, University services, and legislative and community affairs; and a senate that provides advice to the Board on various issues affecting the university community
- **Legislative Liaison**: Salaried student liaison, resides in Olympia during session, works with Washington Student Lobby and other institutions' student liaisons
- **Personnel Office**: Salaried student director, assistant and clerical support administering 200 positions and providing training and mediation
- **Business Office**: Student manager overseeing over \$2 million in club, program, activity, operations and salary expenditures with Finance Office accounting support and staff advisement
- **Central Board Office**: Classified program assistant and student secretarial support
- **Elections/Coordinator**: Salaried student coordinator for two quarters, conducts all elections
- **Student Alumni Association**: Salaried coordinator, leadership programming, community building
- **General Services**: Centrally funded phone, postage, computer maintenance and institutional recharge

o ACTIVITIES/ORGANIZATIONS: Recognition and funding system designed to allow students and others to unite around common interests for long or short-term activities; student initiated and structured with staff support for advisement, continuity, referral, and record keeping

- **Activity Center**: Space for meeting and working, advisement, resource material/reference library, training, for all clubs and organizations; full-time adviser and student assistant
- **Clubs/Organizations**: Around 200 groups based upon the following affiliations: arts & music, cultural & ethnic, departmental, political, recreational, religious, service, social issues, special interest, limited membership/honorary
- **Club Basic Funding**: Start-up money for groups to organize and promote activity
- **Event/Activity Funding**: Grants, loans and underwriting for events, projects, travel, etc.

o PROGRAMS: Ongoing, Board-mandated functions with operating budgets, programming funds, office space and salaried student coordinators/assistants, some hourly personnel, and in some cases full-time staff

- **Resource Outreach Program**: Drug Information Center, Legal Information Center, Lesbian/Gay/Bisexual/ Transgender Alliance, Sexual Awareness Center, Women's Center, Veterans' Outreach Center, STAE (Student Transition Advice & Education)
- **A.S. Productions**: Special Events (lectures, presentations, etc.), Films, Underground Coffeehouse, Social Issues, Popular Music concerts, VU Gallery
- **KUGS-FM (89.3)**: 60% college music format/40% news, public affairs, specialty programs; General Manager plus seven paid student staff and 100 volunteers broadcasting 24 hours per day during academic year
- **KVIK**: Television Broadcasting

- **Environmental Center:** Earth Day, library/resources, educational programming
- **Peace Resource Center:** Global, world peace, human rights resource library and programming
- **Ethnic Student Center:** Full-time advisement, support staff, student assistants; lounge and meeting space; offices or work space for African American Alliance, African Caribbean Club, Asian & Pacific Islander Student Union, Brown Pride, Chinese Student Association, Filipino American Student Association, Hui 'O Hawai'i, India Mystica, International Students' Club, Khmer Student Association, Korean American Student Association, Lao and Thai Student Association, Movimiento Estudiantil Chicano de Aztlan (MEChA), Native American Student Union; Vietnamese Student Association; extensive programming and leadership training
- **Outdoor Center:** Equipment rentals, trips, resources, instruction, self-serve bicycle repair facility; operated by student staff with full-time coordinator supervision.
- **Summer Program:** Staff-produced series of concerts, exhibitions and special events geared toward summer population, in addition to student-operated Outdoor Center
- o **FACILITIES & SERVICES:** Staff managed with student supervisors and staff; generate substantial revenue to support respective operations
 - **Child Development Center:** Five full-time teachers, 56 children; budget from parent fees, A.S., institutional support, from USDA food subsidy, plus facility and maintenance from Housing & Dining; practicum site for several departments; parent cooperative; model educational program; accredited by National Academy of Early Childhood Programs division of the National Association for the Education of Young Children; housed in Housing & Dining facility at Fairhaven Complex; temporary funding is provided by Department of Education grant for 3 more years; grant provides scholarships for low income students and some support for manager's salary and benefits
 - **Lakewood:** 13+ acres on Lake Whatcom; lounge/meeting space; classes and lessons; rentals for sailing, canoeing, kayaking, rowing, sailboarding; Challenge (ropes) Course; picnicking; site management and facility costs funded by Housing & Dining, attendants and program by A.S.; location of WWU varsity crew house
 - **Publicity Center:** A.S. Review, Graphics, marketing/promotion, printing, video, fax, distribution with full-time coordinator and student staff organized as full-service agency
 - **Recycle Center:** Operates entire campus recycling collection and education program with full-time staff coordinator and student employees; operational funding from major user group charge backs and material rebates; facility built with state funding
 - **Viking Union/Administration:** Administration and operation of Viking Union and related spaces, recreational facilities, contract retail food services and catering, meeting/program space, student/staff offices, various programs and services, lounges, Northwest Freedom University, Lost & Found, VU Gallery, Event Services, Technical Services, etc.; advising for all A.S. programs and organizations; administration, advising and staff support paid by A.S.; facility operation, maintenance, improvement and management costs by Housing & Dining
 - **Viqueen Lodge:** 12+ acres and cabin on Sinclair Island, free to University groups, minimal charge for private use
 - **A.S. Cooperative Bookstore:** \$5.5 million, self-sustaining operation; funds other A.S. activities; contributed reserves to Union/Commons/Bookstore renovation; original student-initiated Bookstore Fee rolled into S&A process in early 1970s when store construction debt was retired; operates under guidelines adopted by Board of Trustees; staff reportage to Student Affairs Division Director of Budget & Administration
- o **GENERAL INFORMATION:**
 - **Staffing:** Approximately 50 permanent, 300 students at a given time (not including University Dining Services personnel)

- **Budget:** \$10 million gross revenue/expenses, including S&A Fees, Housing & Dining support, generated facility and program revenue, Bookstore sales, state allocation (does not include approximately \$1.8 million in food sales)
- **Learning Experiences/Opportunities:** Internships, practica, class projects, credit and non-credit classes, independent study, various levels of jobs/responsibility, committees, related workshops and conferences
- **Faculty/Staff Involvement:** All programs, events, services and facilities are open to all University personnel unless student status is required for a specific reason, e.g., student employment or a certain intercollegiate competition. Faculty are also encouraged to explore the possibilities of field placements, class projects, event co-sponsorship and event attendance for students they teach or advise.

