

Services and Activities Committee
Meeting Minutes
February 21, 2025

Called to order:

Eli called the meeting to order at 2:01 pm.

Attendance:

Erin Sargent, Ian Seymour, Arik Spring, Robbi Goninan, Nicholas Villa, Oscar Martinez, Eli Alvarado, Marisol Torres Alcantar, Nick Moreno

Absent: Yahir Calderon Sotelo, Mia Young

Guests: Genevieve Doshier, Grace Pearsons, Tommy Skaggs, Nick Elliot, Tommy Fernandez, Jessica Woodall, Kurt Kirstein, Ryan McGuckin, Rachel Gordon, CWU Mariachi Band (20+ students), Manuel Rodriguez, Andres Moreno-Benito, Dr. Christina Torres Garcia, Cherie Wilson

Agenda:

MOTION: Arik made a motion to approve the agenda from 02/21/25. Nick V seconded. Motion Carried. 6 (yes), 0 (no), 1 (abstentions)

Minutes:

MOTION: Ian made a motion to approve the minutes from 2/14/25. Arik seconded. Motion Carried. 6 (yes), 0 (no), 1 (abstentions)

Reports

I. Chair:

a. None

II. Advisors:

a. None.

III. ASCWU:

a. Nick V shared that the Legislature is trying to reduce the amount of people that receive the WA College Grant.

i. They are asking for students to email their legislators. To make it easier they created a website for students to put in their testimony. If you do submit one, they ask that they include their names so that they can keep track of how many Central students are doing this. This is a coalition effort between all the universities within WSA.

Communications Received

A. Grace Pearsons (Campus Activities) provided the data requested from last week's campus activities presentation. Behind the base funding request is the data provided on event attendance.

Public Comment

None.

New Business:

A. Base Funding Request – Presentations

a. University Centers & Westside Student Life
Presented by Kurt Kirstein

i. University Center Locations

1. We have 3 Centers on the Eastside: Yakima, Wenatchee, and Moses Lake.
 - a. They primarily cater to Elementary education candidates, but not exclusively.
2. The Centers on the Westside run North to South: Lynnwood, Des Moines, and Pierce. Further a bit east is Sammamish. An extension of Pierce is JBLM.

ii. Centers by the Numbers

1. Centers and Online by the Numbers

Center	Count of Students Served
Des Moines	153
Lynnwood	121
Moses Lake	21
Online	1,413
Pierce	78
Sammamish	27
Wenatchee	27
Yakima	65
Total	1,902

2. Gender

- a. 2:1 ratio; twice as many female to male students.
Elementary Ed is largely dominated, but they try to get men into Elementary Ed it does not always work.

3. Race

4. Military

- a. About 10% of their students

5. Ethnicity

6. First Generation

iii. Student Life for Centers and Online

1. When you walk around any building at Ellensburg campus there are flyers for events.

- a. Students at the centers do not have this kind of option.
 - b. Student Life to the Centers uses the money given to create similar events at the centers.
 - i. In-person and online centers.
 - c. They support about 500 students at the Centers and 1,400 online students. They want to create an engaging environment to give them the same opportunities that Ellensburg have.
- 2. They collaborate with the host colleges to bring students to those events and the Center's events.
- 3. Expanding Student Services
 - a. Bringing financial aid and advising to the centers. It can be difficult to know who to go to, so student life helps with that.
- 4. Building a Stronger Student Experience
 - a. This is not just academics. It involves co-curricular activities, which is what student life covers.
- iv. Student Life Staffing
 - 1. Lynnwood (Sammamish)
 - a. Jessica Pribula (Student Support Specialist)
 - b. 4 Campus Activity Team members
 - 2. Des Moines and Pierce
 - a. Kelvin Penn (Student Support Specialist)
 - b. 2 Campus Activity Team members
 - 3. Eastside: Yakima, Wenatchee, Moses Lake, Online
 - a. Mandie Dolezal (Student Support Specialist)
 - b. 2 Campus Activity Team members
 - 4. No Assistant Director anymore
 - a. This position was split funded; half the money came from S&A and the other half came from state funds.
 - b. That person left and did not get replaced. Kurt is now taking care of the centers.
- v. Areas of Focus for Center Student Life
 - 1. **Community & Academic Enrichment:** Strengthen connections among degree-completing students through extracurricular activities and upper-division curricular programming.
 - 2. **Leadership & Career Development:** Focus on leadership growth, career-oriented academic activities, and overall student wellness.
 - 3. **Celebrating Diversity & Inclusion:** Honor first-generation student achievements and cultural heritage through events like

Hispanic Heritage Month, Women's History Month, and Black History Month.

4. **Fostering Cultural Engagement:** Provide opportunities for meaningful interactions that celebrate diverse backgrounds and perspectives.
 5. **Enhancing Student Growth:** Promote an inclusive environment that enriches both academic and personal development.
- vi. Center Student Life Events
1. **National & Cultural Holidays:** Black History Month Celebration, Lunar New Year Celebration, Holi Celebration - Indian Festival of Colors, Observing Ramadan? Break Your Fast with the CATs!, Cinco de Mayo, Mother's Day Celebration, Diwali Indian Festival - Celebration of Light, Observing Veteran's Day, Native American Heritage Day, Spring Equinox Celebration
 - a. Acknowledging those holidays are important to students that this affects and lets others learn about what those events are.
 2. **Awareness Months & Special Event Weeks:** Stalking Awareness Month, Women's History Month, Sleep Awareness Week, World Autism Awareness Day, America Saves Week: Saving Money Games with the CATs!, Sexual Awareness Month: Make an Impact with the CATs, Mental Health Awareness Month - Healthy Snacks for a Healthy Mind + Self Care Packs, Pride Month, Breast Cancer Awareness Month, National Disability Employment Awareness Month, National Hispanic Heritage Month Celebration
 3. **Game & Social Events:** Ping Pong Tournament (Twice), Superbowl Wednesday Extravaganza - Pre-Game Celebration, Wildcat Wednesday - Show Your Wildcat Pride!, Wildcat Wednesday - Game Day with the CATs!, Ice Cream Social: Mid-Term De-Stress, Finals De-Stress Event, De-Stress Games with the CATs at SAMM!, Study Break at the CAT Café, Going Bananas! A Mid-Term De-Stress Event (Banana Splits), De-Stress Before Finals & Graduating Students - Decorate Your Cap!, De-Stress with Art and a Healthy Snack!
 4. **Arts, Crafts & Celebration Activities:** Valentine's Day Card Making Activity + Heart Health Awareness, Valentine's Day at CWU-Sammamish, Carve Your Pumpkin for Halloween, Thanks & Giving: Pie & Ice Cream + Create Your Gratitude Cards, Paint & Plant on Earth Day

5. **End-of-Year Festivities:** Sammamish Seaside Soiree! End of the Year Celebration at SAMM, Triton Field Day - End of the Year Student Celebration, End of the Year Holiday Celebration
 6. **Presentations, Educational & Leadership Events:** Financial Wellness Workshop, Leadership Development Workshop Series, Education afterhours.
- vii. Career Readiness Example
1. Education Career fair at main campus
 2. For completing teacher candidates
 3. 36 Employers present
 4. Students with financial and transportation challenges from Yakima, Moses Lake, and Wenatchee
 5. Transportation to and from the fair and food for the day
 6. Virtual resume workshops (2/24, 2/26, 3/3)
 7. Clothing available during the Dress for Success Day in Yakima
- viii. Regular Newsletter Communication to All Students
1. Multi-page newsletter provided in English and Spanish goes to all the students at the Centers
- ix. Highlighted Events
1. Westside End of Year (At Des Moines)
 - a. Large event with a strong turnout. Staff was present. They provided food and acknowledged student award winners.
 - b. This was exclusively for the West Side Centers.
 - c. They are going to do this again and make one for the East Side Centers.
 2. Eastside Dress for Success (At Yakima)
 - a. The Yakima Student Support Specialist reached out to the clothing folks in Career Services to create a dress of success event. They bought the racks and made this opportunity for students to get clothes.
- x. Student Ambassador Program
1. **Purpose:** Promote awareness of CWU programs and services at partner community colleges, strengthening relationships between CWU Centers and host institutions.
 2. **Key Responsibilities:** Promote events, manage social media, assist with website updates, and support faculty and staff.
 3. **Student Engagement:** Encourage participation in orientations, tabling events, and in-class presentations to increase awareness of CWU programs.

