



Geoduck Student Union

End-of-Year Report

The Evergreen State College

2007-2008

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Presented on June 9, 2007.

This report is a compilation of Union work, experiences and recommendations, presented to new Union representatives. It is our hope that this type of document becomes an annual tradition, and prepares new Union representatives with the tools necessary to improve students' quality of life at The Evergreen State College.

On behalf of the 2006-2007 Geoduck Student Union, we wish you the best of luck, and charge you with the difficult but rewarding task of "getting shit done."



SECTION I: Summary

by Carolyn Commer

The Geoduck Union worked diligently this first year to establish a durable infrastructure by creating a Mission Statement and Bylaws that govern the Union's internal operations, and Elections Policies that govern the Union and the Evergreen Community. The Union's unofficial motto was "We get shit done." The Union recommends that future Representatives strive, without reservation, to get shit done as well.

The Union kicked off the 2006-2007 school year with a Town Hall Forum, inviting students to gather and discuss their concerns. Many of this year's Union committees worked to solve the problems addressed at the Forum. The Union met weekly to report on work that individual Representatives and committees were doing, including: establishing a relationship with the Board of Trustees, working with the Washington Student Lobby (WSL), creating late-night transportation for students, improving Aramark's food service policy, promoting student involvement in the CAB Redesign, overseeing the college's finances, working against oppression, improving technology, and supporting the appointment of contingent faculty to term positions.

The Union cautions future Representatives not to make symbolic committees, or committees that sound important but don't win concrete victories for students. Committees should be created to produce practical, tangible results. The Transportation Committee, for example, worked to set up a late-night transportation system at Evergreen and brought an initiative to students this spring that will implement a late-night shuttle system in spring 2008. The Take Back the CAB! Committee found eleven students to serve on the CAB Redesign Committee. And the Elections Committee drafted Evergreen's first-ever Elections and Voting Policies so that student votes and elections are fair and fun, so that students can govern themselves efficiently.

While the Union created a durable infrastructure and won some concrete victories for students, the Union might have won more victories if interpersonal conflicts did not slow down much of the Union's work. The Union works by consensus. This means we don't marginalize any voices, but this can slow the decision-making process. Consensus requires patience, so don't expect to make decisions or win any concrete victories quickly. This year the Union had trouble agreeing on how to handle conflict, so we had a lot of unresolved conflicts. We recommend that future Representatives develop a plan for conflict resolution before the year starts, preferably on the fall retreat, if not sooner.

Talk to students. More than anything, Representatives should be in touch with the student body, the pulse of the campus. The Communication Committee failed this year, failed because the Representatives on the committee were overwhelmed by other Union work. We recommend that four Representatives be in charge of the Communications Committee, perhaps the most important committee, because students must know how to get involved with the Union and how the Union can serve them. These four gregarious Representatives should build a large constituency for the Union, host regular Town Hall Forums, maintain the website and listserv, write CPJ articles, visit classes, and whatever else they can think of to make sure that every student on this campus knows that the Geoduck Union exists, the Geoduck Union meets weekly,



and the Geoduck Union needs student input if it is to represent students.

In addition to communicating with students, the Union should connect with administration and the Board of Trustees. The Trustees will respect you if you respect them; give them regular updates about Union work, notify them in advance if you plan to introduce a student initiative or fee, and attend as many of their meetings as possible. This year we've requested to have an official non-voting Student Representative from the Geoduck Union to the Board of Trustees; please, pursue and make the most of this connection with the Board.

The Union needs a well-maintained budget in order to have the materials to communicate with students, to advertise events, attend conferences, and reimburse Representatives who travel long distances to attend weekly meetings. Two Representatives should keep a close eye on the 2007-2008 Operational Budget that we have secured for you. The Operational Budget includes funding for the retreat, conference attendance (NWSLC), advertising, copies, and gas reimbursement for Tacoma and Reservation-based Representatives if they choose to travel rather than use the speakerphone. The budget does not, however, include stipends for Representatives. See the budget section of the report, VIII.A.2 to find out how to secure stipends for Representatives who need them. You will need to compose a budget for next year's Union and propose it to the S&A Board; please see the budget section for instructions.

In fall of 2007, you will need to have an election to place students on the Clean Energy Committee, and in spring 2008, you'll need to have another election to secure new Representatives. This year, the Union enacted Elections and Voting Policies and hired three Elections Commissioners to monitor the polls and enforce Elections Policies. We recommend that three Representatives serve on the Elections Committee, who will hire and train three Elections Commissioners for the fall election. If possible, these Commissioners should handle the spring election for Geoduck Union Representatives as well.

In short, your job is big and broad. This report is overwhelming and requires careful reading because it will hopefully keep you from making the same mistakes we did. Next fall, each Representative should attend the Coordinator Training Workshops offered by Student Activities. The Student Activities Office is your greatest resource and ally next year: it will teach you how to build a constituency, how to host events, how to manage your budget, how to market and negotiate. Though there are no official advisors for the Geoduck Union, you can always turn to Tom Mercado, Director of Student Activities, or Andy Corn, Business Manager for Student Activities and Knower of All Things, for help. Tom and Andy will help you every step of the way.

The top recommendations: 1) Only create committees when they will produce practical, tangible results. 2) Develop a conflict resolution plan. 3) Designate four gregarious Representatives to the Communications Committee. 4) Designate a liaison (the Student Representative) to the Board of Trustees. 5) Designate two Representatives to watch the budget. 6) Start planning for the fall Clean Energy Committee election by designating three Representatives for the Elections Committee and hiring three Elections Commissioners. 7) Designate a couple Representatives who will plan your fall retreat. 8) Find a student Coordinator for the FOC—this is required by our Bylaws. 9) Establish a Transportation Committee with at least one Rep and



at least three students—this is required by the late-night transit initiative that just passed. 10) Get started on Focus the Nation. 11) Hook up with Laura Coghlan from Institutional Research to work on Evergreen's re-accreditation report. 12) Enforce Evergreen's fragrance-free policy at Union meetings. 13) Host regular Town Hall Forums and advertise, advertise, advertise. 14) Get coordinator training from S&A in the fall. 15) Use Andy Corn, Knower of All Things, and Tom Mercato, for help.

Remember: student governments at Evergreen failed twelve times before the Geoduck Union was formed. So make this one work. You are a new and exciting part of Evergreen's history and it's up to you to keep this important work going. Strive, without reservation, to get shit done for your fellow students.



SECTION II: Accomplishments

by Carolyn Commer

This year the Geoduck Union, Evergreen's first functioning student government, worked diligently to create a durable infrastructure for future students to build on. Not only did we manage to survive our first year—a feat unmatched by previous Evergreen student governments—but we have also achieved many victories for the student body:

1. Created a mission statement for the Union.
2. Composed Bylaws that govern our regular operations.
3. Enacted Voting and Elections Policies for votes and elections at Evergreen.
4. Hosted a Town Hall Forum.
5. Allied with Commute Trip Reduction on campus transportation issues and introduced an initiative to start a late-night shuttle for Evergreen students.
6. Solicited funds from a private donor to pay WSL dues.
7. Joined the Washington Student Lobby so that we could support higher education initiatives in the legislature for better healthcare, childcare, lower tuition, and more scholarship opportunities for students.
8. Wrote a letter that supported appointing contingent faculty to term positions.
9. Wrote a letter to Aramark conveying student concerns about the block meal plan policy.
10. Endorsed a letter to the S&A Board in support of the Flaming Eggplant Café.
11. Investigated expenditures made by the VP of Student Affairs and the Evergreen Police.
12. Delivered remarks at Evergreen's memorial service for the Virginia Polytechnic Institute school shooting.
13. Wrote a letter to the Board of Trustees asking for a Student Representative to the Board, similar to the Faculty and Staff Representative positions.
14. Interviewed applicants for the Student Trustee position and sent our recommendation to the Governor.
15. Interviewed and helped hire next year's S&A Board Coordinator.
16. Assembled a group of students to oversee the CAB Redesign.
17. Hired three student Elections Commissioners to ensure a fair and fun election this spring.
18. Organized nine governance committees open to students.



SECTION III: BOT Resolution Recognizing the Union

Minutes for the Board's 10 May 2006 Meeting Read:

Vice President for Student Affairs Art Costantino said that the Geoduck Union Constitution is ready to be certified as the governing document for Evergreen's student government. If the [B]oard certifies the constitution, an election will be held to select Representatives. After the election, the student government will have to develop [B]ylaws and other policies which may require further [B]oard approval. Director of Student Activities Tom Mercado said that more than 33 percent of the student body participated in the election that endorsed the proposed constitution, with 30 percent of the student body voting in favor. He said that this compares very favorably to participation rates at other institutions [that] average 9 to 12 percent nationally.