II. Research

A. Qualtrics Survey

In order to assess student perceptions about instituting a student senate as part of the new proposed AS structure, we developed a survey via Qualtrics. Using Bullseye to send out the survey to all registered students, we then collected the responses and ran a report to assess the results. Below are some of the responses to questions we found key to our research about the senate:

6. The WWU AS Board of Directors is composed of 7 elected student officials who make decisions on behalf of all students and also oversee the operations of the Associated Students. How well do you think this structure is able to represent you and other students?

#	Answer	Bar	Response	%
1	Extremely well		3	1%
2	Very well		35	15%
3	Moderately well		103	44%
4	Slightly well		57	25%
5	Not well at all		34	15%
	Total		232	





7. One idea to improve the representation of students in the AS is to create a student senate which could be composed of different student groups. The student senate could take over some of the government and advocacy responsibilities from the current Board of Directors and serve as a check and balance system. How important do you think having a senate is?

#	Answer	Bar	Response	%
1	Extremely important		43	19%
2	Very important		96	41%
3	Moderately important		68	29%
4	Slightly important		10	4%
5	Not at all important		15	6%
	Total		232	








9. If there were a student senate, what makeup of student groups would you want to serve as senators? Please rate the following options from 0=least preferred to 10=most preferred.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Colleges (There are 7 including: Huxley, CBE, Fairhaven, etc.)	0.00	10.00	5.87	2.64	200
2	Academic Departments (There are over 60 including: Sociology, Marketing, Chemistry, etc.)	0.00	10.00	6.20	2.86	196
3	Academic Year (1st-year, 2nd-year, Graduate student, etc.)	0.00	10.00	5.06	2.90	189
4	Identity-based (Personal characteristics that people identify with)	0.00	10.00	5.54	3.16	183
5	General Representatives (At-Large)	0.00	10.00	5.38	2.98	186

11. How do you think student senators should be selected?

#	Answer	Bar	Response	%
1	Election		85	41%
2	Application Process		88	43%
3	Appointment		8	4%
4	Other		24	12%
	Total		205	

12. If there were a student senate, what do you think the main roles should be? (Check all that apply)

#	Answer	Bar	Response	%
1	AS Board of Directors Accountability		136	67%
2	Approving AS Board Decisions		128	63%
3	Creating and Revising Policies		119	59%
4	Budget approval		93	46%
5	Determining Priorities for Student Advocacy (i.e. agenda-setting for student lobbying efforts)		145	72%
6	Oversight of Committees		102	50%
7	Other		14	7%

From the collected data, we believe moving forward with instituting a student senate is the right direction. From question 6, 40% of 232 students answered that the AS serves them only slightly well to not well at all. In question 7, out of 232 students, 89% said that having a student senate as part of our governance structure is moderately to extremely important. There was a moderately even distribution of student senate representative groups, with Academic Departments and Colleges being the highest average choice, although the other choices were not far behind. The choices of roles/responsibilities of a possible student senate in question 12, were all of a moderately even distribution with student advocacy, AS Board of Directors accountability, and approving AS Board of Directors decisions as the three highest chosen.

1. Main Themes Gathered from Qualtrics Survey:

- Students do not feel adequately represented by the current board structure
- Students believe there should be a check and balance system in place for the Board
- There is a lack of understanding about what the AS Structure is and functions
- Students want to have more of a say in what decisions are being made
- Increased transparency is needed for AS Board decisions, budgets/spending, policies and policy-setting, operations
- A revised representative student group is wanted/needed
- Desire to have less bureaucracy

B. Likes and Dislikes of Other Associated Students Models

Like- In moving forward we wanted to insure that the model we put forth consist of the characteristics that we like about our current model and other models we researched across the country. We would like to see a split and clear divide between advocacy and governance / programing, services and administrative functions. In the past these two have been blurred and has led to some inefficiencies and cross over in job descriptions resulting in one being inadvertently not done as effectively. By having a clear divide these tasks will be done more holistically and efficiently. The programming side of the AS should continue operating similarly to the “corporate” structure that is already in place. This would mean that some of the VP positions would continue oversight of programming and internal offices. We would also like to see another body of representatives (possibly a senate) that can counterbalance and hold the board of directors accountable. It is also important to have a system of leadership development in place for students.

Mixed- The committee should continue to explore and discuss what a multi-year term could look like. What would the intended and unintended implications be by having a multi-year term for an elected position? The committee also thinks that population and departmental representation is an idea that could be further discovered. Lastly the committee thinks that the judicial responsibilities within the AS should be identified and clearly designated to either the senate or the board.

Dislikes- The committee looked at many other models and concluded that excessive emulation of the federal government would not be a good fit for Western. The committee is also weary of individual appointments to positions and candidates running together on a single ticket. Another dislike from other models was assigning job descriptions after the start of the position.

C. Strengths and Challenges of Current Associated Students Model

Strengths	Challenges
<ul style="list-style-type: none"> • The AS provides great opportunities for student leadership and student supervisors. • The current Board of Directors structure allows for quick decision making, not being slowed down by excessive bureaucracy. • A unique mixed corporate structure and governance model • Representatives are elected by the students. • The AS committees play an important role in working on things delegated by the Board and that it provides opportunities for students at large to be involved in the AS. • The yearly turnover of employees brings in new perspectives. • Students are given a lot of responsibilities. • The AS allows for student clubs to be at the forefront of change on campus and have access to funding. • Allowing student staff to take leadership of projects • A strong advising structure that provides guidance as well as student autonomy 	<ul style="list-style-type: none"> • The potential to overwork students, which leads to high turnover. • Hasty decisions are not advantageous to the AS. Currently the AS needs to have an avenue for increased transparency. • The AS also needs to raise student awareness because student engagement is challenging for the organization. • A small Board of Directors allows for a potential lack of diverse representation. • The AS' focus is primarily on internal issues rather than representation. • There is also a lack of accountability, specifically on the AS Board of Directors. • The Board of Directors are unable to focus on the priorities/goals developed early in the year because they are working on day to day operations. • Currently the model lacks "Channels for advocacy." • A need to work with other leadership bodies on campus to create more interdependence. • Better representation <ul style="list-style-type: none"> ○ Primarily the lack of representation of satellite campus students and Graduate students. • Currently, the complexity of the AS structure makes it hard to understand • Hiring structure is overwhelming and does not allow for a "team" to be hired together, and instead focuses on hiring each individual position by different search committee groups

III. Proposed Structure

A. Proposed Structure Introduction

Proposed Structure Introduction:

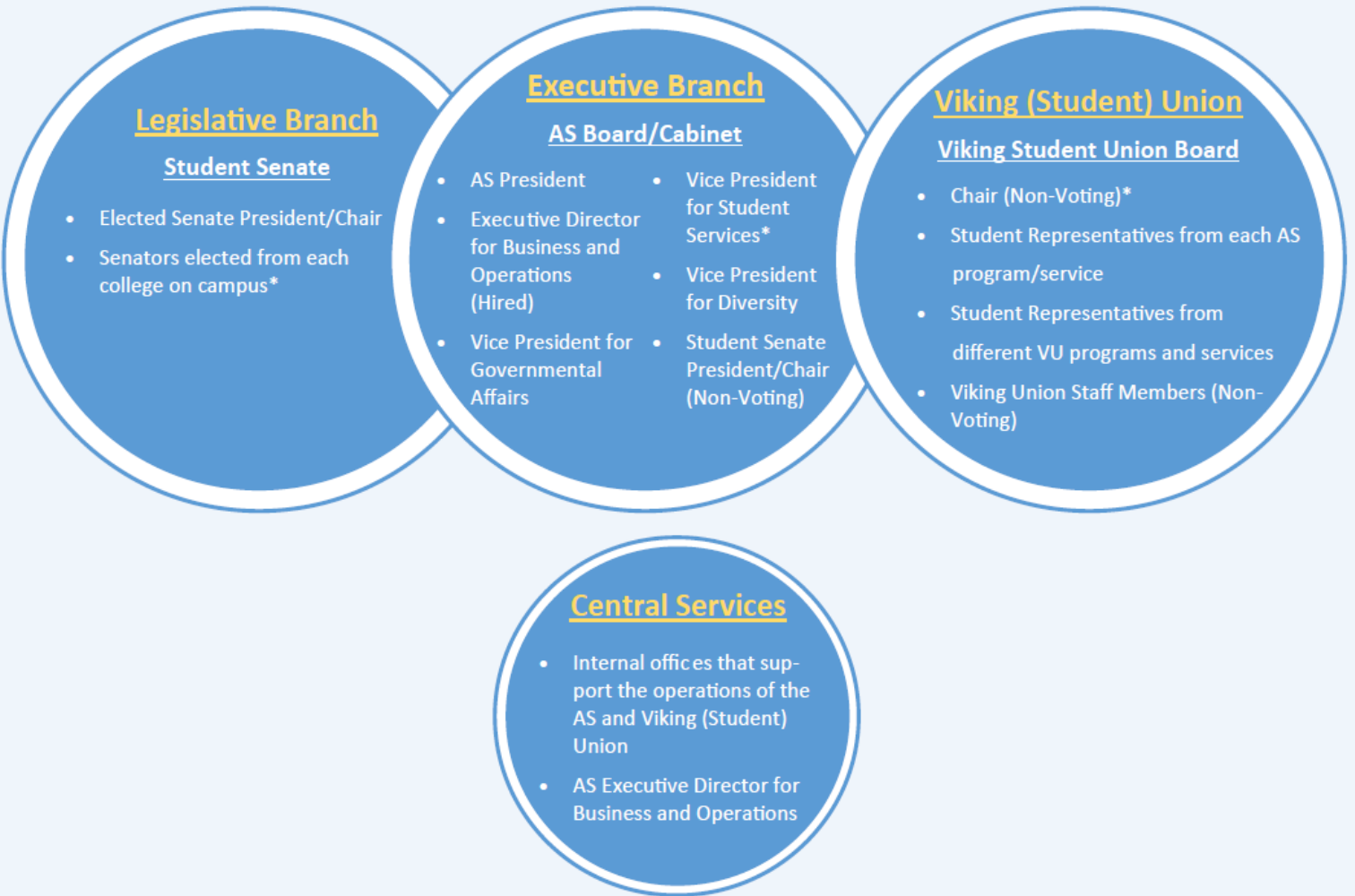
The structure proposed within is in response to numerous calls for enhancement to the AS Structure of governance and programming. Those calls for change have been identified through annual challenges voiced by students who are part of the Associated Students, a broad student survey conducted in Spring 2016, and the review by the AS Structural Review Committee chartered in Fall 2015. Below are the primary areas of needed enhancement identified by the AS Structural Review Committee to include:

- Improved and strengthened capacity of the AS to engage in shared governance throughout the institutional structures.
- Need for a more representative governance structure.
- Greater access to representatives and increased opportunity for more targeted advocacy.
- Opportunities for checks and balances of our elected student governing bodies, as well as connectivity between them.
- Separation of governance and representation/advocacy from programming and services to better focus the energies of elected officials and selected student employees.
- Clearly defined roles for elected student officials, selected student officials/employees, and professional staff.
- Enhanced connection to the academic departments and processes through Student Governance and the co-curricular engagement programs.
- Enhanced student representation with and from all areas of the institution.

The following proposed structure is one that could create the changes needed to achieve the improvements in support of the above listed areas of challenges and hopes for enhancement. This suggested structure offers a preliminary model to 1) begin addressing the challenges presented while also; 2) enhancing the areas of core strengths needed in both shared governance and active co-curricular engagement opportunities. This proposal does not provide the depth of detail in operations and management needed, but instead is meant to offer an initial response to the challenges outlined above



B. Diagram of Structure



C. Overview of Structure

Associated Students

The Associated Students represents the work of advocacy, representation, and governance. The Associated Students work to execute the will of students as a legislative body. The Associated Students shall be made up of two separate bodies forming the Executive Branch and the Legislative Branch.

Viking (Student) Union

The Viking (Student) Union provides a variety of co-curricular activities-based programs and student services that enrich and enhance the lives of students. The Viking Union and the VU Student Union Board will develop and support engaged programming and services that build community, promote inclusion and equity, foster sustainability, and enhance student learning and development. The Union Board will serve to develop strategic direction and act as the primary advisory body to the Director of the Viking Union on matters such as policy, budgeting, facility usage, and support programming on campus through funding and advisory direction.

Central Services

There are some services and offices that will be important to both the AS and VU and will overlap between them. These services may include the Communications Office, the Business Office, the Personnel Office, etc.



D. Legislative Branch

Function/Responsibilities

- Primary body responsible for shared governance on academic/university committees
- Fiscal oversight (budget approval for the AS and the Viking Union prior to S&A Fee with oversight by the Executive Director of Business & Operations)
- Recommendations for agenda setting for national, state, local advocacy and representation
- Can send the Board of Directors any motions, bills, resolutions
- President:
 - Serve as non-voting member of the AS Executive.
 - Attend Faculty Senate
- Senators:
 - Serve on a minimum of one (1) Advocacy Group/Task Force/Commission or one (1) University Committee.