4. **Community & Support:** Serve as a peer resource, collaborate with international programs, and provide reception and information services.
 5. **Limited Student Employment:** One of only two job opportunities available for students at CWU Centers and online.
 - a. A lot of the students at the Centers are International Students, who can't get jobs anywhere else. These jobs make a huge difference and helps them live a more comfortable life and continue with their higher education.
 6. **Students Talking to Students:** To help new center students understand how to be a center student
- xi. Key to CWU's Future Growth
1. **Linking Students to New Opportunities:** Ambassadors will play a critical role in attracting students for new 2+2 programs, graduate programs (MS ITM, MBA), and degree completion options for those who have yet to complete their degree.
 2. **Strengthening Partnerships:** As conversations with partner institutions progress, Ambassadors will be essential in building connections and fostering awareness of CWU's expanding opportunities.
 3. **Enhancing the Student Experience:** With revitalized centers and online growth, Ambassadors will help create a more engaging student environment, mirroring the full experience of the Ellensburg campus.
 4. **Expanding Student Engagement:** Through events, social media, and peer support, Ambassadors will ensure students—regardless of location—feel connected and supported in their academic journey.
 5. **Sustaining Momentum:** To continue this critical work, ongoing support for the Student Ambassador program is essential to effectively reach and serve CWU's diverse student populations.
- xii. Student Ambassador Locations
1. Lynnwood/Sammamish – 2
 2. Des Moines – 2
 3. Pierce/JBLM – 1
 4. Eastside/Online – 2
- xiii. Question? Comments
1. Eli appreciates their passion for the Centers, which was shown in this presentation.
 2. Ian asked if they have done much budget reduction since the last funding cycle?
 - a. Yes, and they have stayed within those reductions.

- i. The big events at the end of the year are the most expensive, but they actively try to stay within budget.
 - b. Some events are free such as their Dress for Success clothing. Students got clothes from Ellensburg campus, and it only costed them their time.
 3. What programs do they do for online students?
 - a. It varies. There are so many programs at Central that can be taken entirely by online students so it's a wide swap.
 - b. Online students are serviced as a special population.
 - i. One of the reasons students leave the university is due to a sense of isolation; they don't feel a sense of belonging (community).
 - c. Student Life listens to speakers and tries to be involved.
 - d. Someone added that we have community Engagement here and started to collaborate with the community to provide an online career fair for students that are virtual.
 4. Arik noted that the org chart showed a vacant position.
 - a. It was for Lynnwood and has been filled. It was for Regional Director.
 - b. Arik clarified that it was a campus activities student for 20 hours per week.
 - c. That has been filled.
 5. Nick M asked about the financial overview jump from salaries from 2022 to 2023.
 - a. It may have been a staffing change. There was one person who was taking care of all of the west side.
 6. Arik asked if they track event attendance.
 - a. They do track event attendance, but it varies.
 - i. The clothing one in Yakima had 10 people attending.
 - ii. They could have an online one in Yakima that could draw 45 people.
 - b. Attendance varies depending on convenience. West Side traffic is bad and affects that.
 7. Are campus activities team members student positions?
 - a. Yes. Their hours vary from student to student.
 8. Nick V asked how the reduction would affect them with different program budgets?
 - a. It would hit the students.

- b. They have 3 positions funded by S&A. When reductions come, they will be limited to the number of students that they can employ.
- 9. Eli noted that their annual programming from question 5. Student Ambassadors help prospective students understand the benefits of attending the Centers, but this contradicts with the Killian Outline. Do they have a reason for that?
 - a. They are not used as much for that as it may suggest. They really focus on having the students take care of the existing students. It's students supporting students.
 - b. The outreach is really going to be done by the regional directors. As they expand the program areas the regional directors are responsible for this. There are staff that focus primarily on this.
- 10. Eli asked about how they help community college students at the Centers. How do they ensure that these funded positions are helping specifically CWU students since there is a mix?
 - a. It's less of a mix and mostly the Cats and the Ambassadors supporting CWU Students.
 - b. It's not for every event that they have. When they do get to host events with those students it's a feeder event that creates an opportunity for them to get to know who we are as Central at that location. They carefully and selectively open events to those students.
- 11. Nick M noted that for the year 2025 that they are going to be receiving funding form the Provost to supplement the budget. He is wondering if there are any other avenues in which they could receive other supplemental funding.
 - a. This was a one-time deal. They were coming in with a regional director not wanting to cut staffing, so they appealed to the Provost to fill in the gaps through the supplemental funds.
 - b. They are in a similar situation right now with student ambassadors at Lynnwood where they may not be able to keep both for the rest of the year.
 - c. Funding issues directly impacts the student positions.
- b. KCWU (88.1 the 'Burg)
 - Presented by Tommy Skaggs
 - i. KCWU is CWU's FCC licensed, student run, professionally managed, award-winning radio station. Students refine their speaking and

presentation skills while performing as music DJs, newscasters, sportscasters, talk show hosts, and a variety of creative and technical roles.

1. Four studios in SURC 120
 2. Two radio stations through their FCC and fully Online
 3. Live event and music support across campus
- ii. A Part of CWU's History
1. Has been a part of CWU since the 40s and has since evolved.
 2. They've survived a fire and flood
- iii. Modernized Broadcasting
1. Several ways to engage.
 - a. They are streaming online, on iHeart, their own app, smart speaker, in Holmes Dining hall and the SURC Pit.
 - b. Anywhere that there's a wired connection at CWU you can tune into 88.1 the Burg
- iv. Who can participate?
1. Any student and any major is welcome to participate.
 2. They are not involved with any classes.
 3. Students can join if they are interested in broadcasting, wanting to try something new, or just have fun.
- v. Organization Chart
1. They have 3 professional staff members
 - a. General Manager
 - b. Chief Engineer
 - c. Project & Outreach Supervisor
 2. They have anywhere between 14-16 student employees, which depends on how many hours they work. There are different categories of student workers:
 - a. Tech Students, branding & Events, Content Team (Selects music), peer-led training program (2 trainers), news team (local news and interviews), production coordinator (works with campus and community partners to create announcements to go online) and 66 volunteer show hosts
- vi. Programming Highlights
1. 44 unique shows each week.
 - a. The Rap – a co-branded show with the diversity center where students will do a video show
 - b. Monday Morning Mental Health – hosted by Case Management where they provide resources for students on campus

- c. Equi-Tea – off air right now, but was in collaboration with the ESC. They would talk about what was going on with Equity Services Council.
 - d. Culture Shock – partnered with the Office of International Student Programs. International students would talk about their interactions in United States and experience at Central
 - e. Dungeons & Dragons – playing live D&D on the radio
- vii. Event Support
 - 1. 120+ Events FY24
 - 2. 80+ events FY 25 (through 2/14/2025)
 - 3. Election Special in the SURC Pit
 - a. Election Watch Party. Had a big attendance.
 - 4. They were a part of the rodeo parade and hosted a community concert last year at Cornerstone Pie.
 - 5. They are often the first department that students engage with when they come to Central.
 - a. Orientation and Preview Days, they are stationed in the parking lot. They tend to be the first people that new students and parents see.
- viii. Who we serve
 - 1. They serve CWU Students.
 - a. When making decisions they think about how it affects students at Central.
 - 2. They collaborate with the CWU Community as a whole.
 - 3. They work with the Ellensburg Community.
- ix. Partners & Underwriters
 - 1. Publicity Center/HYPE
 - 2. Campus Activities
 - 3. ASCWU (Livestreaming + Programming)
 - 4. Office of Case Management
 - 5. Event Support Services
 - 6. Student Media Podcast
 - 7. Diversity and Equity Center (The RAP)
 - 8. Ellensburg Community Radio
 - 9. Local Schools
 - 10. Sponsorships:
 - a. Ellensburg Hidden Gem, Bark & Bubble, Club 301, Parker Orthodontics, Avanta Dental, Mark Chmelewski, Yakima Federal, The Night Owl, Little Big Kids, Happy's Market, Catharsis Tattoo, Get Good Academy, Central Powersports, The Barber Chop