Motion #5-05-06: Ms. Roloff made a motion to adopt resolution 2006-05 certifying the Geoduck Union Constitution[.] The motion was seconded and passed on a voice vote.

Resolution No. 2006-05 of the Board of Trustees of The Evergreen State College
Recognizing the Geoduck Union Constitution

WHEREAS, the students of The Evergreen State College currently have no recognized student government association, and

WHEREAS, in an election held between March 13, and April 7, 2006, students of The Evergreen State College demonstrated strong support for a student government organized according to the [C]onstitution proposed by Greeners for Student Government;

WHEREAS, The Board of Trustees finds that a student government association can make a positive contribution to the governance of the college by representing the interests of Evergreen students;

THEREFORE BE IT RESOLVED that the Board of Trustees recognizes the Constitution of the Geoduck Union;

BE IT FURTHER RESOLVED that before [s]pring [q]uarter 2007, the Geoduck Union shall propose to the Board of Trustees a plan for fully assuming the responsibilities of a student government association.

Done this 10th day of May 2006, in open meeting by the Board of Trustees.



SECTION IV: Constitution

Article I: Name

The name is the Geoduck Union.

Article II: Scope

The Geoduck Union is the official representation of the student body of The Evergreen State College.

Article III: Membership

All registered students at The Evergreen State College are members of the Geoduck Union.

Article IV: Representation

The student body will elect 21 student Representatives, called Geoduck Union Representatives.

Article V: Elections

Representatives are elected by a student election held each spring quarter. Every student may vote for 21 candidates. The 21 candidates receiving the most votes will be the Geoduck Union Representatives. One representative seat is reserved for a student from the Tacoma Campus and one seat is reserved for a student from the Reservation-Based Campuses.

Article VI: Procedures for Removal

Representatives may be removed by consensus minus one of the Geoduck Union Representatives.

Article VII: Meetings and Quorum

Geoduck Union Representatives meet weekly at a publicly-announced time and place, and these meetings are open to the public. To conduct business, Geoduck Union Representatives must reach quorum, which is fifty percent plus one of the current Representatives. The Geoduck Union Representatives will choose one Representative to facilitate the meeting(s).

Article VIII: Decision-Making

Geoduck Union Representatives make decisions by consensus. If Geoduck Union Representatives fail to reach consensus, they may suspend consensus by a two-thirds majority vote. While consensus is suspended, Geoduck Union Representatives may make decisions by two-thirds majority vote.

Article IX: Amendments

Amendments to this constitution may be proposed by Geoduck Union Representatives, or by students who present a petition signed by 10% of the student body. Proposed amendments come before the student body for a vote. To pass, amendments must be approved by two-thirds of those voting, with a minimum of 10% of students voting.



SECTION V: Bylaws

Article One: Mission Statement

- The Mission Statement guides all decisions made by Geoduck Union Representatives.
 - o “The Geoduck Union is the official representation of the student body at The Evergreen State College. The Union is committed to unifying students across all Evergreen campuses, serving their interests at the local, state, and national levels, and empowering all students to participate in positive social and political change while fostering a fair and diverse community. The Union works to improve students’ quality of life by advocating for students’ rights and needs, facilitating communication among students, and ensuring a fair balance of power among faculty, staff, administration, and students.”

Article Two: Membership

- All registered students of the Evergreen State College are members of the Geoduck Union and have the full freedom to participate in student committees and groups but hold no privilege in status or power.

Article Three: Meeting Positions

- Members of the Geoduck Union may propose positions. Positions must be ratified and filled by consensus. Positions should rotate weekly or quarterly in order to share leadership and responsibility. Positions can be changed or removed by consensus minus one. If a position-holder is absent from a meeting, a temporary replacement may be chosen by consensus.

Article Four: Committees

- Committees cannot meet quorum.
- Open Committees: All members of the Geoduck Union may propose and participate in an open committee. Geoduck Union Representatives are not granted any special privileges in status or power on open committees, neither are Representatives granted power to control or limit the practices or organization of student-run committees.
- Internal Committees: Are open only to Geoduck Union Representatives.

Article Five: Meeting Processes

- The agenda must be sent to Geoduck Union Representatives at least 24 hours before the scheduled meeting time. The agenda will also be made public at this time.
- All members of the Geoduck Union may present proposals at Geoduck Union weekly meetings.
- Quorum: In accordance with Article VII of the Constitution, quorum shall be met when 50% plus one of current Representatives are present at a Geoduck Union meeting.
- Consensus: As detailed in Article VIII of the Constitution, decisions shall be made by consensus.



- There must be time for student input during regularly-scheduled meetings.
- Emergency Meetings: In addition to regular weekly meetings, 5% of students or 1/3 of Representatives may call an emergency meeting with 24 hours notice to Representatives and the public. Decisions may be made at emergency meetings, but must be ratified at the next regularly-scheduled meeting. Emergency meetings should only be called under extreme circumstances.

Article Six: Budget/Record Keeping

- All decisions made by the Geoduck Union about the use of funds must be recorded and made accessible to all members of the Geoduck Union.
- All minutes, agendas, proposals, and decisions are to be recorded and archived. This information may be accessed by the public.

Article Seven: Communication

- Office Hours: The Geoduck Union Representatives will have weekly office hours.
- Town Hall: Geoduck Union Representatives shall hold Town Hall Forums to encourage student participation and feedback.
- Email policy: As a minimum requirement, all official correspondence must be forwarded to the Geoduck Union account. Representatives will make every effort to keep private and personal comments out of public conduits—the listserv, official correspondence, the Union account, and so on. All official correspondence with external entities should be proofread.

Article Eight: Conflict Resolution

- Geoduck Union Representatives should actively work to resolve conflict. If a conflict cannot be resolved between individuals or small groups, Representatives may seek third-party mediation. Geoduck Union Representatives should provide materials about conflict resolution practices in the End-of-Year Report so that resources are available for future groups of Representatives.
- The Union may call for an Internal Operations Committee (IOC) meeting if a personal conflict between Representatives halts Union business. The IOC will meet to discuss the conflict and suggest solutions for how the Union can resume regular operations. The IOC should propose these solutions at the next Union meeting. If the Union cannot reach consensus on any of the IOC's solutions, the Union should give the IOC feedback and the IOC must convene to draft more solutions that must be presented at the next Union meeting.

Article Nine: End-of-Year Report

- Geoduck Union Representatives should assess the effectiveness of decisions and policies implemented by the Geoduck Union in an End-of-Year Report. The End-of-Year Report should provide a basis for future groups of Representatives to organize themselves and get shit done. All materials pertaining to positions



and committees, decision-making, and conflict resolution must be included in the End-of-Year Report.

Article Ten: Expectations for Geoduck Union Liaisons

- **Liaison definition:** Liaisons are Geoduck Union Representatives who have been officially charged by the Union to communicate with another body, and to represent the Union's interests to that body.
- **Liaison conduct:** As a liaison from the Geoduck Union to another body, including but not limited to the WSL, Board of Trustees, and DTFs, a Representative liaison will represent the interests of the entire Geoduck Union, including all Representatives and students. To this end, liaisons will consult all other Representatives in a public meeting before making decisions or stating positions on behalf of the Union. When representing the Geoduck Union, liaisons will refrain from personal, private communication that may be misconstrued as representing the Union.
- **Liaisons will keep all communications open and transparent:** All communication on behalf of the Union will be open to public disclosure. Liaisons will prepare weekly updates that they will present to the Union at meetings. Liaisons will also keep a log of communications, positions, recommendations, and decisions made on behalf of the Union, which will be housed in the Union's archives.
- **Should liaisons fail to meet these expectations, the Geoduck Union may remove Representatives from their liaison role by consensus minus one, or two-thirds majority.**

Article Eleven: Finance Oversight Committee

- **Formation and Committee Composition:** Geoduck Union Representatives will appoint a FOC student coordinator at the beginning of fall quarter. The coordinator will collect applications for committee membership and select five applicants, two of whom will be members of Evergreen's faculty, three of whom will be students. Only students and faculty can be FOC members. All chosen committee members will be approved by Geoduck Union Representatives.

- **Responsibilities**

Coordinator: Coordinating and overseeing the work of the Finance Oversight Committee and facilitating weekly or bi-weekly meetings. Geoduck Union Representatives will replace the coordinator if the coordinator does not fulfill the role adequately.

Committee Members: Attending FOC meetings and working toward the FOC and Union mission statements.

- **Term Length:** Terms start either at the end of winter quarter or the beginning of fall quarter. Terms expire after one year.

- **Definitions:** Oversight consists of assessing the relevance of particular expenditures based on the following criteria: (1) legitimate, well-argued need, (2) student want, and (3) social responsibility, where socially-responsible expenditures do not support war profiteering, human rights abuses, free trade, the degradation of the environment, and energy sources that contribute to global warming—because, if you didn't already know, global warming is a widely-held scientific FACT. Investing responsibly means investing in fair



trade, local business, organic agriculture, and renewable energy sources.