Legislative Branch

Student Senate

- Elected Senate President/Chair
- Senators elected from each college on campus*

The Student Senate is made up of representatives from each college on Western's main campus.

- Every College gets 2 representatives plus 1 more per additional 1,000 students over 2,000. (Or some kind of algorithm that prevents any colleges from gaining a majority).

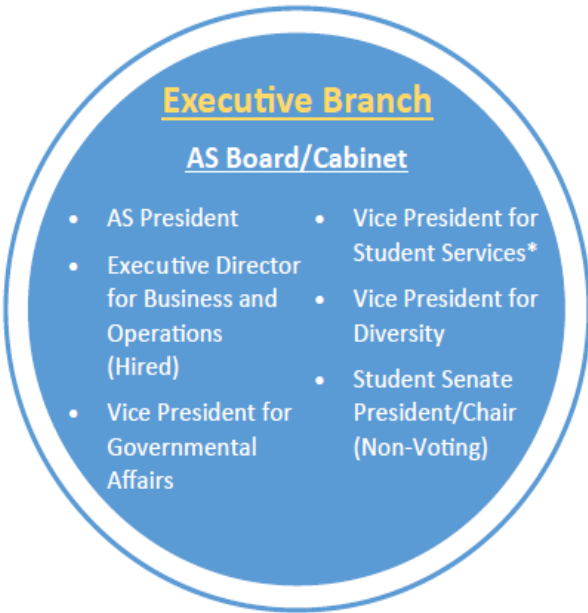
***It's important to create a structure that allows for representation of the academic interests as well as creating a structure that recognizes the need for diverse voices, and in particular those of marginalized groups on campus.**

Some possible suggestions:

- At-large positions are selected through an application process and approved by the AS Executive Board/Cabinet
- Each college is responsible for ensuring diverse representation through their selection process/senator selections
- Senate President/Chair has the responsibility of working with colleges to ensure diverse representation in the senate (including protected classes, year in school/grad school)



E. Executive Branch



- Function/Responsibilities
- Chair identity or issue-specific task forces.
 - Support advocacy work.
 - Engage as the elected representation in numerous shared governance roles, including serving as the voice of students to the Executive Administration of WWU as well as the Board of Trustees.
 - Execute the local, statewide, and national legislative/advocacy agendas
 - Lead and coordinate committee appointments and student elections/referendum processes as well as student civic engagement/voting programs

*The shift from Vice President for Student Life to Vice President for Student Services was meant to fully emphasize the connection and role as a liaison between the position and all student services on campus.



F. Viking Union

Viking (Student) Union**Viking Student Union Board**

- Chair (Non-Voting)
- Student Representatives from each AS program/service
- Student Representatives from different VU programs and services
- Viking Union Staff Members (Non-Voting)

Function/Responsibilities

- Act as a sort of expanded Facilities and Services Committee.
- Establish policies and oversee operations of programming and services managed through Viking Union Facilities. *(F&S Charge and Charter)*
- Review policies and operational procedures for Viking Union Facilities and Services. *(F&S Charge and Charter)*
- Make decisions on fiscal and operational topics and make recommendations to the Director of VU Facilities. *(F&S Charge and Charter)*

The Union Board replaces the VP for Activities and distributes the duties among the stakeholders of programs and services through the central Student Union Board of Directors.

- The Union Board is made up of 9 to 11 people that could include membership/representation from the following programs/areas:
 - Chair (Non-Voting) *TBD*. One possibility could be the AS Executive Director for Business and Operations to provide a connection to the AS Board/Cabinet.
 - AS Productions Director
 - ESC/Multicultural Center/Steering Committee Rep.
 - ESP Director
 - KUGS Program Director
 - ROP Rep(s).
 - Outdoor Recreation Rep.
 - Club Hub Rep.
 - Student Representatives (3-4) from different VU/Program/Services areas. (Event Services, Building Managers, Tech Crew, etc.)
 - Viking Union Staff Members (Non-Voting)



G. Central Services

There are some services and offices that will be important to both the AS and VU and will overlap between them. These services may include the Communications Office, the Business Office, the Personnel Office, etc.

Central Services

- Internal offices that support the operations of the AS and Viking (Student) Union
- AS Executive Director for Business and Operations
- Senate President/Chair

AS Executive Director for Business and Operations:

- Rationalization for Positional Changes:
 - Hired for a specific skill set rather than elected role.

Role:

- Acts as a voting member of the AS Executive Board/Cabinet
- Chairs the Viking Union Board as a non-voting member.
 - This ensures some level of connectivity between AS Executive and VU Board
 - Skill set and positional knowledge makes the position a good fit for the workings of the VU Board
 - Non-voting to lessen positional power in multiple bodies

Senate Chair:

Role:

- Chair the Student Senate as a voting member
- Serve as non-voting member of the AS Executive
- Provide insight to the AS Executive from the Senate
- Greater knowledge of workings of Executive should there be anything that needs to be brought to the Senate for an opinion/vote.

Reasoning:

- Emphasis on role of Senate Chair as primary duty, part of the AS Executive as secondary duty.
- Non-voting on the AS Executive alleviates conflict of interest the Senate Chair may experience between the two bodies. (Ex. When serving as a check on the other body.)



H. Further Explanation for Positions that Overlap:

AS Executive Director for Business and Operations:

- Rationalization for Positional Changes:
 - Hired for a specific skill set rather than elected
- Role:
 - Acts as a voting member of the AS Executive
 - Chairs the Viking Union Board as a non-voting member.
 - This ensures some level of connectivity between AS Executive and VU Board
 - Skill set and positional knowledge makes the position a good fit for the workings of the VU Board

Non-voting to lessen positional power in multiple bodies

Senate Chair:

- Role:
 - Chair the Student Senate as a voting member
 - Serve as non-voting member of the AS Executive
 - Provide insight to the AS Executive from the Senate
 - Greater knowledge of workings of Executive should there be anything that needs to be brought to the Senate for an opinion/vote.
- Reasoning:
 - Emphasis on role of Senate Chair as primary duty, part of the AS Executive as secondary duty.
 - Non-voting on the AS Executive alleviates conflict of interest the Senate Chair may experience between the two bodies.
 - Ex. When serving as a check on the other body.