- b. Helps self-support revenue.
- x. Public Service Announcements
 - 1. FY24 – 55 Announcements Created
 - 2. FY25 – 38 Announcements Created (So Far)
 - 3. +Weekday Hype Minute Segments
 - a. Multi-Factor Authentication
 - b. Q*Prom
 - c. FAFSA and WASFA Reminders
 - d. Childcare and Youth Resource Fair
- xi. Music Rights & FCC
 - 1. They must be sure that what is broadcasted goes through the FCC in accordance with their license.
 - 2. If clubs do an event with music, they support those clubs to ensure that they do not violate the licensing agreement that they have.
 - a. Prevents legal trouble.
- xii. Station Technology
 - 1. State-of-the-art Facility
 - 2. Ahead of Industry Standard (Job Placement)
 - a. Lets them use what the industry uses
 - 3. Need to continue replacement cycles (Proactive)
 - a. Infrastructure is aging so they need to keep it up to speed.
- xiii. Incorporating Video
 - 1. Some shows have video coverage: Student government and late-night leadership talks.
- xiv. Listener Survey
 - 1. Gathered each Spring
 - 2. Get a sense of our community's music preferences
 - 3. Adjust based on feedback
- xv. Success After CWU
 - 1. For those that want to get into Broadcasting this is a great avenue.
 - 2. Professionals that started in 88.1:
 - a. Tanner Chambers: K99 KUAD
 - b. Laynie Erickson: NBC KNDU
 - c. Danny DeBock: St. Martin's
 - d. Will Ortner: 1080 The Fan
 - e. Lilyan Beck: Lotus Communications
 - f. Griffin Sauters: 105.5 KUKN
 - g. Nick Oliver: KPNW The Bull
 - h. Anna Fridell: Seattle Kraken
 - i. Austin Smith: Total Traffic & Weather
 - j. Natalie Melendez: KNKX

- k. Kajal Lang: iHeartMedia
 - l. Tayler Oliver: Hubbard Broadcasting
 - xvi. Ways they have been saving money
 - a. Only purchasing necessities or things that are really needed
 - 2. Reviewing all software and hardware
 - 3. Implementing in-house or lower-cost solutions
 - 4. Utilizing Surplus (saved \$12,000, 4 Switches)
 - 5. Limiting Conference Attendance
 - 6. Coordination with State Work Study Program
 - 7. Reduced student staff and hours worked
 - a. Last resort
 - xvii. Base Funding Request
 - 1. Resources:
 - a. S&A Allocation: \$414,424
 - b. Self- Support Funds: \$20,000
 - c. Other Funds Received: \$0
 - d. Total: \$439,424**
 - 2. Expenses:
 - a. Student Payroll: \$75,543
 - b. Student Payroll Benefits: \$2,266
 - c. Non Student Payroll: \$233,061
 - d. Non Student Payroll Benefits: \$81,571
 - e. Goods & Services: \$46,982
 - f. Total Expenses: \$439,424**
 - xviii. 20 second compilation video that was not able to playback
 - 1. Available on the S&A Base Funding PPT Files
 - xix. Questions? Comments
 - 1. Marisol asked where a certain fund (non-specified due to audio limitations) was allocated to?
 - a. It funds the students and student workers. Goes into their general budget funds for student workers or equipment.
 - 2. Marisol asked how does their inability to attend conferences due to budget cuts impact students?
 - a. There's a lot of expensive conferences. Such as the New York conference which is about \$10,000.
 - i. This is where they submit a lot of their awards. Not attending this conference won't let them submit awards to the Intercollegiate Broadcast systems.
 - 1. They won station of the year in 2015 and 2022.
 - 2. They were nominated for 5 awards this year.

- b. The year prior to that 2 pro staff members were unable to go to the National Association of Broadcasters, which impacts their vendors.
 - c. Professional development connections happen at conferences, which students were not able to go to.
 - d. This year they were able to find a Seattle Conference.
 - i. Location allowed for them to cut the cost of flights.
 - ii. This is a national conference that 2 students were able to go to.
 - iii. They made connections to people at a professional radio in Seattle.
 - iv. They are also going to be doing a site visit from that.
3. Eli asked how many staff they have in office support?
- a. They have 3 pro staff and 14 paid student staff. They have a vacancy for a student position.
 - i. They are trying to fill that role for someone with a familiarity in Latin and Spanish Music. They've been asked to do events with Hispanic affinity groups.
 - ii. This position would be an on-call position for those events.
4. Eli referred to their budget spending in 2024. There was a big jump from 2023 from \$12,000 to \$42,000. Why was there such a big jump?
- a. He would have to review this with Erin line by line. This was likely due to how the budget was allocated and would be something they'd have to address with Erin.
 - b. Erin recalls it being equipment.
 - i. They had a \$330K wide orbit upgrade which may be accounted for that. Their servers that run the station was from 2016 and needed to be upgraded for security.
5. Ian asks what sort of budget reductions have they done between the cycle? He acknowledges that they have \$20,000 in self-supported funds.
- a. The numbers provided in their Base Funding Request represents an 18% reduction. The 18% reduction is \$92,000 less than the previous quadrennial allocation.
 - b. After the last quadrennial allocation
 - i. 2 of the staff positions were sub fee funded, so the cut from the initial allocation plus sub fee is

\$92,000 less which includes the increase in costs from everything.

6. Nick V asked how the reduction will affect them for the next four years?
 - a. They are most worried about keeping their gear current. They have money savings from previous years, but they need to get back on their replacement cycle.
 - i. They are worried about the gears' ability to function.
 - b. There are gear and music licensing that they must pay for. They are worried how the reduction will further impact student worker hours.
 - i. When Tommy first came into his position it was about 20 hours a week for 20 students, but they are at 15 hours a week for 14 students.
 - c. The 2 big things are the student working hours and ensuring that their gear is current.
 - i. Seeing their allocation for the next 4 years they would have to make the budget at that point.
7. Marisol asked about the surveys. How long are those available and where are they?
 - a. They put them up in the Spring and do tabling events. They do online social media pushes. This year they are doing Claymation videos to help promote it. Club 301 helped them give out apparel for those that filled out the survey. They would give them out on the west patio.
 - b. They have not established the length of promotion for this year, but it is usually 2 weeks of collecting.
8. Eli asked if they could explain the Sub fee position and how it affects staff.
 - a. Tommy's position is fully funded by S&A.
 - b. The Chief Engineer and Project & Outreach Supervisor are SUB fee funded.
 - i. 2 years ago, there was a decision to streamline the budget to have those positions brought into S&A. This makes their S&A ask higher than four years ago higher because it incorporates those positions but the ask is lower.