Article Twelve: Voting and Elections Policies

Section 1: General Standards for Student Votes and Elections

1.1 The Geoduck Union will hire three student elections commissioners who will recruit student poll workers, supervise polling stations, post unbiased voting information, enforce elections and voting policies, recognize violations and take appropriate action, tally votes at the end of week nine, announce the results of the votes at the beginning of week ten, and present these results at the Geoduck Union meeting during week ten of the quarter. The elections commissioners will make decisions by consensus.

1.2 Current Geoduck Union Representatives and candidates may not be elections commissioners or poll workers.

1.3 No campaigning or loitering is allowed within twenty feet of a designated polling site. At least two polling sites will be designated on the Olympia campus, one in the CAB building and one in the Library building. The elections commissioners will make arrangements with Evergreen's other campuses to facilitate voter participation from all campuses.

1.4 Voting begins online week eight of the quarter, at the same time as online registration, and lasts through the end of week nine. All currently registered (enrolled) students are eligible to vote; however, the Union may decide that some ballot issues affect only one of Evergreen's campuses and exclude the other campuses from voting on that specific issue (for instance, CAB Redesign or Transit fees affect Olympia campus only).

1.5 Elections commissioners and the Geoduck Union will agree on the language of unbiased voting information available to students regarding initiatives, student fees, and elections at least two weeks prior to voting, and will distribute such information at that time.

1.6 During the voting session, the number of students who have voted so far must be released to the public upon request; however, no information will be released to anyone (including elections commissioners, candidates, and administrators) about how students have voted (for or against issues, for certain candidates) until voting has officially ended and all votes have been tallied. The Geoduck Union will certify that an election or vote is valid during its week 10 meeting, after hearing any concerns about the validity of said election or vote from the Evergreen community. The Union may invalidate the vote only by consensus.

Section 2: Geoduck Union Representative Elections

2.1 Students will elect Geoduck Union Representatives for the following academic year toward the end of spring quarter.



2.2 The Geoduck Union will make declaration of candidacy forms available to students by week one of spring quarter.

2.3 Only currently enrolled students may run as candidates for the Union.

2.4 Candidates may begin campaigning week six of spring quarter.

2.5 Candidates may use the paint and butcher paper in Student Activities to make posters for their campaigns. The elections commissioners will allocate each candidate thirty 8.5" X 11" copies for campaign flyers. Candidates will submit their flyers to one of the elections commissioners, who will take the flyer to the Copy Center. These flyers may only endorse the candidate who submits the flyer and cannot put down another candidate. These flyers must be posted in accord with S&A and college policies regarding flyer-posting.

2.6 Candidates may hand out campaign materials such as handbills, pamphlets, stickers, or buttons that state their platform. Candidates may not hand out conditional gifts or incentives—that is, any good exchanged for voting. For example, candidates may hand out buttons to prospective voters, but they may not withhold buttons from any prospective voter, or from a voter who has already voted. Campaigns are limited to a total cost of \$30.00 per candidate, including in-kind donations. If a candidate's campaign expenditures appear to exceed the \$30.00 cap, elections commissioners will ask candidates to provide campaign finance reports.

2.7 There is no minimum participation level for student elections to be valid.

2.8 Candidates who do not officially declare their candidacy and run as write-in candidates must follow these elections policies and the decisions of the elections commissioners; however write-in candidates are not eligible for 30 free copies for their campaigns.

Section 3: Votes on Student Initiatives and Student Fees

3.1 Geoduck Union Representatives must decide what issues will be voted on by week five of the quarter in which the vote will take place. The Geoduck Union must decide these ballot issues by consensus.

3.2 Students may propose initiatives to the Geoduck Union on a standard proposal form. If the Geoduck Union does not accept the proposal, students may petition to put the initiative on the ballot. Such a petition must be signed by 10% of the student body and must include students' names, signatures, and an additional piece of information allowing S&A staff to verify that the student is currently enrolled, i.e. A-number or address. A standard proposal form should be submitted with the petition that describes the need for this initiative, history related to the initiative, a description of what the initiative would do, and a plan for enacting it. The petition and proposal form must be submitted to the elections commissioners by week six.



3.3 Anyone proposing a student fee must confer with Evergreen's budget officers to ensure that the fee is feasible, properly budgeted, legal, etc., before the fee is eligible to place on the ballot.

3.4 Twenty-five percent of the eligible voting population must vote on an initiative or fee in order for the vote to be valid. A majority of that 25% must vote in favor in order to pass that initiative or fee.

3.5 No individual or group may distribute conditional gifts or incentives to students in exchange for votes. Individuals or groups may sponsor events that promote voter participation, but these events must be open to all eligible voters, including students who have already voted. For example, if a group wants to sponsor a chili cook-out in Red Square to promote voter participation, said group may not withhold chili from any student.

Article Eleven: Representative Training

- All Geoduck Union Representatives will attend the retreat during fall quarter. All Reps will register as Coordinators with Student Activities and attend the required Coordinator Training Workshops offered by Student Activities.



SECTION VI: Glossary of Governance at Evergreen

by Carolyn Commer

Governance at Evergreen: Governance at Evergreen is guided by a philosophy of collaborative problem-solving. Evergreen has two established Governance Times each week: Mondays 3-5 pm and Wednesdays 1-5 pm. To accommodate participation in this campus-wide Governance Time, programs and classes should not meet during these times, for these times are reserved for committees, student groups, etc.

Board of Trustees: The Board of Trustees (BOT) is an eight-member governing board that provides TESC with its long-term strategic leadership. The BOT is the highest governing power at the college. The BOT initiates policy and delegates authority to the president, Les Purce, who reports to the Board. BOT meetings are open to the public. The Governor of Washington appoints seven of the members from the external community and alumni, and the eighth member is a student chosen by the Governor from a group of applicants selected by the Geoduck Union.

Student Trustee: The Student Trustee is the eighth member of the Board of Trustees who is chosen by the Governor from a group of applicants selected by the Geoduck Union. The Student Trustee is a voting member of the Board. The Union hopes that the Student Trustee will work closely with the Union, though the Student Trustee is not a Geoduck Union liaison and therefore not subject to the Bylaws governing Geoduck Union liaisons. Please see the BOT section of this report, VIII.A.4.

S&A Board: The S&A Board is a group of nine students plus a non-voting coordinator and non-voting office manager who allocate S&A Fees, which we all pay as part of our tuition, by consensus. These funds pay for the Athletic Center, Child Care Center, KAOS, Cooper Point Journal, Student Activities, The Geoduck Union, and all student groups. Generally, S&A Boards at other schools work closely with the student government while remaining somewhat autonomous so that there is a separation of powers. For instance, at some schools, S&A Board members are hired or selected by the student government. This year the Geoduck Union helped hire next year's S&A Board Coordinator. For more information about S&A Boards talk to Tom Mercado, Director of Student Activities and advisor to the S&A Board.

DTF: A DTF, or Disappearing Task Force, is a group of students, staff, and faculty who come together to solve a problem on campus. The group "disappears" after the group has made recommendations for solving the problem. DTFs make up a large part of the governance structure at Evergreen, and faculty can fulfill their governance requirement by serving on DTFs. Unfortunately, student participation has declined in the last few years and most DTFs only have one or two students on them, if any at all. Right now, the office of the VP for Student Affairs is in charge of recruiting student members for DTFs. Some DTFs that were active this last year include: Faculty Hiring, Diversity, Strategic Planning, Curricular Visions, First-Year Experience, and Information Technology Collaborative Hive (ITCH). Contact Art Costantino, VP for Student Affairs, for more information.



SECTION VII: Organization

by Stephen Engel

Organization:

Written by Stephen Engel

Let's talk logistics. There are two classes of things to consider. The first concerns what needs to get done for the Union to function, like budgets and by-laws. The second class concerns campaigns, like taking back the CAB, or ridding students of corporate food service, or getting active in the Washington State legislature. For this reason, we have two kinds of committee: open and internal (see our Bylaws' Article Four in Section V of this document). This year we paid lots of attention to how the Union should function, so y'all won't have to worry about it later, when you're winning mad victories for the student body and empowering all students to participate in positive social and political change (like Focus The Nation). But if you're going to do that, you've got to be organized.

WEEKLY MEETINGS: This year we met weekly on Wednesdays from 1-3 pm. I recommend you do the same. If you choose a different weekly meeting time, keep in mind that we chose Wednesdays 1-3 pm because Evergreen has established two campus Governance Times per week, Mondays 3-5 pm and Wednesdays 1-5 pm, and Wednesday worked best for us. Some of this year's Reps suggest you meet one evening per week instead, say, 5-7 pm on Wednesdays, not during any designated Governance Times, so Reps can attend other governance meetings on campus, especially if you're a liaison to a DTF or the Board of Trustees. But if you're not going to use Governance Time to do work for the Union, you should observe Governance Times and have your meetings on Mondays or Wednesdays. Once you pick a weekly meeting time, stick to it through the year, and try to schedule the same meeting room every quarter. We like the SEM II 1105 rooms.