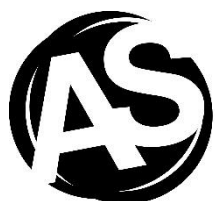
IV. Timeline

		Fall	Winter	Spring
Year 1 (‘16 ‘17)	Define the roles and authorities of the Senate		Determine Compensation Model for Senators	Recruitment for Senate Nominees / Applications
	Determine Senate positions / constituencies		Build Buy-in from Acad Dept/Colleges & other areas	Pass necessary re-writes to AS Board roles, impacted by Senate
	Develop Senate Proposal for AS Board Approval Vote	AS Board votes on Proposed Model for the Senate (including a 1-year "Interim Senate"), would include budgetary mandate to fund Senate		
	Senate Selection			
All Year Long: AS Comm Office and/or Comm Committee is informing the campus community about developments and facilitating public comment				
		Fall	Winter	Spring
Year 2 (‘17 ‘18)	Intense Training of Senate		Re-write of Board Roles / JDs, Part 2	
	Figure out how elections of Senators would work (if we decide to go that route) - Structural Review Sub-committee	AS Board & Senate vote to ratify any changes to Senate make-up, charge, etc.		Structural Review Committee - Earnestly begins re-design of Programmatic parts of AS/VU (possibly leading to more clear separation of roles), likely leading to another major edit to Board positions
	Examine changes we wish to make to AS Board roles, begin proposal - Structural Review Sub-committee	(if moving to elect Senators) Handle technological implementation of new election procedure		
	Examine & recommend alterations to ProStaff assignments (current & future) - Structural Review Sub-committee			
All Year Long: Interim Senate does actual "Senate Work," representing students and taking action on policy and budgetary matters				
		Fall	Winter	Spring
Year 3 (‘18 ‘19)	Permanent Senate begins and should have a firm grasp on role by now			
	Structural Review Comm (SRC): Continue developing new model for Program side of the organization	In-depth analysis of financial impact of changes	Too Hazy to Tell....
	SRC: with Senate Leadership, conduct a SCOT to determine if any immediate changes are needed	Revise Board and other job descriptions as needed		
	SRC: Examine how the REP & Committee System align (or not) with the Senate (which need more or less tie?)			
All Year Long: The VU Staff will be working closely in concert with the SRC to determine pace and feasibility of programmatic changes, as there would be significant implications for professional staff.				

V. Appendix

A. Structural Review Committee Charge and Charter

Notes: The Assessment Coordinator was added as a voting member to provide alignment and insight with the internal SPAC assessment process. The VP for Diversity membership has a designee and will be the most interchangeable member due to board discussion this year. The VP for Diversity will not attend meetings where other board members need to attend meetings surrounding decisions being made about changes to their positions or areas of oversight. The VP for Diversity will then make said board member a temporary designee to the meeting(s) in their place as to not have board member quorum.



Associated Students of Western Washington University Associated Students Structural Review Committee Charge & Charter May 2016

I. CHARGE

The AS Structural Review Committee will evaluate the Associated Students of Western Washington University's structure. This committee will work to determine:

- How to maximize student engagement with the AS in all services.
- How the AS can create better opportunities for students in leadership development.
- How to increase student representation
- Improvements to how the AS tells its story and highlights the student experience.

The committee timeline would include three phases.

Phase I: Learning Phase, in which committee members gauge student opinion and do research to further understand the Associated Students structure.

Phase II: Synthesis Phase, in which committee members compile and analyze the information.

Phase III: Output Phase, in which committee members may bring initial recommendations to the Board. The committee will give updates to the ASWWU Board of Directors on progress with desired initial recommendations in Spring 2016.

I. MEMBERSHIP Chair: ASWWU Vice President for Governmental Affairs (or designee)

Vice Chair: ASWWU Vice President for Business and Operations (or designee)

ASWWU Vice President for Diversity (or designee)

AS Assessment Coordinator

1 Residence Hall Association Representative

1 Athletic/ Campus Recreation Representative

1 AS Club Representative

1 Associated Student Representative

1 Ethnic Student Center Club Representative

4-5 Students At Large

Facilitator: Eric Alexander (non-voting)

1 Dean of Students Unit Advisor (non-voting)

- II. CHAIR** The Chairperson shall be the ASWWU AS Vice President for Governmental Affairs or designee. The Chairperson shall convene the meetings, approve agendas, and preside at all meetings. The Vice-Chairperson shall be ASWWU Vice President for Business and Operations or designee and acts in the absence of the Chairperson.
- III. MEETINGS** Meetings shall be called by the Chair. The committee shall meet once a week with a minimum of twenty-four (24) hours' notice. Meetings may also be called by any member with support of at least twenty-five percent (25%) of the seated, voting membership.
- IV. VOTING** In order for a motion to pass, it must obtain a majority of the legal votes cast. An abstention shall not count as a legal vote cast.
- V. QUORUM** A majority of the voting membership shall constitute a quorum. If a quorum is not present, the Chair will adjourn the meeting and reschedule to a new day and hour.
- VI. SUBCOMMITTEES** In order to provide for coordination and direction, the committee may establish subcommittees as necessary. Unless otherwise noted, these groups shall follow the provisions of the committee with respect to procedure.

RULES OF OPERATION The committee may adopt and amend rules of operation governing its operation by a majority vote of the committee, subject to review or approval by the AS Board of Directors.

- VII. AMENDMENTS** This Charter may be amended by a majority vote of the AS Board of Directors.

REPORTAGE This committee shall report to the AS Board of Directors through the ASWWU Vice President for Governmental Affairs.