MOTION: Ian made a motion to recess for 5 minutes. Nick M seconded the motion. 6 (yes), 0 (no), 1 (abstentions)

c. Wildcat Sports Network

Presented by Tommy Skaggs

i. Sports Coverage

1. Partnered with KCWU.
2. Allows students to provide play by play coverage for every single home game for football, men's basketball, and women's basketball.
 - a. They also cover some baseball, softball, and rugby.
3. They have a segment called the Rundown, which covers CWU and local sports

ii. Staff & Resources

1. Pays for 3 Staff Members
 - a. Rotating Volunteers offered to see what play by plays are like
2. Dependent on KCWU for equipment and broadcasting logistics
3. Allows dedicated staff to provide sports coverage

iii. CWU Athletics Department

1. Past reports asked to improve Communications & Collaboration/relationship with the Athletics department.
2. They've worked with Athletics to improve Visibility and Opportunities to have access to athletes.
3. Basketball is letting them sit on Press Row and they are in the Press Box for all the Football games.
4. The WSRN Audio on their Video Streams and Social Media Highlight Reels.
5. They had a call this season that was Featured on CBS Sports.
6. They plan on going to Western for an away game.

iv. Base Funding Request

1. Resources:
 - a. S&A Allocation: \$7,200
 - b. Total Resources: \$7,200
2. Expenses:
 - a. Student Payroll: \$6,990
 - b. Student Payroll Benefits: \$210
 - c. Total Expenses: \$7,200

v. Questions? Comments

1. How do they track the listeners?
 - a. The actual video screen is tracked by athletics, but they have not seen those numbers.

- b. Listenership goes through FM airways, so they can track who's listening online, but they are not able to know how many people are tuning in on the FM dial.
 - c. Most listeners for WSRN and KCWU do so through the FM Airwaves, which is only a fraction of the people that are listening.
 - d. Whenever they do sports, the total listeners jump up.
2. Since this is tied to athletics and athletics don't have their own play by play broadcast, have they reached out to athletics to see if they could supplement some of this funding?
- a. They have not had that conversation with Athletics about funding. That could be an option but if they start doing that, they could have more influence.
 - i. Potentially it could be funded by athletics, but it would be a different type of partnership such as an MOU.
 - ii. This relationship as is seamless and allows students to have in house training to cover broadcasts, FC guidelines, KCWU equipment, etc. In house training gives students the skills they need to do these shows on their own with independent support.
 - iii. If Athletics had their own broadcasters they would have to figure out equipment sharing.
 - b. Sports radio is a big part of broadcasting, and it allows them to be able to focus on sports.
 - c. If that partnership went away, they might not have that sports coverage that they'd like to have.
3. How many students benefit from learning how to use the equipment and learn how to do the play by play for broadcasts?
- a. They have 3 students that are on the payroll. Some years they've had 2. People are assigned depending on when they are going and doing games.
 - i. They have 4-5 volunteers that help – sitting third seat.
 - ii. They tend to have a play-by-play commentator, color commentator, and someone that adds additional color commentary.
 - iii. This is a mix of paid staff and volunteers. Anyone that's responsible for the gear and stream are one of the three on the paid staff.
4. Are there any data for how often they use this resource for games?

- a. They are involved with all men's and women's basketball game and football game. They are starting to do all men and women's rugby game. They will likely do select softball and baseball games

d. Office of International Studies

Presented by Rachel Gordan and Ryan McGuckin

- 1. They seek ongoing funding to continue supporting international students and their domestic peers. S&A funding makes programming possible and helps maintain our institution's competitiveness, inclusivity, and appeal to international students.

ii. Organizational Chart

- 1. The office is structured to handle various functions essential to their success and inclusivity.
- 2. AUAP (Asia University America Program)
 - a. Students come for 5 months at a time to be immersed with the English language and American culture.
- 3. ISS (International Student & Scholar Services)
 - a. Department that supports recruitment, admissions, advising, and programming for international students and international partnership management.
- 4. Education Abroad
 - a. Study abroad and exchange as well as internships.
- 5. USEL (
 - a. In-house English language program.

iii. International Student & Scholar Services (ISS)

- 1. They all support International students but within ISS is where the S&A funds come from.
 - a. This includes the Program Coordinator (Ryan) and 2 program assistants who put together all the events and programming for international students.
- 2. International student recruitment and admissions.
 - a. Attracting and Admitting
- 3. Immigration advising and support for international students.
 - a. Helps them navigate the complex visa requirements and stay compliant with US regulations.
- 4. Academic advising for international students and American students who seek education abroad.
 - a. Guidance for International and US Education abroad students.
 - b. Ensure that they are on track academically.
- 5. Health Insurance compliance for international students.

- a. Health coverage is a crucial part of well-being.
 - 6. Co-curricular activities for international and domestic students.
 - a. Organizing programs that encourage cultural exchange and engagement between international and domestic students.
 - 7. International partnership management and development.
- iv. Overview of Program and Rationale for Funding
 - 1. Their work aligns with CWU's vision and mission.
 - 2. They are the only office on campus to offer programming specifically designed to connect international and domestic students and encourage cross-cultural communication and intercultural competencies.
 - 3. They are self-support and is responsible for international student recruitment, admissions, immigration advising, onboarding, and academic advising.
 - a. Support students through their entire life cycle as a student prospect to graduation and beyond.
 - 4. To increase retention and meet strategic goals, students need additional robust support and expanded programming.
 - a. Fund will allow them to enhance their services, expand access to programming already available by offsetting the cost charged for students to participate, and continue to support students more effectively.
 - b. Create a stronger and more inclusive campus, which is key to retaining international students and supporting their academic success.
- v. How OISP Goals Support CWU's Vision and Mission
 - 1. Engagement
 - a. Foster mutual respect, understanding, and responsibility by creating opportunities for students, faculty, and staff to connect with people from diverse cultures. Enriches engagement through shared experiences that deepen cultural awareness.
 - i. Shared experiences help international students feel more connected and gives domestic students the opportunity to broaden their global perspectives
 - 2. Belonging
 - a. Actively contribute to the diversity of people, cultures, and ideas at CWU by offering programs and resources that promote inclusion. Create a welcoming environment for international students, ensuring they feel integrated into campus life. By supporting students from diverse

backgrounds, our programs help cultivate a strong sense of belonging. These initiatives also provide a space for students, faculty, and staff to learn from one another, fostering a rich, inclusive atmosphere where diverse perspectives are not only welcomed but valued.

3. Stewardship
 - a. Promoting a socially just world by building strong connections between many different cultures. Ensuring that all OISP professional and student staff are well-equipped to navigate international and intercultural challenges with care and compassion.
 4. The work that they do directly contributes to making CWU more inclusive and globally engaged. CWU values diversity, promotes cross cultural enhance, and creates a sense of community and belonging to all students.
- vi. Who do we serve?
 1. 215 International students from 50 countries (as of Fall 2024)
 - a. 142 Ellensburg, 73 Centers
 - b. 27 graduate, 188 undergrad, post-bac, or non-matric
 2. Domestic students looking to study abroad or engage with international students
 3. CWU faculty
 4. CWU & Ellensburg community
 5. Visiting scholars
- vii. Campus Benefit of Programming Offered
 1. In deciding what programs to offer, we look at what our students bring to the campus.
 2. International Students at CWU:
 - a. Diversify the residence halls
 - b. Add varying viewpoints in the classroom (critical thinking skills)
 - c. Develop cultural sensitivities and skills
 - i. Employers look for cross cultural experiences, which gives students at Central that cross cultural experience.
 - d. Help prepare students for a global work environment
 3. We choose programs that will maximize engagement
- viii. International Student Benefits
 1. With S&A Funds, OISP Provides International Students:
 - a. Cross-cultural interactions with domestic students

- b. Intentional programming for international students to learn about the US and other cultures
 - c. Student leadership opportunities
 - d. Work experience
- ix. Sample Programming: Fall Quarter 2024
 - 1. Day trip to Seattle with 49 students.
 - 2. 3 International Cafés hosted by OISP, DEC, and Education Abroad; with 47, 21, & 42 students, respectively.
 - a. Numerous faculty/staff or community members also attended
 - 3. Hiking trip to Umtanum Falls with 26 students.
 - 4. International Education Week activities:
 - a. Parade of Flags: 18 students, 9 faculty and staff
 - b. “CWU Is International” Talk Series: 10 students, 10 faculty/staff or community members
 - c. International Movie Night: 12 students
 - d. “Around the World in 80 Bites” dinner: 18 students
 - i. Students are able to sign up to cook meals from their home country.
- x. Upcoming Spring Events
 - 1. Seattle trip + Mariners’ game
 - a. 53 students expected
 - 2. Cultural grocery store trip; they are partnering with the Wildcat pantry to do this. There are foods that they cannot get in Ellensburg.
 - a. 23 students expected
 - 3. International boardgame night with ASCWU
 - 4. 2 International Cafés, hosted by
 - a. Geography Club
 - b. AUAP/UESL
 - 5. ... and more to come!
- xi. OISP Collaborations (short list)
 - a. Provides international students with the best opportunities to meet domestic students and get experience in other departments.
 - b. They also do an orientation as well as a resource fair every quarter.
 - 2. SLICE: Co-Sponsors all International Cafés (2-3 per quarter)
 - 3. ASCWU: Parade of Flags during IEW, upcoming international boardgame night