Decisions are made by consensus. You'll learn more about consensus-based decision making on the retreat. Every week we begin by checking in (5 minutes), making announcements and last-minute suggestions for the meeting, and move on to Student Voices (5-10 minutes), where students can voice their concerns. We take a break at the end of the first hour (5 minutes) to shake it out and get a breath of fresh—or smoky—air. We reserve the last 5 minutes of meetings for checking out and closing announcements.

In order for weekly meetings to run smoothly, you'll want to assign a few roles. These roles should include:

-Facilitator. The facilitator will assemble an agenda every week and send it out to the Union listserv at least twenty-four hours before the scheduled meeting. Reps will send items they want on the agenda to the facilitator as early as possible. The facilitator will judge how long each item should take to discuss. During the meeting, the facilitator will maintain the queue (the order of who speaks), and move the meeting along. This year we rotated the facilitator every two weeks, to give everybody the opportunity to learn about facilitation. Some reps disliked this because they thought it inefficient and confusing, and thought we should pick one facilitator per quarter, or that should we designate a few facilitators to serve for longer



than two to three weeks. Others were concerned about this, because they feared this would result in a hierarchical power structure. Each model has its pros and cons. You'll need to figure out what works best for you.

-Timekeeper. Someone who's not the facilitator should keep an eye on the clock. The timekeeper should observe the set times on the agenda and alert the group when time is running out on a given agenda item.

-Vibes! Someone, if not everyone, should pay attention to the vibes in the room, and diplomatically diffuse the situation with extreme kindness (see Anthony Sison's delightful section on VIBES!, Section XI.1).

-Minutes. Someone must take close notes for every meeting, edit, proofread, and send them out to the group after every meeting. These should ideally be one page per meeting, but surely no more than two pages—the electronic recording machine will get the details. Reps will suggest revisions or additions via email or at the next meeting. You can take a minute or two at the beginning of every meeting to certify last week's minutes. Minutes should be archived in the Union space and on the website.

-Reps from the Communications Committee will bring the electronic recording machine to every meeting. They will also set up conference calls when needed.

OTHER ROLES: Other than meeting roles, there are lots of roles to assign right away, roles that deal with the first class of concerns I mentioned above, internal operations. There are others, too, listed below. Tip: Make sure you pick the right people for certain roles, and don't be bashful (although always be respectful) about questioning someone's ability to do such-and-such a job, especially if you think a Rep won't hold up his or her end of the deal. Delegation is the key to a smoothly-running Union:

-1 Rep to make room reservations for the Union. This will cut down on confusion. You can reserve rooms at the front desk in CAB 320, or with the aid of any S&A advisor, like Andy Corn, Knower of All Things.

-1 Rep to maintain the archives in the Union space.

-4 Reps to handle communications for the Union (see Communications, Section VIII.B.10).

-1 Rep to maintain the Bylaws, adding to the document when the Union passes a new one, amending the standing Bylaws when the Union so wishes.

-3 Reps to serve on the Elections Committee (see Elections report, Section VIII.B.8).

-2 Reps to serve on the Budget Committee (see Budget, VIII.A.2).

-1 Rep to serve as liaison to the WSL. Or see if you can find a student who wants to work with the Union and the WSL to get credit as an intern, and a faculty member to sponsor that contract. Please see WSL, Section VIII.A.5.



- 1 Rep to serve as a Student Representative to the Board of Trustees (see BOT, Section VIII.A.4).
- 1 Rep to support the Take Back The CAB! Committee (see Take Back The CAB!, Section VIII.B.4, and Food Service, Section VIII.B.3).
- 1 or more Reps to support the Late-Night Transit Shuttle program (see Transpo, Section VIII.B.2).
- 3 Reps to start the Focus The Nation campaign, immediately (see Focus The Nation, Section IX.2).
- 1 Rep to work with Institutional Research on the college's accreditation process (see IX.1).
- 1 Rep to coordinate the Finance Oversight Committee (VIII.B.5 and Bylaws, Section V).

These are our recommendations for getting started. Some of these roles are minor and any Rep can take on a few different ones. Others will require lots of work, and as the campaigns get bigger, the rest of the Union will need to step up and help get the job done.



SECTION VIII: Committee Reports

SECTION VIII.A: Internal Committees

VIII.A.1

Bylaws Committee
by Carolyn Commer

The Bylaws Committee met weekly during fall quarter 2006 to draft Bylaws that govern the internal operations of the Geoduck Union. Sam Green, Carolyn Commer, Kenyon Foxworthy, David Faber, and Naomi Curley drafted nine Bylaws that were approved by the rest of the Geoduck Union. These Bylaws concern the Mission Statement, membership, positions, committees, meeting processes, budget/record keeping, communication, conflict resolution, and the End-of-Year Report. Later in the year the Union added new Bylaws about our expectations for Geoduck Union liaisons, the Internal Operations Committee (IOC), Finance Oversight Committee (FOC), and Union email policy. All Representatives should read the bylaws regularly and commit them to memory.

I recommend that one person be in charge of updating the Bylaws as new ones are passed. We ran into trouble when we couldn't remember which Bylaws actually got passed, which Bylaws were worded properly, etc. One person should make sure that the Bylaws are updated as needed and then send out copies of newly-updated Bylaws to other Representatives and put new copies in the archives and on the website.

VIII.A.2

Budget
By Brooke McLane-Higginson

Currently the Union must petition the S&A Board for funding; in this way, the Union is much like any other student group. So pay attention to the budget deadlines posted in S&A—you will most likely need to compose and present a Special Initiative by the end of fall quarter, and you will certainly need to present an Operational Budget by the end of winter quarter. Special Initiatives are generally for special, unusual, or unexpected expenses; however, the S&A Board anticipates that you will present a Special Initiative (SI) in fall quarter 2007 if any Representatives are in need of stipends—more on stipends momentarily. This SI is also a good time to seek funding if you foresee additional expenses in the near future, however your regular operations for the year have already been funded. Operational Budgets are meant to cover basic operational expenses. We highly recommend that you simply adapt the SI and Operational from this past year, rather than composing from scratch, and that you have two to three Reps in charge of the budget. As usual, if you need any help, ask Andy Corn, Knower of All Things.

This past academic year, nine Representatives asked for stipends for their Union work at the same rate as S&A Board Members: \$300 per student per quarter. Some Representatives declined stipends, but we believe that the Union can represent all students only as long as stipends are available for any Representative in



need. For a more full account of this reasoning, please see our SI for fall 2006, archived.

We caution you to treat the stipend issue with care as you discuss it in or outside of meetings, for as long as some Reps receive stipends while others decline them, you may run into difficulties. This is why we decided not to speak of who received stipends and who did not; we told only the Budget Committee or Andy Corn, Knower of All Things, and kept uniform accountability for all Reps regardless of whether they received stipends.

RELATIONS WITH THE S&A BOARD

This year, Representatives Ben Gass and Sam Green met with Andy Corn, Utah Newman, and Anna Stoerch to interview two applicants for the 2007-2008 S&A Board Coordinator position. The committee hired Alex Valin. Please see the Glossary of Governance, Section VI, for more information.

Something to look into: becoming a Tier I student group (rather than your current status as a Tier II group) or perhaps avoiding the S&A process altogether by finding some other funding source. For more information, speak to Andy Corn, Knower of All Things. Something to keep in mind about Tier I student groups, however, is that you'll need a full-time staff member, and may need to meet other qualifications as well.

VIII.A.3

Accountability

by Carolyn Commer

The S&A Board granted the Union nine stipends for winter and spring quarters of 2007, with the stipulation that the Union develop a system of accountability for Representatives. Representatives Carolyn Commer, Kylene Clayton, and Brooke McLane-Higginson were charged with developing this system of accountability.

The Union struggled to reach consensus on this issue because some Representatives felt that we needed to enforce an attendance policy while other Representatives were wary of this because they believe that a Representative could serve the Union well without having to show up to meetings. The Committee also suggested mimicking the S&A Board's requirement of a set number of hours of Union work per week, which could be fulfilled in meetings, committee meetings, office hours, or other work; this was also objected to. As a compromise, the Accountability Committee proposed that all Union Representatives write a report every five weeks that details the work they've done for the Union, mimicking the requirement for Coordinators of student groups. The Union agreed that all Representatives, regardless of whether they were receiving a stipend, should compose a report about their work. The Accountability Committee suggested that Representatives contribute 5-6 hours per week to Union business, although this was not an official requirement.