B. Qualtrics Full Report

My Report

Last Modified: 05/05/2016

1. The purpose of the following survey is to collect information from WWU students to guide the potential restructure of the Associated Students. This work is being conducted by the AS Structural Review Committee. This short survey will take 10 minutes or less to complete. The personal information you provide will remain completely anonymous. By selecting the "Agree" option below, you are indicating that you give permission for the information you provide in this survey to be used for research and data analysis. Please let me know if you have any questions. This survey will close to submissions on Monday, April 25th at 5:00 pm. Sincerely, Hannah Brock Associated Students Vice President for Business and Operations busops@wwu.edu

#	Answer	Bar	Response	%
1	Agree		279	99%
2	Disagree		3	1%
	Total		282	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.01
Variance	0.01
Standard Deviation	0.10
Total Responses	282

2. How familiar are you with the Associated Students as a representative body?
(From 0= Not at all familiar to 10= very familiar)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Familiarity	0.00	10.00	4.77	2.74	205

3. Which Associated Students programs and services are you familiar with?
(Please check all that apply)

#	Answer	Bar	Response	%
1	KUGS Radio		136	60%
2	AS Review		99	44%
3	Outdoor Center		137	61%
4	KVIK		33	15%
5	Viking Lobby Day		72	32%
6	Resource and Outreach Programs (Women's Center, Queer Resource Center, Legal Info Center, Disability Outreach Center, Social Issues, etc.)		113	50%
7	Clubs		169	75%
8	Ethnic Student Center		116	51%
9	Student Government (AS Elections, Board of Directors, etc.)		114	50%
10	Environmental & Sustainability Programs (Sustainable Action Fund, The Outback, Environmental Center, etc.)		93	41%
11	AS Productions (Concerts, Large Events, Films, Underground Coffeehouse, etc.)		154	68%
12	Representation & Engagement Programs (AS Elections, Western Votes!, Committees, etc.)		72	32%
13	Other		2	1%

Other
None
PRSSA and LEAD

Statistic	Value
Min Value	1
Max Value	13
Total Responses	226

4. How well do you feel like the Associated Students serves you?

#	Answer	Bar	Response	%
1	Extremely well		3	1%
2	Very well		34	15%
3	Moderately well		110	48%
4	Slightly well		54	23%
5	Not well at all		29	13%
	Total		230	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.31
Variance	0.84
Standard Deviation	0.92
Total Responses	230

5. If you feel comfortable, please use the following text box to explain how you think the AS could better serve you?

Text Response
More knowledge about how the AS impacts our daily lives on campus. There seems to be a separation between how the AS relates to students and how those students work with the AS.
The AS could better serve me by paying employees better. I technically work less than minimum wage here.
being more transparent! Making more of an effort to clearly lay out the AS structure (who does what), and spread the word of what the AS is around campus.
Transparency and allowing room for actual activism to occur.
Communicate with students more efficiently and effectively
As a club officer, the AS could have better served me by not making it so difficult to be a club.
Transparency. We need to be able to find governing documents on the webpage. Demand more seats at the table for other students to weigh in on issues they care about, its less of a shared governance and more of a structural hierarchy governance that leaves people who don't want to committ their time to being an AS elected student without access to important conversations. More outreach to clubs keeping ongoing dialogue and updating us on events/deadlines coming up.
better scheduling of rooms for clubs
It could use some more space in the ESC, and more scholarship opportunities in general.
No idea, should do more to promote themselves
A student senate. More open and inclusive governmental structure
I don't think there is enough diversity of opinion represented by the AS. Things seem remarkably one-sided sometimes on the political spectrum.
I wish I knew more about what the AS was doing or what events they were hosting, etc.
I don't feel that the as has enough funds to support students to the degree that is ncessary
start taking www more seriously
Have more events where I can get to know more. I'm sure you already do this but apparently it's not effective.
More emphasis on club activities and events
Considering my general level of interest it serves me well, I'm sure
Support people of color events
n/a
N/A
Appear at Board of Trustees meetings
As an extended education student in Poulsbo, I never see any signs or evidence of a student governance structure or program. If we actually had members representing us at various satellite campuses (Poulsbo, Everett, or Port Angeles) then that would be great. I feel as though only the main campus students benefit from this and extended education students may not. I don't know though since this is not salient at other campuses.
More visibility of AS decisions - I am familiar with many programs but I have no idea what the AS government actually does.

I'm a non-traditional student. I work full time, have a family, and attend college full time. That diversity is overlooked on the WWU campus.

Know how the people have changed their departments during their tenure

Tell a band that they have a concert here so they're not two hours late????

Stop booking events and clubs over each other and then refusing to do anything about it

I think there needs to be more information available on services and activities for those that maybe don't know where to look to find it

There's too much focus on diversity being the fun word and all that we focus on. I would rather see emphasis on academics and issues with classes rather than just hearing "diversity" thrown around for the sake of using a buzz word.

They could try and get more feedback from students on issues affecting them and regarding them without speaking for all of them. As someone whose beliefs tend to be more conservative, I do not feel like my voice is welcome nor is it represented.

Fix registration, parking, lower Gur requirements. Stop putting us in the news for embarrassing social political issues (pc freak outs).

Our elected officials are jokes. The club staff is great, but we pay a lot of money for fun events and all we get is inflammatory speakers.

Well the students who are making a lot more money than what I make for my on-campus job could at least respond to their emails when I ask them questions. Preferably the Club Hub.

The AS is too handcuffed by the school. We need to allow the students true freedom when it comes to making campus decisions. We don't pay the exorbitant tuition for nothing.

WWU is 73% white - per WWU's own statistics. Yet others appear to get more attention, more focus, and that we aren't doing enough for them. I feel slighted because evidently being in the minority, even those in the single digits, appear to get more focus and attention. You want a Student Senate? Then 73% of the seats are for the majority.

I'm a 30 year old grad student and assume I'm an outlier you don't cater to.

I think having a running student senate would be greatly beneficial.

More noon-time programming so commuter students can attend. Also, think about offering free parking for people who buy tickets to events.

I think the AS should focus more on serving the interests of the university as a whole rather than satisfying the desires of those in power within the AS.

More outreach/better events

Disband and return my student fees.

Departmental reps by focus/major to communicate back to students within those departments?

As a student, I feel a huge disconnect between AS and the student body. It feels very unapproachable and inaccessible- I don't feel as though my voice is being heard.

What do you do?

such a confusing system, I don't understand it

Knowing all about what the AS does takes some outside research, and most students, particularly first-years, don't put in that extra effort. So if the AS could better promote themselves to these students to help them see why the AS matters to them, then more students could be involved with the AS.

Not sure. I don't take advantage of most of the things listed above. I only chose those two things because I've used or participated in them in the past. As a masters student, campus life and support is not that important to me and don't think I should be paying this fee.

Less bureaucracy.

it has always been my view that AS is primarily supported by WWU as a means for the administration to keep tabs on what the students are up to. I would like to see the AS be used for more direct-action and as a louder and more cohesive voice on important issues.

The AS does great things, but because of our lack of visibility we do not engage the students and we don't have things for them to rally behind as a campus culture.

This is a very small text box - perhaps on the next survey it should be larger to allow for survey takers to better organize responses to this question.