4. Counseling Services: Host of upcoming International Café, present at international orientations
 5. CWU Libraries: International Café host
 6. DEC: Hosts International Café, Spring 2025 Parade of Nations
 7. Financial Planning Department: International Café host
 8. Geography Club: Host of upcoming International Café
 9. Office of Health Promotion: Present at international orientations
 10. Wildcat Pantry: Spring 2025 cultural grocery store trip, specialized/requested cultural snacks for new students during international orientation, present at international orientations
 11. World Languages Department: International Café host
- xii. FY2022-25 Budget Summary

1. OISP received \$15,000 funding for the for the FY22-25 cycle.

DESCRIPTION	FY22	FY23	FY24	FY25	NOTES
Allowed Carry Forward	(5485.00)				
S&A Allocation less adjustments	(14250.00)	(13188.00)	(10909.00)	(12750.00)	
Student Payroll	11061.00	9363.00	8557.00	9259.00	
Direct Program Expenses	5751.00	6748.00	2351.00	3492.00	<i>Lower because students charged more</i>
	(2923.00)	2923.00	(1.00) <i>Ryan started</i>	1.00	

xiii. FY2026-29 Request Rationale

1. Increase request to \$17,000
2. Why the increase?
 - a. Increased cost of busses and travel expenses
 - i. Some student workers had to help subsidize transportation costs.
 - b. Increase in minimum wage
 - c. Increased cost of food
3. Increase Will Lead To:
 - a. Expanded and more highly subsidized programming
 - b. Increased hours for Program Assistants
 - c. currently a total of 15hrs a week, split between 2 students

xiv. Questions? Comments

1. Student employee positions are offered to international and current employees. Are any of the student employees domestic?
 - a. The current program assistants (funded through S&A) are both international students.

- b. When doing the hiring process, they did interview domestic students as well.
- 2. They are asking for an increase. What problems do they foresee if they do not get that increase?
 - a. They could make it work at the same amount, but the extra amount would prevent students from having to pay for the trips that they desperately want.
 - b. The world economy dollar is getting stronger. They get many Japanese students, and the yen is going really low right now.
 - i. Spending \$40 is a lot more for them.
 - c. At the beginning of the quadrennium they were able to employ 4 student workers. Due to cutbacks they have only been able to have 2 student workers at part time.
 - i. They used to be able to almost fully fund their trips to Seattle or highly supplement the amount students pay.
 - ii. Due to the cost of gas, food, and wage increases the support that they can support their students has decreased despite the Cost of Living increasing.
 - iii. The small increase would help them to continue providing what they have been.
- 3. How many international students are there for last year to this year?
 - a. They have the data but they did not look at last year's numbers. Like all of central they've seen a slow decrease but are hoping that it will increase.
 - b. There are about 188 students right now but last year they were at about 195.
 - c. The programming offered is not just for international students; it's open for every student to attend.
 - i. All S&A programs are open to any student.
- 4. Erin inquired about their budget for student payroll. Their budget only asks for student payroll, but their presentation implies that goods and services are in their budget as well. There is no goods and services on their budget. Does that mean their budget needs to be tailored?
 - a. They would have to ask their financial person. Their plan, if they get a little bit more, is to split the funds between wages and goods & services.
- 5. Does that mean hiring more student staff?

- a. Ideally. Their 2 student staff are staffed at 10 hours for one and 5 hours for the other.
 - i. They would ideally raise those 5 hours to 10, but if that 5 hour a week student could not work more than they would like to get a third program assistant.
6. Have they looked to sponsor any trips to subsidize other areas or assets for these students? Such as having an office at the university sponsor X number of tickets.
 - a. They haven't thought of that but acknowledge that it's a good idea. If they stay at the same budget they would look into it.
 - b. However, their office is self-support so they do not know what budget would be able to pay for it.
7. Are there any lodging for their travel?
 - a. All day trips are single day
8. Do student employees help with recruitment?
 - a. The program assistant responsibilities are social media and event planning and facilitation
 - b. Inadvertently some students help with orientation and onboarding. Word of mouth.
 - i. They may help with recruitment in that way but not directly.
9. Where is there center?
 - a. Hebel Hall
10. On average, how much engagement do students engage with the office?
 - a. Depends on the type of event.
 - i. If they are doing a trip that involves leaving Ellensburg they notice that they like to see more of Washington and the bigger cities.
 - ii. Some of their Ellensburg events are smaller but it depends on what type of event they are trying to go for. Some events are intentionally smaller and runs smoother that way.
11. Robbi noted that if they have collaborations or local collaborations, they could help start that
 - a. They have always been self-support. Other departments such as Education Abroad charge a fee for students through enrollment when they study abroad. That money comes into UESL or University English.

- b. The second language program is self-support, so they charge the students an amount.
 - c. They don't get any portion of tuition like academic departments do. They are just funded by the provost and get some funds from other departments.
- e. CWU Mariachi Del Centro
 - i. Mariachi is more than music
 - 1. Mariachi is culture, heritage, hundreds of years of tradition, a way to connect people to music, interconnects generations, and it's a way to experience what they call magic.
 - ii. Academic and Cultural Justification (Importance of Mariachi)
 - 1. Connects them to the CWU's Diversity and Inclusivity statement.
 - 2. Cultural and Academic Benefits through a structured mariachi program for all students on campus by having access to mariachi music.
 - a. Perhaps they are a music or a biology. Anyone can participate in their ensemble and learn more about mariachi
 - 3. Supports CWU's HSI Initiative and Student Retention.
 - iii. Recruitment & Student Impact
 - a. Critical component of a recruitment strategy. It's multifaceted and one of the biggest pieces is that they saw as a critical element to begin those connections with community.
 - 2. Mariachi NW Festival
 - a. Although it's been on for 25 years, Central has been participating in that festival for 13 years.
 - i. Central will be a sponsor once again this year.
 - b. CWU Admissions has an opportunity to award Community Base Tuition Waivers to recruit and retain
 - c. Since 2013 they've awarded 31 scholarships. \$2,500 for 2 years
 - i. Majority is first-year students but they see transfer students too
 - d. Over \$155K distributed
 - i. The first two awarded individuals in 2013 served as the catalyst to create a mariachi organization on campus.
 - iv. Central WA Recruitment Strategy
 - 1. Visibility and Recruitment for the institution
 - a. After/during COVID it's been difficult to do anything regarding events and spaces.

- b. Post pandemic has allowed for connections within the Ellensburg community and beyond.
 - c. Yesterday, they hosted Eastmont High School and brought 60 students that had a chance to go on a campus tour and get a sense of the university community then perform alongside the mariachi.
 - 2. Access to underrepresented populations
 - a. Resonates among several high school communities.
 - 3. Financial Support/Reducing Financial Burden
 - a. Scholarships awarded are a recruitment and retention tool
 - b. They'd like to expand this from a 2 year to a 4 year scholarship.
- v. Impact
 - 1. 80% retention rate of awarded recipients
 - a. For example, one of the teachers from Eastmont High School was a former recipient of the scholarship back in 2021. They majored in Music Education and he brought their students to CWU.
 - 2. Support system for students
 - a. It's more than a club organization. They create a network to address challenges, connect through music, and motivate each other to continue with their education.
 - 3. Contributing to university's vision statement: being a model learning community of equity and belonging.
 - a. The mariachi festival has been a high impact practice that's been critical in fostering relationships with the Latino Community.
- vi. Curriculum & Institutional Integration
 - 1. Proposed Mariachi Classes and their current approval status
 - a. Dr. Smith teaches the classes.
 - b. They are hoping to create a 3-tier system of advanced, intermediate, and beginner classes. This will allow them to foster and host more students since it's their current struggle.
 - 2. How Mariachi fits into CWU's Music/cultural studies programs
 - 3. An official mariachi program creates structured learning pathways for students and community members to pursue this as a degree or lifestyle.
- vii. Student Perspective (Kiko Gomez – one of the co-presidents)
 - 1. Received the Mariachi Scholarship award of \$10,000 over 4 years.