I strongly recommend that Representatives hold each other accountable and read each other's five-week reports. This year, only a few Representatives actually wrote these reports, and overall the turn-out was a



disappointment. I suggest that Representatives send their reports out on the listserv in addition to turning in a copy to S&A. One Representative should collect these reports for the archives and contact Representatives who have not turned them in on time.

VIII.A.4

The Board of Trustees Committee (BOT)
by Benjamin C. Gass

The BOT Committee for 2006-2007 was composed of Benjamin C. Gass, Stephen D. Engel, and Brooke A. McLane-Higginson. Contact Benjamincgass@gmail.com with any questions.

History: The Board of Trustees Committee formed in fall quarter 2006, striving to strengthen the Board's connection with the student body. Toward this aim, Representatives of the Geoduck Union introduced themselves at a fall Board meeting, where Trustees and Representatives expressed mutual excitement for the Union's future. In particular, the Board encouraged Representatives to create Elections Policies, policies that would be sure to avert future controversies like the CAB Redesign vote.

Student Representative to the Board of Trustees: In the Geoduck Union's Town Hall Forum, students expressed concern that the Board's disconnection from students severely thwarts its ability to make informed decisions on behalf of the college. This concern was reinforced at a subsequent January luncheon when Board member David Lamb referred to Evergreen students as "products"—a label that reflects the Board's responsibility, namely, to care for the college and its assets. To be responsible Trustees, it essential that they be business-minded. But it is also crucial for the Board to consider the impacts of their decisions beyond finance. For this reason, the Board had acknowledged non-voting Staff, Faculty, Student, and Alumni Representatives to advise their decisions. In 1998, legislation passed that created a voting Student Trustee position, a Governor-appointed position that subsumed the Student Representative role.

Union Representatives Benjamin Gass and Brooke McLane-Higginson attended the Board's 14 March 2007 meeting to explore the possibility of reinstating this Student Representative role, having first mailed Trustees a letter explaining the reasons for wanting a Student Representative in addition to the Student Trustee (See archived letter and BOT CD recording). Ben and Brooke argued that the Board would make better-informed decisions had they a Union Representative advising them, and that a student-appointed Union Representative can more accurately represent the student body than a Governor-appointed Student Trustee. The Board replied that we should find out whether other Boards in Washington have a Student Representative in addition to the Trustee.

Benjamin Gass and Stephen Engel met with the Board on 9 May 2007 after John Carmichael, Executive Assistant to the President/Recording Secretary to the Board of Trustees, informed the Trustees that all other higher education institutions in the State of Washington recognize the president of the students' governing body as a non-voting student Representative, in addition to the Student Trustee. We will present the Board with a formal proposal on 14 June 2007, which it will vote on in July 2007 (See archived proposal).



Student Trustee Interviews and Recommendation: RCW 28B.40.100 enables the Geoduck Union to submit applications to the Governor of Washington for the Student Trustee position. The Union may submit no fewer than three, no more than five applications. Geoduck Union Representatives Benjamin Gass, Sam Green, Spencer McQueen, and Matt Kreiling met with Tom Mercado to interview seven applicants for the Student Trustee position. This panel selected three applications to send to the Governor, along with a letter recommending one of the candidates for the position.

Recommendations: It is essential that in spring quarter, Geoduck Union Representatives advertise for the Student Trustee position, collect applications, and conduct interviews. If called for, attach a letter recommending one applicant when sending reviewed applications to the Governor.

Make sure to attend Board meetings, particularly during the President's report, which includes the Student Trustee report. Establish a strong relationship with the Student Trustee and encourage that student to attend weekly Geoduck Union meetings.

Finally, follow up on this committee's efforts to reinstate the Student Representative position. If the Board chooses to acknowledge this position, we recommend that you elect a current Geoduck Union Representative, a Representative who will coordinate reports with the Student Trustee and serve the Geoduck Union Mission Statement.

VIII.A.5

Washington Student Lobby (WSL)

Please see WSL folder in archives.

VIII.A.6

Conflict Resolution

by Victor Sanders

Conflict takes on many different forms in the Union. It can be an inter-personal conflict, or arise when a Rep doesn't agree with another Rep on a Union issue. It is important that the facilitator recognize this immediately and isolate the situation so that it does not slow the workings of the Union. The facilitator may choose to address the conflict at that meeting because it is important to the discussion and will benefit the decision of the Union, or recognize that it is clearly an inter-personal conflict that should be addressed outside of the Union, perhaps with mediation. Allowing conflict that does not pertain to the Union to surface during a Union meeting is not acceptable, and other Reps will recognize that it is a waste of their time and entitle themselves to speak. People will get angry. No one will be happy. Do not waste the weekly Union time. Do not waste the listserv with inter-personal conflicts; the listserv is a public forum for Union business only. If you have a problem with a Rep, then you have a problem with a Rep. Don't Place Others In An Uncomfortable Position By Involving Them In Your Conflict During A Union Meeting, Or A Listserv Conversation.



Feel free to use Evergreen's own Mediation Center (www.evergreen.edu/mediation, 867.6656) or the Dispute Resolution Center of Thurston County (DRC) (www.mediatethurston.org, 956.1155) as resources. Also see our archives for conflict resolution information and materials.



SECTION VIII.B: Open Committees

VIII.B.1

Town Hall Forum

By Stephen Engel

This fall we hosted a Town Hall Forum, inviting students to share concerns about their quality of life and asking them what issues the Union should focus on in the future. The Forum is for students to talk, not Representatives, so the Union can get a feel for what's going on with the student body, although a Rep or two should facilitate the conversation so everybody gets a chance to speak. Our slogan for this project was 'Your town, your hall, your voice.' Feel free to adopt it. Town Hall Forums are great, but they take a lot of energy to promote. There's no better advertising than word-of-mouth, so get advertising out there early so the event doesn't pass everybody by before they know it. This year more than forty people showed up. We hosted it in a Lecture Hall, but the stadium seating wasn't conducive to conversation; it's less awkward when everybody can see and face each other, so try the HCC or a SEM II workroom. People brought lots of issues forward, including:

- Tuition has got to stop going up.
- Our Counseling Center is overloaded and under-funded.
- Food service sucks (but that goes without saying).
- The Board of Trustees is weird and freaks out the students. Let's infiltrate the Board!
- The administration won't support Day of Absence/Presence.
- The school's fragrance-free policy needs to be enforced.
- Art Costantino pulled some shady maneuvers during the spring 2006 vote for the CAB Redesign.
- More anti-oppression training at Evergreen. Maybe at Freshman Orientation.
- Investments need to be transparent. What's the difference between Board of Trustees and Board of Governors?
- Media technology is not accessible, and it often doesn't work.
- What's a DTF?

VIII.B.2

Transportation

by Victor Sanders

The Transportation Committee was charged with researching the concerns students had about getting to and from campus. During two all-student surveys, an overwhelming amount of students found late-night transportation to be one of the largest issues on our campus.

The Transportation Committee researched dozens of campuses throughout the nation who have successfully implemented safe ride home programs, late-night transportation shuttles, or other services that have eliminated safety concerns for students.



After assessing the options from our research, the Transportation Committee identified the assets on campus which could assist in creating a late-night shuttle. We worked with Intercity Transit, Parking/Police Services, and Commute Trip Reduction to develop ideas on what a late-night shuttle would look like.

After two successful surveys, we approached the administration with ideas and sat down for many conversations with finance administration and liability people to develop framework. We successfully developed a plan that would give us a starting point, and allow us to place the item on the ballot.

The Transportation Committee asked the Union to place a transit fee enhancement on the spring 2007 ballot. Students voted to increase the fee by \$3 per student per quarter to begin a late-night shuttle program.

The Geoduck Union is outlined as one of the program partners that will equally hold the program. One or two dedicated individuals must serve on the Transportation Committee and be responsible for outreach marketing to students. Please see archives for survey results and complete information about the new late-night shuttle program.

Refer to the Transportation Committee's archives for full documentation on how to place items on the ballot that will be successful and fully thought-out.

VIII.B.3

Food Service

by Carolyn Commer

Representatives Dan Bolduc, Stephen Engel, and Carolyn Commer worked to change Aramark's food service policy regarding mandatory meal plans. With Aramark's current policy, first-year students who live in housing must purchase a meal plan that expires at the end of each quarter. Students on a mandatory meal plan may purchase meals only for themselves, not for anyone else.

The Food Service Committee wrote a letter to Craig Ward, Food Service Director at Evergreen, asking that Aramark's policy be changed so that students may use their meal plan however they wish, including buying food for others with their meal plan, and having their block meals roll over from one quarter to the next. The Union feels that the use of a purchased product should be left to the discretion of the consumer, not the producer. We met with Craig Ward and John Lauer, Director of Residential and Dining Services, to discuss the meal plan policy. Ward informed us that Aramark has considered offering a guest pass system, where students on mandatory plans would be given a small number of passes that allow them to purchase block meals for a friend, but they were not interested in allowing students to use their block meals however they wish, or allowing block meals to roll over to the next quarter. For more information, see the letter Ward wrote to us about Aramark policy.