Better integrating transfer students

Although AS is meant to serve as a representation of the student body, I don't think enough students vote for that to be true. There needs to be better outreach and campus wide involvement.

No one will listen to me based on my sex and skin color.

more services and spaces for marginalized identities

By advertising more, specifically to people who live off campus

I haven't been on campus for very long, this is my first quarter so I just don't know that much about it yet I guess.

They could serve me better by telling me what they do in clearly listed bullet points. I need to be better informed.

By being more present on campus and clearer about what the group is and does

I still dont know much about what the AS does in some areas and I'm a senior. I guess i want to know more about what the AS is currently doing

Lower tuition and fees. The fees are out of control.

Provide newer audio equipment for clubs meeting in the Viking Union, several pieces are non-functional.

more money for events, speakers that appeal to EVERYONE- not just targeted at validating identities

I'm an online student and when I registered for Lobby day the communication was poor. I had no clue what to expect when meeting the student body at the capital. It seemed the on campus students had a better idea of what was going on.

Being more apparent with their actions that benefit the student body.

I think I'd need a bigger box honestly.. The AS could put more resources towards representative and advocacy programs, and make sure that students know how to bring issues forward, as well as how to access shared governance structures.

make changes based on the vocalized needs of marginalized students

figure out ways how commuters could opt out paying the whole fee for the Rec Center if it is never used.

support clubs better, by responding and supporting clubs efforts, responding to clubs requests sooner.

I just don't see them much in the day to day life of WWU

Still not sure about what the AS does

More scholarship opportunities
By providing more opportunities for student input.
Elected contests turn into popularity Facebook contests that marginalize introverts.
Students need to know what the AS board is doing. What do they decide on? What kind of decisions do they have the power to make? I think it would be helpful to students to know what the AS is currently doing that way there is less of a disconnect
At the time the AS seems to offer students many opportunities and services. While this is great and should be maintained, it is my understanding that the AS should also be representing student interests and voices in dealings with the Board of Trustees, Administration, and WA Government. I don't see this happening and I don't think there is any meaningful way that the AS is gathering their constituents views.
By actually representing all of the students here
Letting people know what services are available sooner. I still find out about new stuff and I'm a senior.
The AS needs a more democratic, representative form of government. The Board should not function as the executive and policy making bodies. Instead, there should be a separate independent legislative body with co-equal standing, and representing the broader student body.
Be more visible to the student body.
Focusing on issues actually important to students, such as tuition, textbook prices, class retake policy, etc. rather than things like the mascot that nobody has complained about.
AS focuses too much on trite questions of privilege - even as a student of color, I find the sjw mentality it promotes appalling.
I don't know how any student would look at this form and feel capable of answering these questions with any shred or ounce of understanding of the impact their input would have on the AS.
better live shows, more substantial booking
Dissolve
make the resources more available I didnt know we had a lot of programs
Student senate and more diverse programming
The AS needs to represent all needs of all ethnicities and not baby the minorities while demonizing the rest of the majority student population
Host more school-wide events that shows off the different clubs and opportunities to get involved around campus through current projects and events.
Agree.
AS Clubs do not communicate well.
Reach to ALL students
I feel like I don't know exactly what the AS does- I am familiar with some things they do but I didn't realize the AS was involved in those things
The AS doesn't do a great job of involving

Statistic	Value
Total Responses	95

6. The WWU AS Board of Directors is composed of 7 elected student officials who make decisions on behalf of all students and also oversee the operations of the Associated Students. How well do you think this structure is able to represent you and other students?

#	Answer	Bar	Response	%
1	Extremely well		3	1%
2	Very well		35	15%
3	Moderately well		103	44%
4	Slightly well		57	25%
5	Not well at all		34	15%
	Total		232	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.36
Variance	0.91
Standard Deviation	0.95
Total Responses	232

7. One idea to improve the representation of students in the AS is to create a student senate which could be composed of different student groups. The student senate could take over some of the government and advocacy responsibilities from the current Board of Directors and serve as a check and balance system. How important do you think having a senate is?

#	Answer	Bar	Response	%
1	Extremely important		43	19%
2	Very important		96	41%
3	Moderately important		68	29%
4	Slightly important		10	4%
5	Not at all important		15	6%
	Total		232	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.39
Variance	1.09
Standard Deviation	1.04
Total Responses	232

8. If you are comfortable, please describe why you don't think a student senate would be important and a possible alternative option if you can think of one.

Text Response
Because the added buracracy will just slow down the decision making process
I don't think the students, especially those in AS, are capable of making decisions that might affect future generations. I don't think they have the emotional strength and mental clarity to make these important decisions. I don't think there needs to be a check against the current structure of the system.
It sounds like more beurocratic red-tape.
I don't feel that it is possible to reperesent each group accurately.
No one knows how the AS is run and few people know what it does. The elections are a joke already, I don't think including a student senate will change that in any way.
Mobocracy
Electoral college was made to make things efficient in regions that had low voting turnouts by the populous

Statistic	Value
Total Responses	7

9. If there were a student senate, what makeup of student groups would you want to serve as senators? Please rate the following options from 0=least preferred to 10= most preferred.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Colleges (There are 7 including: Huxley, CBE, Fairhaven, etc.)	0.00	10.00	5.87	2.64	200
2	Academic Departments (There are over 60 including: Sociology, Marketing, Chemistry, etc.)	0.00	10.00	6.20	2.86	196
3	Academic Year (1st-year, 2nd-year, Graduate student, etc.)	0.00	10.00	5.06	2.90	189
4	Identity-based (Personal characteristics that people identify with)	0.00	10.00	5.54	3.16	183
5	General Representatives (At-Large)	0.00	10.00	5.38	2.98	186

10. Optional question: If you have other suggestions not listed above, please use the following text boxes to explain alternate options.