2. Expectations were that it was going to be more structured and bigger and that they'd get Trajes suits.
 - a. When he was in High School they did not have Trajes suits. Although they are pricey they make the performers look professional.
 3. He's been doing mariachi for 5 years and hopes to gain something memorable from this.
 4. How the money will better the future for Incoming Mariachi
 - a. They do not have enough instruments for all students to play with them. They hope that they would be able to obtain more instruments.
 - b. Trajes would help the group look more put together.
- viii. Student Needs
1. Trajes – are a cultural symbol and significant in mariachi
 - a. Represents mariachi and Mexican nationality.
 2. Instruments – growing in numbers
 - a. Specific instruments are needed to be considered a mariachi.
 3. Visibility – Lilac Parade, Tour High Schools, compete and become nationally recognized
 - a. Going on trips will expand recognition.
- ix. Budget Breakdown
1. Expenses Overview
 - a. Payroll: \$88,316
 - b. Travel Expenses: \$25,000
 - c. Maintenance: \$2,670
 - d. Ensemble Essentials: \$16,600
 - e. Overall Total Amount: \$132,586
 2. Ensemble Essentials
 - a. They have instruments, Trajes, and money for music.
 - b. Instruments are needed because the school is not lending out instruments to students that are not in the methods class.
 - i. For example, violins and trumpets
 - c. Some students come here without money for instruments.
 - d. Cultural instruments are from home and do not belong to the university. They are not widely available and quite pricey. If the university could provide those then more people could join.

- e. They have a waitlist of students who want to learn those instruments but they are not available to them do to lacks of accessibility.
- f. Trajes are the symbol of their country, culture of Mexico. They are not fully representing mariachi without the Trajes.
 - i. Without the Trajes they are just the music, but mariachi is more than just the music. They are the whole performance, visual, and connecting with the audience. It would be more culturally appropriate if they were wearing Trajes.
- g. They have a limited library. They do not have more money to buy more music. More music would better diversify their cultural representation

3. Payroll

- a. They have a professional mariachi instructor to come and teach them mariachi. They have Dr. Smith, who is very helpful in guiding them. They would like to have someone who has been educated in the style where their goal in life is to teach mariachi.

MOTION: Ian made a motion to extend this presentation by 5 minutes. Nick M seconded the motion. 6 (yes), 0 (no), 1 (abstentions)

- b. Having an instructor would give them someone that can work individually with students.
 - i. Currently, if a student wants to learn an instrument, they have to reach out to other students to teach them or learn on their own. This puts everyone at different levels and proficiencies to learn instruments.
 - ii. This person could help weave together sections because they would know how each section works and how they work together. That would make them a more polished ensemble overall.
- c. They have student roles. Currently, the board does a lot of work for the mariachi. They run schedules, outreach for gigs, handle the music library, etc. Unfortunately, those jobs are not paid.
 - i. Compared to the Marching band, librarians, those who create the drill, and section leaders are paid positions.
 - ii. Students in mariachi work as section leaders to teach instruments to the students.

- iii. If they could follow that precedent and get paid for those jobs it would give them a higher retention within their group. This would help the students feel more incentivized for taking time out of their day to teach other students and helping them learning the music and style.

x. Conclusion

- 1. Aligns with HSI initiative and CWU's diversity goals
- 2. Helps students' retention for first-gen and Latin students on campus.
- 3. They want to create a home for the community.

xi. Statements

- 1. Transfer student from EWU. Transferred in Safety & Health management still loves the music.
 - a. They were excited to transfer to Central for the mariachi. Central has a lot of great talent. Eastern also had mariachi but coming to Central was a big difference. At Central they see that everyone has the love for the mariachi, and they hope that going forward that they'll be able to work something out.
- 2. They presented a song.

MOTION: Ian made a motion to extend this meeting by 30 minutes. Arik seconded the motion. 5 (yes), 1 (no), 1 (abstentions)

xii. Questions? Comments

- 1. Erin asked about the payroll, specifically the instructor. Would this instructor be teaching credit courses?
 - a. They are exploring those options but do not have that as the students.
 - b. Dr. Smith was approached by 2019 by the student organization club that wanted to expand the music Department's involvement. What they were able to do was find a course that was a mixed chamber music options that has been on the books for many years and purposed it for a mariachi ensemble.
 - i. Currently, there is a faculty senate proposal to create 2 unique course numbers. Tiered mariachi performance ensembles: Beginner, intermediate, varsity/advanced. Assuming those courses are approved to be available. An adjunct or a faculty member could teach those courses for credit. That could fit into a degree structure in the form of the Bachelor of art in music or Bachelor of Music Education to satisfy the ensemble requirements or fit into interdisciplinary programs such as the

Heritage Certificate. There could be options for applied study as well as an individual instruction.

- c. The thing is there is an immediate need for an instructor, but they understand that there's a process and things need to get approved. They don't think that they could have anyone that could teach under a program or a credited program since it's still in the works. They would ideally like someone that could give them instruction temporarily in a non-accredited position such as a guest artist.
 - i. There is an immediate need, and they would love for this move forward for the institution to adopt.
 - ii. It's up to the committee.
2. The pay rate for the uniform assistant and everything besides the mariachi instructor is at \$15, which is under the minimum wage.
 - a. They modeled their presentation to the pep band and according to their reference they pay their peers and all the student staff \$12 an hour. They are not sure if this was an outdated budget.
 - b. That was just a reference point. They can accommodate, They just used that as an reference but those numbers will need to change to fit the state minimum wage guidelines
3. This budget the committee reviewed is not the one mariachi del centro originally submitted.
4. The instruments are listed in the budget to imply that S&A would be purchasing personal instruments because they are being asked to be purchased every year. Does that mean the members are keeping the instruments that are being purchased by S&A?
 - a. Ideally they want the instruments to stay within the group because they do not serve a purpose for any personal use outside of the university.
 - b. That was a tentative number of what they expend to grow. Those numbers consider the growth they are seeking. If approved they would adapt those numbers to fit their needs.
 - i. If they did not need instruments for a year, then they would not touch that money until it was needed for following years.
 - ii. It's just taking growth into consideration.
5. Would the Trajes they purchase stay for future generations or do they go along with the members?
 - a. They would stay within the organization. They want to foster a program that students can come and fit into a Trajes. It's tricky because the Trajes must be custom made in order to fit the standard that they are held at. It's a cultural Trajes, so they cannot just use a common size such as medium. It needs to be adapted to each body but over the years they could have a first pick that someone with the

same structure could use with tailoring. Something that is tasteful to be used in future years is the goal.