After our meeting with John Lauer we decided to do more research about food service policy at Evergreen before pursuing more work on this issue. Lauer gave us a copy of a book called Contract Management or



Self-Operation: A Decision-Making Guide for Higher Education. The committee dissembled when Dan had to resign from the Union and Carolyn and Stephen began work on the Take Back the CAB! Committee. The Food Service Committee recognized that the redesign of the CAB will have a huge impact on the future of food service at Evergreen, so we folded our efforts into the Take Back the CAB! Committee.

VIII.B.4

Take Back the CAB! Committee
by Carolyn Commer

Representatives Carolyn Commer and Stephen Engel formed this committee to enlist student support for the redesign of the CAB. The Union believes that students should have control over the redesign and future operations of the CAB because most of the building is paid for with student funds (the state has granted about \$4.9 million for necessary renovations only). By taking back the CAB and putting control in the hands of students, we can create a place for the Geoduck Union to better connect with students, a place where Student Activities can thrive, a place where all Evergreen students can gather, eat, study, perform, display art, access computers and internet, and be students however they like to be students.

The Union has been working with Andy, Knower of all Things, and Tom, as well as with administration, to interpret the RCWs regarding student fees. The Union believes that RCW 28B.15.041 suggests that students control student fees they impose upon themselves (like this one). But right now the administration is handling the money, so team up with Andy, Knower of All Things, and Tom to contact the Attorney General to interpret the following RCWs: 28B.15.610, 28B.15.041, 28B.15.044, and 28B.15.045.

The Take Back the CAB! Committee met weekly during winter quarter and hosted two forums to get student input for the redesign and to inform students about how they could get involved. The Committee recruited eleven students to serve on the CAB Redesign Committee with seven staff and administrators. The redesign planning process began this spring and will continue through next year.

We hope that the Union will continue to support the students on the Redesign Committee, who have been charged with a tremendous amount of responsibility, and we hope that these students will report back to the Union regularly as major decisions are made. We recommend that the Communications Committee help these students sponsor forums throughout the year to get student input on the CAB remodeling project. The Union believes that the number of students on the Redesign Committee should outnumber the seven staff members on the committee at all times. If students have to drop out of the committee, we expect the Union to replace students as needed.

The Union should also help students on the CAB Redesign committee find out how to receive credit or a stipend for their work. I recommend that one or two Union Representatives serve as a contact for these students. You may want to caution these students away from signing Individual Learning Contracts with administrators, for conflicts of interest may arise between serving students and pleasing administrators for credit.



However faculty member Rob Knapp has been very supportive of student involvement in the CAB Redesign and he may be willing to sponsor contracts. Contact him at knappr@evergreen.edu.

Contact the students on the committee at:
Charles Loosen - charlesloosen@msn.com
Andrew VanDenBergh - andrew10598@hotmail.com
David Robinson - dbrobinson@mac.com
Maxime Rene - maxime.rene@gmail.com
Niki Bilodeau - bilnik29@evergreen.edu
Neil Garry - garrynj@pdx.edu
Aaron Meola - meoaar07@evergreen.edu
Jayanika Laurence - jayanika@hotmail.com
Miles Franzoni - mfranzoni@gmail.com
Dan Bolduc - boldan28@evergreen.edu
Rob Workman - worrob10@evergreen.edu

VIII.B.5

Finance Oversight Committee (FOC)
by Benjamin C. Gass

Contacts: In the 2006-2007 school year, FOC was coordinated by Ben Gass, who can be contacted at benjamincgass@gmail.com. Student members were Brian Fligner and Aaron Shelley, who were recently elected as 2007-2008 Union Representatives.

Mission Statement: The Finance Oversight Committee investigates the investment practices of The Evergreen State College Foundation, the Board of Trustees, and the Office of the Vice President of Student Affairs—seeking transparency in how state and student money is used within the administration and the University of Washington's Consolidated Endowment Fund. This Committee works to accord Evergreen students and faculty with more authority and democratic voice in directing financial operations at their school, because we recognize the importance of socially-responsible investment and ethical oversight, which is tight.

History: FOC formed in fall quarter 2006, responding to student concerns about Evergreen's investment practices and the Board of Trustees, concerns expressed in the Geoduck Union's Town Hall Forum. Since then, FOC has mapped out three oversight tracks:

- (1) The Evergreen Foundation's investments,
- (2) Administration, Board of Trustees, and state contracts,
- (3) Investment of state money.

This year, we have primarily focused on track two. FOC committee members investigated the administration's



use of state and student funds in three particular cases:

- In October 2002, Police Services hired a recent Evergreen graduate for an undercover sting operation in the dorms. This tactic was approved by Vice President of Student Affairs Art Costantino. Students were concerned about the kind of distrust these tactics instill in the Evergreen community. Further, students didn't want to finance sting operations and surveillance—of themselves—by fellow or former students.
- In spring quarter 2006, Art Costantino gifted students with pizza and Evergreen Bookstore gift certificates in exchange for votes on the CAB Redesign Fee. Additionally, Costantino employed Foundation Phonathon workers to solicit votes from students on private phone numbers—detracting money from the state budget, money that usually pays workers to collect donations for student scholarships. The 25 percent voting participation quota was reached after this ethically-questionable use of state and foundation moneys. Many students are still upset about the issue.
- Over the years, Evergreen has used prison labor for asbestos removal, dorm remodeling, and furniture supplies, having spent nearly \$100,000.00 just in 2005 and 2006—supporting an industry that pays its workers as little as \$0.45 an hour.

All documents created and obtained as a result of these investigations are archived in the Geoduck Union cubicle.

Recommendations: We recommend that this Committee work closely with Evergreen's Faculty Union. Additionally, focus on building relationships with the budget administrators of Evergreen's five financial divisions:

Academics:	Walter Niemiec	Niemiecw@evergreen.edu
Finance and administration:	Holly Colbert-Joseph	Colberth@evergreen.edu
Student Affairs:	Wendy Endress	Endressw@evergreen.edu
College Advancement:	Sharon Harrison	Harrisos@evergreen.edu
President's Operation:	Steve Trotter	Trotters@evergreen.edu

Ask these offices to forward their budgets to FOC prior to Board of Trustee approval, and meet with them at least once a quarter to discuss projects they're looking at.

In the first few years, FOC should primarily work on track two oversight—overseeing administrative expenditures and state contracts. In particular, FOC should seek alternatives to Evergreen's use of prison labor: (1) work with Correctional Industries to ensure minimum wage for all its workers; (2) build support to change state laws that require many higher education contracts to go through Correctional Industries; and (3) encourage administrators to contract responsible bidders, where responsible bidders do not use slave labor.

Any legal concerns should be reported to and discussed with Internal Auditor Maryam Jacobs:



jacobsm@evergreen.edu

Bylaws: FOC Bylaws are part of the Geoduck Union's Bylaws, which can be found in Section V, Article 11 of this report.

VIII.B.6

Governance Opportunities Committee
by Carolyn Commer

The Governance Opportunities Committee, formerly known as the DTF Committee, was coordinated by Spencer McQueen. The purpose of this Committee was to get students involved with governance opportunities like the Student Trustee position, the S&A Board, and DTFs.

Spencer met with Tom Mercado, Director of Student Activities, to find information about the Student Trustee position, the S&A Board, and how the Union could help find students to fill these roles. Spencer also met with Art Costantino, VP of Student Affairs, to get a better idea of how DTFs work and how students can become more involved in governance at Evergreen. Some questions the Union had this year: should it be the Union's job to place students on DTFs or should it continue to be the responsibility of the VP of Student Affairs' Office? This VP's Office doesn't seem to do a good job of ensuring that students are involved in DTFs; however, it also seems eager to push this responsibility onto the Union. Also, should the Union be able to call for (create) a DTF?

Student Activities supported the Union as we tried to get students to apply for the Student Trustee position and the S&A Board Coordinator position, and Representative Stephen Engel helped find two students to serve on the Faculty Hiring DTF. In short, the Governance Committee helped get a few students involved with governance here at Evergreen, but it didn't get far. See Communications, Section VIII.B.10, for how the Union can generate more student involvement. I don't recommend that the Governance Opportunities Committee exist next year because the Communications Committee should assume these responsibilities as part of its work.