#	Answer	Bar	Response	%
1	Hybrid of one or more of the above options		46	67%
2	Other		23	33%
	Total		69	

Hybrid of one or more of the above options	Other
Doing it by college would be good but it would also be important to make sure that students of all identities and years were represented	I think we should dissolve most of the power currently held by the AS. If we must have senators, I would like to see them approved by faculty/board of trustees.
Colleges and academic departments could probably be combined.	Representatives for out-of-state and transfer students
Using Colleges and Departments within would be the best combination	I want a senate representative of every group at Western. All deserve a voice.
At-Large elections mixed with appointed officials	Ethnicities
Colleges + academic year seems decent	Representatives for various committees on campus, and potential clubs
Should be wholly based on academic divisions	It should be the people who want to participate. Why the demographics?
Academic Year + Identity. OR General	I don't understand, and therefore don't support this effort.
Within the academic departments they could have a mixture of academic years and identity based.	Parents of Students
At least one student from each department, then more student reps for larger departments. If only 1 person runs, they get more votes proportional to the size of the department they represent.	Student housing, on-campus and off-campus
Members of clubs, making sure as many identities as possible are represented	Graduated alumni as members bc by the time they graduate change may not have happened.
It's important to have a well rounded, diverse Senate that can represent the general student population. To do so, you must consider many of these groups	senate members from different club types

If we have a Senate as many groups as possible need to be represented	They might count as general representatives, but I think there should be representatives of ResLife in the senate. Especially since we interact on a very deep basis with students in the residence halls, so we can accurately speak on their behalf.
Everyone deserves/needs to be heard and represented	Mental health and ethnic representatives
A percentage of each identity based on the population of the school	Someone to represent Online and/or alternative campus locations
I think all of these groups are important to have representation from.	The Student Assembly for Power and Liberation
Academic departments but within that having a mix of academic year, gender, and other characteristics	Athletics
There are multiple ways to combine them, you will probably have to experiment a bit to find what works best for Western. Even more importantly, this should be subject to change so it can adapt according to the needs of the student body. I could imagine a hybrid of all but the college wide representatives could be effective. You should also be aware that representative democracy is only one type of democracy, and it might work better for western students to have a different form of democracy, such as direct or participatory. There's a good amount of work in political science that shows how representative democracies can easily fail to be both representative and democratic.	Ditch representatives, have students individually vote on issues through any online portal.
Hybrid of all of them but a diverse selection of them. ie. sophomore and chem student and then a graduate who identifies as non-binary and is studying sociology.	
athletic department, clubs	
I think a student senate would need to be as diverse as possible, in race, gender, sexual orientation, college, major, and academic year.	
last two	
Academic Departments/Academic Year (The more representatives, the better!)	
Colleges with a system for ensuring adequate representation of marginalized identities.	
I think its important to be able for students in interdisciplinary programs to have an opportunity to join the senate if they were to choose to do so. Departments and Colleges are important, but when a group of students is not a member of just one, they tend to be overlooked	
Make sure that there are identity based representation from the college reps.	
Students of different academic years composing each of the chosen groups	
Committees should be comprised, at least in part, of senators i.e. Cold Beverage Committee, Planning, LAC, etc.	
A mix of at-large and college representation would be ideal. Too many senators would lead to gridlock, more than 50 is probably sub-optimal.	

Min Value	1
Max Value	2
Mean	1.33
Variance	0.23
Standard Deviation	0.47
Total Responses	69

11. How do you think student senators should be selected?

#	Answer	Bar	Response	%
1	Election		85	41%
2	Application Process		88	43%
3	Appointment		8	4%
4	Other		24	12%
	Total		205	

Other
Appointment and then Election
Hybrid election and appointment
Maybe a combination of election and application process? I feel like doing it solely an election might intimidate certain groups. Not sure.
All of the above
Application to choose a few for each position and an election to select from them
application/appointment
Picked at random-based on previous categories, but then able to choose if they want to be a senator.
Election within their department.
Combination of application and election
To some degree there will be a self selection process, but I think the departments could have a hand in helping to select reps
Combination of election and appointment. Sometimes elections can be a popularity contest when appointment is based on accomplishments.
Perhaps a combination of Application and Election
I think a combination of an election and application process would be good
I don't think it should happen, so this is kind of a moot-point question. I'd prefer they be elected, and have the AS board be appointed if we're going to end up going down this route, however.
lottery
Application Process for primary selection then Election for general select few. This way faculty select best fit for not just based on popularity etc. first.
both application and election.
Either election, or they just show up and participate, on the assumption that every student should be able to participate in decision making.
Through election but with a requirement of minimum qualifications.
There should be elected senators and appointed senators. However, the elected senators should have a majority.
Combination of All of the Above

Application and then election, GPA should be consideration
Nomination from peers/faculty, then election
Application process combined with election by the student body

Statistic	Value
Min Value	1
Max Value	4
Mean	1.86
Variance	0.91
Standard Deviation	0.95
Total Responses	205

12. If there were a student senate, what do you think the main roles should be?
(Check all that apply)

#	Answer	Bar	Response	%
1	AS Board of Directors Accountability		136	67%
2	Approving AS Board Decisions		128	63%
3	Creating and Revising Policies		119	59%
4	Budget approval		93	46%
5	Determining Priorities for Student Advocacy (i.e. agenda-setting for student lobbying efforts)		145	72%
6	Oversight of Committees		102	50%
7	Other		14	7%

Other
I'm not really sure what student advocacy is actually occurring.
All of the above
Input on GUR requirements!
Budget approval most important
Making sure the stupid idea of having a dorm for a specific race is not going to happen. I'm not paying for a dorm I can't even live in, that's discrimination. I don't even know why the AS would have some idea like that. I've been hearing about it a lot, I'm not voting for students who have such exclusive ideas like that. Sure, people think Western is a racist school and they're entitled to their opinion. But those types of decisions shouldn't even be going through the AS.
The students need to take the power back.
Fixing whatever problems exist that makes you think we need a senate.
IS THIS JUST MORE BUREAUCRACY?
Finding ways to make the AS relevant.
agenda setting for academic affairs advocacy as well
checking admin
All these give too much power to students










Statistic	Value
Min Value	1
Max Value	7
Total Responses	202

13. Please indicate your class standing.

#	Answer	Bar	Response	%
1	1st year		30	15%
2	2nd year		44	21%
3	3rd year		59	29%
4	4th year		57	28%
5	5+ year		16	8%
	Total		206	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.93
Variance	1.38
Standard Deviation	1.18
Total Responses	206

14. Please indicate what college(s) you are enrolled in. Check all that apply.

#	Answer	Bar	Response	%
1	Business and Economics		26	13%
2	Fairhaven		13	6%
3	Fine and Performing Arts		10	5%
4	Humanities and Social Sciences		84	41%
5	Science and Engineering		44	21%
6	Graduate		8	4%
7	Huxley		21	10%
8	Woodring		23	11%
9	Undeclared		25	12%

Statistic	Value
Min Value	1
Max Value	9
Total Responses	207