6. Eli acknowledges that the Mariachi has been the hub of Latinx excellences and appreciates what they bring to Central.
7. They see that the budget has section leader pay. The thing with S&A funding cannot be used for anything that can be given to students with academic credit. He is curious about the process in how the section leader is going to be enrolled in mariachi if it's also a class?
 - a. The sections are run by section leaders. They come up with a plan on what they are going to rehearse. This is outside of instructional time. The hours that are listed as paid for the section leader is in regard to non-academic instructional time outside of class.
8. Eli, as a music student, knows that the music building has a librarian. What is the need for a student librarian that's part of this budget?
 - a. It's a model that they are using in comparison to the librarian for the marching and pep band. They have a lot of moving parts in the ensemble. They hope that this position could organize all the files that they have including the tons of music. If they ask for money for music, they would need to put that into files and assign it to students.
 - i. The music program, as it stands currently, does not hold space for somebody to take on that responsibility. They are asking for help with that because it is a necessity. If they are planning to grow then they need help with that.
9. Seeing that they have 20 Trajes uniforms per quarter. Will the class be utilizing this as well?
 - a. Yes, they think that anywhere that the mariachi goes that it's best that they are represented in the highest light. They do understand that there is some grey area, which can be applied to the marching and pep band. They would like the group to take that into consideration. It's not about if it's being used inappropriately, it's about cultural appropriation. Whenever the mariachi presents itself, it should be at a high standard. The Trajes bring that standard and hides preconceived ideas of the individual due to the individual. It focuses the audience on the music and the message that they have. It's also a shield.
10. In the mariachi instruments for violins and trumpets, they mentioned that these are things that people in the class can get due to the methods limitations. Have they tried working with the Music department to subsidize this cost so that they could get the instruments that they need? Subsidizing by working with the music department.

- a. They have approached. In conversation. It's because they are a class and club and asked to use some of their instruments.
 - i. The instruments they are able to use is what they are able to use but it's limited. Everything else is being used for other pedagogy classes. They don't have the supply to help.
 - ii. They are not a program in the Music department. The Music department does not have a budget to help them purchase other instruments.
- b. A lot of the instruments are student owned. A bass that belongs to the program is broken and out of the commission. If one of their students didn't have a personal bass, then they would not have a bass.
 - i. They have asked for repairment
- c. They culture instruments that have a specific care. They are not like instruments that you can find around. They are instruments that have to be shipped from Mexico or from suppliers that work directly from Mexico. The accessibility of these instruments plays a crucial part, but they are expensive and not anyone can just buy them.
 - i. One of the students bought one a vihuela prior to coming to Central. This is the only student with one because the music building does not have one.
 - ii. Their guitarrón is broken and costs a thousand dollars.
 - iii. They know suppliers and perhaps they could work something out with suppliers in California and companies. Regardless, they need help from the institution to find manageable solutions.

11. Erin asked how much money the Music department is contributing to this effort?

- a. There is a class. It's a gray area. On behalf of the class they are promoted on their website. They have access to the recital hall and get priority booking. They have a teacher that instructs them. They acknowledge that are growing in numbers and this is something that they don't have the money for as of now to help them.
 - i. Although they are performing in the community, they are not culturally appropriate for their own culture.
- b. They wish that they could do more. They are asking if the S&A Committee can have grace on them and provide that opportunity.
- c. A lot of the funding they get by fundraising. They perform in the community to raise funds for their club. They have had a lot of help from someone that has helped them with

big events in the music building. This person allows them to table during events which helps them with trips that are coming up.

- i. Last year they were on a time crunch but were only able to make it work because of that person. They helped them table during a big event with high schools and other organizations that come to the university. There are some supports for them to build funds.
- ii. There are not funds for them to directly receive funds from the department. They just have their support.

12. If they do get the Mariachi specific instructor, would that then group them into the Music Department?

- a. The instructors in the music building are paid from a different payroll. The Mariachi instructor would be coming from the S&A funding, so it would not be involved with them
- b. By default no, because the money is not coming from them. Moving forward, that could be something that is more viable. They could figure this out.
 - i. They apologize and acknowledge that this is a conversation that they should have as an institution. They are students pleading out of necessity and are hoping that they could foster conversations. This can be the start of a conversation. With their numbers and how Central has progressed and the need that students are here – they expect them to grow and this to be a good place. They acknowledge that Central’s current retention rate is at an ultimate low. They think this could foster a sense of belonging for students to call home. They talk about diversity and inclusion but they forget about access and belonging. This what they think they can provide for these students: accessibility. For Central to provide this accessibility more than just the minimal instruments provided. They would be occupying the belonging for them for this to them to be able to call home.

13. Have they considered any other collaborations outside of the music department that they could potentially ask?

- a. Their community outreach coordinator (Daniel) is talking with the Kittitas Chamber of Commerce. They want to go to the Lilac Parade which is the biggest parade in Washington state and is nationally televised. They are trying to see if maybe the community can come, give them some funding, and walk aside them. They would like

Central to walk aside them in this parade. This would highlight Kittitas County beyond the Central community through the community members that could walk with them.

- i. This is in the talking stage, and they are just waiting on further responses.
14. Robbi noted that they are a Registered Student Organization. If they asked RSO for funds for travel and instruments?
 - a. They have. Last year they asked for supplemental funding to go to the Northwest Mariachi Festival but they did not have the budget to be able to help them. They had to reach out to other departments on campus. They reached out to SOURCE, who allocated them \$1,500 covering their lodging. They also were able get Motor Pool approval through SOURCE.
 - i. The club itself with the opportunity from their support through tabling they were able to raise \$1,000 and took some community gigs. They perform at local restaurants with all of their combined efforts they were able to raise \$2,500. They used that money to pay for their food.
 - ii. Despite getting shut down by RSO they were able to find other sources on campus to get to where they needed to be.
 - b. The community has been very supportive for when they need to raise funds. Restaurant owners understand that they are still trying to build funds for instruments and uniforms. Out of that reason they will support them. They love the mariachi and have them perform at events and locations to make things happen. They are open to expanding.
 - c. Mariachi brings community. Restaurants believe in them. Whenever they are at some kind of event that event fills up. It's a testament to a connection to the community and those within it that want to go outside of their norm. They are not just an ensemble but an experience that you get to be a part of through engagement.
15. Robbi asked if they were funded, how does regulating the instruments work? Who's making sure everything is running smoothly? It seems that everything is volunteer now. They are asking for an instructor or somebody to help support them.
 - a. They are hoping that they (the instructor) can take on the majority of the load. They have asked their program advisor, Dr. Christina Torres García. They understand that Dr. Smith is very busy and has other classes to worry about. They are hopeful that other faculty that they can help facilitate to bridge those necessities. The instructor would

do more of the heavy lifting of instructing, teaching, and such.

B. Supplemental Funding Request – Presentation

a. 2513: ASCWU Sweeey Day- \$2,950.00

Presented by Hondo and Nick Villa

i. What is this Event? It was originally 2 separate events.

1. Sweeey Day

a. Revised by Charles Johnson who was the Senate Speaker in 2022-2023 AY. This event had not happened for many years prior to that until he took on the initiative to bring it back. Last year as the Senate Speaker, Charles continued this event. This year it has become a tradition of ASCWU.

b. It's meant to beautify the campus by showing off our music and artistic artists. They host different styles of events. Last year they had events like casino night, wildcat farm, and tree planting that they've done in the past for Sweeey Day.

2. Student Appreciation Day

a. Various programs on campus celebrate students. Last year dining hosted an event where they gave out food, Red Bulls, etc. Last year it was somewhat associated with Sweeey day, which will be a continued collaboration this spring quarter.

b. Many programs perform different ways to appreciate students.

3. Hondo assumed Sweeey Day from their predecessor when stepping into the ASCWU Senate role. Due to budget constraints they have to collaborate this year. Last year the senate and the board's budget took a major hit and they do not have the budget too be able to do that.

a. This year they've reached out the Campus Activities and 88.1 the Burg. Now they have a committee of different campus partners that are working together to create one giant event that takes the best of both worlds and brings it together.

ii. What is the New Event?

1. Morning

a. Service Projects/Cleanup

i. Wildcat Farm Cleanup (Senator Bridgewater as Team Lead)

ii. People's Pond Cleanup (Senator Campbell as Team Lead)

iii. Butterfly Garden (Tentative, Speaker Hondo as Team Lead)

1. Working with Lola in SLICE and the Mom of the student who the garden was dedicated to. Delicacy of the site is why this is

tentative. BOD would be there to pay tribute to this site.