VIII.B.7

Anti-Oppression Committee
by Carolyn Commer

The Anti-Oppression Committee was coordinated by Representative Kylen Clayton. The mission of the Committee was to establish communication with other student groups on campus who are working with issues of oppression. The Committee worked to find ways that the Geoduck Union could contribute to the efforts of these clubs by offering assistance and working to keep lines of communication intact throughout the school, specifically between these groups, in order to form a stronger community and support network. Kylen ensured that Evergreen's fragrance-free policy was enforced at all Union meetings and events, and I recommend that the Union continue to enforce this policy. Evergreen's fragrance-free policy states that no scented products (including laundry detergent, dryer sheets, or shampoo) can be worn on the Evergreen campus.



Kylen had a difficult time keeping this committee active and productive. He explained at many Union meetings that he needed help because no one was showing up to the Anti-Oppression Committee meetings. Unfortunately, the Committee met on Wednesday afternoons when many other Representatives were unavailable. While Kylen worked hard to talk with other student groups and keep the Union informed about the anti-oppression work of other students groups like the Appearing Task Force (ATF), VOX, Evergreen Queer Alliance (EQA), Women's Resource Center (WRC), and the Women of Color Coalition (WOCC), the Committee did not have any large campaigns or successes. One person simply couldn't do all the work. In short, the Committee needed to focus on one or two issues and needed support from other students to make a lasting impact.

If the Anti-Oppression Committee continues next year, I recommend that the Committee try to build a constituency and pick a few concrete issues that can be worked on. For example, a number of students and faculty members wish to have gender-neutral bathrooms at Evergreen. It would be great if the Anti-Oppression committee could find a way that the signs on single-occupant bathrooms at Evergreen could be changed to gender-neutral. This is a small, concrete example of something that could make a big difference on this campus, making all people feel more safe and comfortable in our community.

VIII.B.8

Elections

by Brooke McLane-Higginson

We managed to resolve most of last year's voting and elections problems, simply by making real rules (Voting and Elections Policies, found in Bylaws Article 12, Section V of this report). But here's a few things to think about: Should you lower the number of Representatives? Should there be a minimum vote-count for individual candidates to become Reps, like a 50-vote minimum per candidate? (This might come in handy if there were too few candidates—say, 15—but one of these candidates only received 8 votes because he would suck as a Rep and everyone knew it.) Should each student continue to get 21 votes? (Having so many choices seems to overwhelm many voters.) Should the minimum participation rate remain at 25%? Should we change this to a 20% (or so) affirmative rate? Should you create some method for replacing Reps who drop out halfway through the year? (Try to keep them from leaving in the first place.)

But on a more practical note: THINK AHEAD. PLAN THE ELECTIONS AND EVENTS FAR IN ADVANCE AND ADVERTISE THEM VERY WELL. Please reference the elections and votes timeline in our archives. This is where we fell through this year, and our candidates and students suffered from it. Host at least two WELL-ADVERTIZED Candidate Fairs. Gather the Candidates the day after the deadline, teach them the Elections Policies, and tell them to campaign. If you anticipate problems or ambiguities with the Policies, change them before declarations of candidacy are due.

A warning: you'll need to have a vote in the fall to elect students for the Clean Energy Committee. Feel free to add other ballot issues, such as a WSL fee, at that time. If you can keep it to no more than five student candidates for the Clean Energy Committee, you'll have an easier time tallying the votes (see next paragraph).



And a very important yet very big project: get a new voting process. As it stands, we have to hand-count votes for Representatives. This is not the case for yes/no voting, or any voting that involves up to five choices, because Gateway is capable of five choices at a time. However, this makes tallying Representative votes quite difficult. There are plenty of other campuses that use or purchase programs that tally elections electronically—PLEASE GET ONE OF THESE PROGRAMS. Better yet, make Registration or the Vice President of Student Affairs (Art Costantino) purchase one of these programs.

ELECTING TACOMA AND RESERVATION-BASED REPRESENTATIVES

This year, our Tacoma Representative had to quit the Union—before fall quarter even started. Consider whether we should have a method for replacing Tacoma or Reservation-based/Community-determined (RB/CD) Reps (even if we don't have a method for replacing Olympia Reps) in case they have to leave the Union. You should also consider changing the Union Constitution's section about how Tacoma and RB/CD Reps are elected, because for two years now we've gone against the Constitution when electing our RB/CD Rep. The Constitution says we elect our RB/CD and Tacoma Reps in the general election in the spring; however in practice we've gained our RB/CD Rep in the fall, after that Rep is elected by the RB/CD students only. Perhaps this is a good time to mention that you should go find an RB/CD Rep—reach out to these campuses!

Work to make the Olympia campus' relationship with the Tacoma and RB/CD campuses work better. If the RB/CD program wishes to elect its Rep in the fall, change the Constitution to make this legal. Tacoma may want to do something similar, since both the Tacoma and RB/CD campuses are upper-division and half the students graduate each year. Remind these non-Oly-based Reps that there's funding to reimburse them for gas mileage if they drive to weekly meetings, and there's a speakerphone so they can participate without traveling.

VIII.B.9

TESCTalk

by Victor Sanders

During fall quarter several issues arose on TESCTalk that warranted a review by the administration on the use of TESCTalk. The TESCTalk Review Group approached the Union and asked it to appoint one or two Representatives to join the Group. Victor Sanders joined to provide a student voice. His input was applied to the final document, which now governs TESCTalk and TESCCrier, and is available in the archives.

VIII.B.10

Communications

by Stephen Engel

More than anything, the Union should be in touch with the student body—the pulse of the campus. At the beginning of this year, three reps formed a Communications Committee. Unfortunately these same three reps were on other committees, working other campaigns, and they couldn't invest enough time communicating with students and administrators. I recommend that the Union assign static roles to four



gregarious representatives to handle communications for the Union, whose sole job is to network, and network well. Their duties will include:

- Informing students about the goings-on of the Union by whatever means necessary: CPJ articles, news briefs, GU Blotters, KAOS radio spots, tabling, fliering, and class visits.
- Involving students in on-campus governance like open Union committees, the Faculty Hiring DTF, Sustainability Task Force, and Focus The Nation. This requires keeping close contact with administration, faculty, and deans.
- Maintaining a bulletin board on the third floor of the CAB. Postings should include: pictures of Union Reps (photos, cartoons, collage, whatever), a list of current committees (open and internal) with contact info for committee coordinators and meeting times, upcoming events, contact info for individual Reps, and the location and time of our weekly meeting.
- Planning and promoting Town Hall Forums.
- Advertising weekly meeting times, and getting students to show up and voice their concerns, issues, comments.
- Maintaining the website. Post the same stuff that you post on the bulletin board, and upload digital recording from weekly meetings.
- Handling official correspondence for geoduckunion@evergreen.edu. All reps should have access to the Union email address, but only one person should manage the mailbox, send out official Union emails and responses, and forward important messages to the listserv. It makes things a lot less complicated—we promise.
- Retrieving the digital recorder from Andy Corn, Knower of All Things, to record weekly meetings.
- Setting up conference calls with Union Reps at Tacoma and Res-based programs.
- Sending weekly TESCCrier alerts.
- Drafting all-student mailings on a quarterly basis, or as needed.
- One Rep should be in direct contact with administration.
- Anything else you can think of.

Divvy up these tasks how you please to the four reps you pick, but pick reps who are outgoing and willing to do a big job. In other words, this position is not for deadbeats or kids who won't stick with it. But it should be a lot of fun. Heck, if I were sticking around next year, I'd do it.



SECTION IX: Try this!

IX.1

Evergreen's Re-Accreditation Report
by Brooke McLane-Higginson

During the 2007-2008 school year, Evergreen will be knee-deep in its re-accreditation process. This is a GIGANTIC process—administration has been readying itself for years—but we can, and sure should, help. The accreditation committee is an external board who will visit Evergreen sometime in or near fall quarter and who will want to meet with you, the Union. In the meantime, contact Laura Coghlan in Institutional Research, L3235, at coghlani@evergreen.edu, to help her organize and write the section of our accreditation report that deals with student governance and activities. Please see our archives for the handout Laura brought to us in spring 2007.

IX.2

Focus The Nation
by Stephen Engel

This is my number one recommendation, and a great opportunity for the Union to step up and become a real hub for activism on this campus. Focus The Nation will launch a national teach-in on January 31, 2008, hooking up students and citizens with political leaders and decision-makers to talk about solutions to global warming. Les Purce, Evergreen's president, has agreed to support this project on the Evergreen campus. Some faculty on Evergreen's Sustainability Task Force have gotten behind it too, but they lack student support, and without student support, they can hardly do anything. I recommend the Union get as many students involved in Focus The Nation as possible, and involve itself in Focus The Nation as much as possible. Start by forming a Focus The Nation Committee, then troll around S&A to find out which student groups want to get involved, table to get other students involved, and set up strong relations with the faculty and students on the Sustainability Task Force. To link up with the Sustainability Task Force, contact faculty member Karen Gaul at gaulk@evergreen.edu, or write to sustainability@evergreen.edu.