- iv. Brooklane Children’s Playground Cleanup (Tentative Vice Speaker Cordon as Team Lead)

2. Afternoon

- a. 3 senator Events will be happening for this event
 - i. Senator Bridgewater and Delano will be running a tie-dye event
 - ii. Senator Marquez will be running Karaoke Showdown
 - 1. In collaboration with Campus Activities
 - iii. Working with other campus clubs and partners (ESC for ex. To have multiple activities)
 - 1. Trying to get SLICE more involved
 - 2. ESC to potentially table at the event

3. Evening

- a. Live music and free food will be the wrap up of the event, working with Campus Activities, Dining, and 88.1 the Burg
 - i. This will be on the west side of the campus by Samuelson, Black, and Discovery

4. Best of Both Worlds

- a. Keeping to the traditions of Sweezy Day set by the previous ASCWU Senate member and the best aspects of student appreciation day.
- b. ASCWU does not have it in their budget to due to budget cuts across campus. They can’t do what they have executed in previous years.

iii. Request Breakdown

1. Quote Variance

- a. The Quote received was \$1,300. Their request for \$1,500 accounts for any changes between now and then (buffer zone).

2. Cost Breakdown

Item	Cost
Red Shirts x70	\$662.04
White Shirts x100	\$763.53
Dunk Tank	\$1,500.00
Total	\$2,925.57

a.

3. Request: \$2,950

- a. Rounding up to give a buffer zone with the quote and just in case the quote doesn’t include taxes. The quote does include delivery.
- b. T-shirts would be used for tie-dye

iv. Uses of Dunk Tank T-shirt?

1. Dunk Tank?

- a. The purpose of the dunk tank will be one of the many activities they will have over the course of SWEECY/Student Appreciation Day. Last year, it was a very popular activity, and have received requests to bring it back this year.
 - i. Thanks to a lower quote amount, they want to take advantage of this opportunity to bring back a really fun activity for our students.
 - ii. This would be one of the afternoon activities on the east patio.
 - iii. 4 board members and the Vice Speaker want to be dunked. This is set up, tear down, and delivery for 4 hours.

2. T-Shirt

- a. The t-shirts are in 2 separate categories. The red shirts are for the volunteers willing to help our team over the course of the day. This will make volunteer coordination less confusing. Identifies those at the sites and event locations.
 - i. Examples being the morning service projects, afternoon activities, evening activities, campus activities, and SLICE.
- b. The white t-shirts will be given to Senator Bridgewater and Senatore Delano, for students to come tie dye a limited edition Sweeey Day shirt.
 - i. They are working with REC Center for additional shirts and supplies.
 - ii. In previous years they were wiped out of their 48 shirts in the first hour despite it being a 2-hour event.

v. Questions? Comments

1. What is the expected turnout for this event?
 - a. Last year for SWEECY day they hit between 200-300 participants. Due to the higher expectations with attendance, they are estimated to see 2,000 participants.
 - b. They are seeing a higher scale of attendance at events this year and they're bringing the best of both worlds, so they are shooting a lot higher.
 - c. They are accommodating for their staff and students that come to the event.
2. Hondo expanded on the Dunk Tank.
 - a. This is for the delivery of the Dunk tank and the use for 4 hours. They will show up to drop off and set up the dunk tank then pick it up.
 - b. Last year the Dunk Tank was quoted at \$5,000 but this year it's \$1,500. This is a main piece that they would like to have.
3. Are they trying to do 2 events?

- a. They are taking 2 events and combining them. What was SWEECY Day and Student Appreciation Day is now one event. Instead of having Campus Activities strictly plan Student Appreciation Day and the Senate planning SWEECY Day this is now a joint effort. All of the campus partners including Campus Activities, 88.1 the Burg, Dining, Publicity, Recreation, DEC, SLICE, etc.
 - b. Despite the budget they still want to create an event to appreciate the students. This is a collaboration to be the end of the year celebration for the students.
4. How was this funded last year? Specifically the Dunk Tank.
 - a. The Dunk Tank came out of the Senate or the Board's budget. Hondo does not recall specifically and was not able to find that record. It is Hondo's understanding that it came out of the senate or the board's budget.
 - i. Specially it came out of General Programming. Last year they did not have a full senate. At the end of the year they only had about 10-11 senators. Their predecessor was able to reallocate funds to fill in those gaps. That is not plausible this year due to their senate capacity, so they cannot reallocate those funds.
5. Is ASCWU going to sponsor a portion of the Dunk Tank? The BOD specifically and not just the Senate.
 - a. The BOD budget does not have the funds to sponsor this event at the moment, which is part of the reason for their supplemental request.
 - b. Their senate budget only has a \$1,000 right now, which they are using that for their End of the year stuff for ASCWU. This includes their class awards for their Senators and staff as well as other senator events. That limited \$1,000 does not grant them the capacity to sponsor it.
 - c. They have discussed shifting this event to a different part of the ASCWU Office for next year but that's a future conversation.
6. How long did they know that their budget did not have enough funds for their budget to support this?
 - a. They started planning for this event in Fall quarter as soon as Hondo took office. Once the Board came into office, they reviewed their budget and discussed what's plausible and what's not plausible. That is when they began to reach out to their campus partners that fall quarter.
 - b. They saw from the beginning that last year's SWEECY day expenses would not suffice for this year's budget. This is when they came up with Plan B to start collaborating with their campus partners. Each of their partners are

contributing to different aspects of this event. This is the part that the Senate is contributing to the event.

7. If they knew about it in Fall Quarter, then why were there no other sources to supplement funding such as fund raising.
 - a. Things such as Tie-dye shirts was not something that their senators did not plan until this quarter. Specially the white shirts is the most recent addition.
 - i. Hondo told the senators not to start planning their events until Winter and mostly for Spring. In Fall to make such a quick turnaround like that is impossible. Even in Winter it is very difficult to do. These events and such are what they came to Hondo with what they wanted to do.
 - ii. They did not request the funds for Dunk tank last quarter because there was budget stuff that they were waiting on such as insurance. They were waiting to see if there was any room in their budget to handle it directly. They received confirmation at the end of Fall Quarter from Erin and Nick that gave them the understanding that there was no room in their budget.
8. How many students are requesting the T-shirts?
 - a. The white shirts are from Senator Bridgewater based on the data from last year. Last year she had 48 shirts for her event that were gone in the first hour. Knowing that this is going to be a bigger scaled event they upped that number.
 - b. The red shirts are based on the amount of the ASCWU members and the onsite campus partners helping. The committee they have helped determine this number.
 - c. The dunk tank itself was determined from feedback Hondo's predecessor other board members like Nick. A good portion of the students: 100-150 students. Students enjoyed the Dunk Tank.
 - i. Nick was repeatedly dunked in the dunk tank last year and got back in the dunk tank. They saw that popularity thus why they are bringing back.
 - d. Bringing back the dunk tank was something Hondo decided based on feedback from other board numbers. The t-shirt numbers were determined by the committee working together.
9. Is this in their budget for next year?
 - a. Due to the budget cuts for next year it is difficult to say so Hondo would have to get back to them on that. This is due to them having to take a look at not only this but the scale of the event and attendance.
 - b. They may have to change things for future years. The white shirts might not exist next year due to this event

being specific to one of the senators. The red shirts might be something that the next Senate Speaker and next Board to decide as a collective whether or not to keep the event or work with their campus partners.

10. Erin noted that she has a great photo of Malik in the Dunk Tank.

Old Business

None.

Public Comment – Second Call

Eli is making a video for Admissions about why you should apply to CWU. This will highlight student voice. Student voice is value.

Adjournment:

MOTION: Ian made a motion to adjourn the meeting at 4:30PM. Arik seconded the motion. 4 (yes), 0 (no), 1 (abstentions)

Our next meeting will be February 28, 2025 (SURC 301) at 2:00pm.

Check out our website at www.cwu.edu/services-activities