For more info about the Sustainability Task Force visit:
<http://www.evergreen.edu/committee/sustainability>

For more info about Focus The Nation visit:
<http://www.focusthenation.org/index.php>

IX.3

S&A Survey
by Brooke McLane-Higginson

The S&A Board conducted a small survey during the 2006-2007 year, on which we asked students, "What



do you feel is the most important issue the Geoduck Union, your student government, should tackle?” The full results of this question are in the Geoduck Union archives. Themes in student answers are: CAB Redesign, sustainability, better food service, financial oversight, transportation, and students’ apathy.

IX.4

Other Concerns Brought to the Union in 2006-2007

by Brooke McLane-Higginson

- Should Frats/Sororities be allowed at Evergreen—ought we make a rule against them? Please see our archives for Representative Anthony Sison’s account of a meeting this year addressing this question.
- How can we improve students’ access to technology—should we have a technology fee? Contact the Information Technology Collaboration Hive, a group of staff, faculty, and administrators (that sure should have a student or two working with them—get some student involvement here!) who address technology needs at Evergreen. More information about the ITCH can be found at www2.evergreen.edu/itch, or contact Peter Randlette, ITCH’s Academic Priorities Coordinator, at pbr@evergreen.edu or 867.6279. Also see RCW 28B.15.051.
- Murals in housing—what’s the process for students to liven up their living areas? This issue has mainly been addressed by the Greener Organization of Housing Students (GO), but may be worth following up on. Last we heard, Housing and GO had created a plan to let students paint murals after they are approved by Housing. More info: contact the GO or Housing Director Chuck McKinney at mckinnec@evergreen.edu or 867.6191.
- How can we encourage/force faculty to allow excused absences for Day of Absence and Day of Presence? This issue was brought to our attention at the Town Hall Forum and has yet to be resolved. A good place to begin work on this issue may be to contact the Appearing Task Force (ATF) at 867.6636 or in CAB 320 Space 7, or other student groups who do anti-oppression work.
- A student wrote to the Union in late May asking for the Union’s help in designating a patch of grass in the field near housing to let the grass grow free. He suggested this to decrease pollution, bring awareness to the energy crisis, and bring some variation and liveliness to the field. Please see the Union’s email account for more information.
- The Campus Master Plan for 2005-2020 needs your input. This plan plans to assist Evergreen in translating the Strategic Plan into a physical plan that identifies where Evergreen should focus its resources to meet future demands on its facilities and land resources. Working closely on the Master Plan is the Land Use Committee, on which two students served this year, Derek Lathrope and Tim Ernst, and which was co-chaired by staff member Paul Smith (smithpa@evergreen.edu) and dean Ken Tabbutt.



SECTION X: Other Internal Business

X.1

Website

by Victor Sanders

The website is an important communication tool. Appoint someone who is knowledgeable about web design, has a good sense of layout, is able to proofread, and will update the site frequently. The website runs on Drupal. It has been set up for easy editing, and is available at:

www2.evergreen.edu/studentgovernment. The website also has a blog feature. You may choose to use the blog feature, and allow every Rep to update government happenings. For 'permissions' to edit the website, seek Andy Corn, Knower of All Things. You should all get permissions. It's easy to edit. Carolyn, who can barely do anything on a computer but email, write a paper, or adjust margins, can do it. So can you.

The website should be updated weekly with: last week's minutes, last week's audio, next week's agenda, latest involvement opportunities, committee updates, and contact info.

X.2

Credit for Union Work

by Brooke McLane-Higginson

Representative Asenka Miller worked this spring to establish an easy system for Reps to get academic credit for their Union work, if they wished to. Asenka contacted Russ Fox, Dean of Evening and Weekend Studies, in an attempt to set up an optional 'class' for Union Reps. A full account of her work can be found in our archives. Please remember that Reps cannot receive both stipend and credit in any given quarter (though you could receive credit one quarter and stipend another). Also remember that although establishing a class is a great idea, any individual Reps wishing to receive academic credit may contact a faculty member and arrange contracts of their own.

X.3

Northwest Student Leadership Conference (NWSLC)

by Brooke McLane-Higginson

Go. Go to the conference. It's a three-day conference in Portland that attracts students from all over the Northwest. You'll meet great people, be inspired by organizations much more organized than we are, learn a few tricks, and network until you can't pocket any more business cards. There are many workshops to choose from, and since you'll have to choose only one from about eight choices each session, go to workshops other than those your fellow Greeners attend so that Evergreen can get the most for its money. See Matt Kreiling's "Wisdom and Inspiration Gleaned from the NWSLC," Section XI.4 of this report. This year's conference attendees were Brooke McLane-Higginson, Matt Kreiling, Ben Gass, David Faber, Ben Hart, and S&A Board Member Rory Johnson.



You can send only six Reps, so you might have to draw straws to see who gets to go. But whoever wins gets to stay in a hotel on the state's money, and there's a dance the last night of the conference. No, really.

So go. Go meet with other student governments, other student state associations, other states' PIRGs, and Representatives from the United States Student Association (USSA). When you come back, present your findings to your fellow Reps and students and archive them in the Space. In fact, you can find our write-ups for 2006 in the archives. But first, go tell Andy Corn, Knower of All Things, to register you for the conference—quick, before the other Reps sign up.



SECTION XI: Personal Recommendations

XI.1

Vibes!

by Anthony Sison

We decided early in the year that we wanted to have a “vibes officer” in the Geoduck Union, a decision we made during our retreat after undergoing an intensive consensus workshop with Grace Cox of the Olympia Food Co-op. She’d also recommended Facilitator, Greeter, Timekeeper, etc. I’d also personally pushed for a Princess position and a Jester position, but people thought that I was joking so they never went through. Seriously though, there were some times where we could’ve used that Jester.

There was conflict, there were cliques, people resigned... Still, the majority of supporting staff and students who helped us through it all seemed to agree that we’d come pretty far, despite all of the trials and tribulations we’d faced.

But I’m supposed to be writing about vibes, feelings and vibrations from the other folks in the room. As a quick summary, here’s a brief list of the emotions that come to mind when I think about the Geoduck Union right now: Frustration, Anger, Excitement, Relief, Pity, Disappointment, Awkwardness, Annoyance, Upset, Worry, Joy, Arrogance and... Persnickitiness.

When you put twenty-one people in a room together and try to get them to decide anything, you’d better be ready to deal with some chatter. Side-conversations will happen. Whispers and asides are inevitable. I watched people pass notes during meetings, and even did it a few times myself. It was awesome, and fun! Still, these kinds of things can be distracting, and don’t help the group build any kind of solidarity.

People are going to disagree with each other. But to know whether you’re disagreeing, you’ve got to ask people to clarify what they’re saying. The retreat should help people get to know each other, but get to know at least one other person in the Geoduck Union pretty well—preferably someone with whom you are fairly like-minded. That way, you’ll almost always have someone to vent with about Student Government stuff with after meetings. I know it sounds pessimistic, but seriously... you might need to, and your friends, who may not know who or what you’re talking about, would probably appreciate it if you talked to someone else about it. Besides, it’s nice to be able to bounce your ideas off of someone who agrees with you once in a while, right? Of course.

Body language is important. Watch people as they shake their heads, cross their arms, sigh or roll their eyes... whatever. But don’t watch too closely! There’s definitely such a thing as being too sensitive to what’s going on around you. As an anxious, slightly neurotic individual, I have a tendency to think the worst of a person’s reaction to what I’m saying, when in reality, she or he might simply be tired.

You will know when the room gets weird or the mood get heavy. I like to drop things when this happens, like books or pencils, to lighten things up. You know: loudly, and with purpose. Dropping things by accident



doesn't count. Or you can just start laughing or shouting, but hopefully only at pseudo-appropriate times. This past year some of our members tried doing some exercises during or immediately after in-meeting breaks that they'd learned from being involved in drama classes. It was fun sometimes, but be aware that if this is something that you're going to try to do, not everyone is going to be willing to participate. The point is: when things get bad, find a way to break things up.

One particularly frustrating thing was the workload that people would opt to take. It's important to recognize that Representatives will have varying levels of time and energy that they'll be able to commit to the Geoduck Union. Even if they have the time and energy, there's the chance that they'll become apathetic or have something else going on. Whether you feel like you're doing too much or you feel like you're not doing enough, say something. Also, how you say it matters. It's understandable that you may be pissed, irritated, burnt-out, or what-have-you, but being passive-aggressive or attempting to guilt-trip others into doing something more than they're already doing will probably just make them even less willing to help. Granted, singling them out might also have an adverse affect, so... pick your battles, I guess? I suppose it's always best to simply be careful.

Things didn't work out exactly as I thought they would. I don't think they did for anybody. I kind of felt like I was doing less than I should have, but when I really sat down and thought about it, I actually did a decent amount, considering that I was working and taking classes too. Still, there always was and always will be someone who says that they're doing more, (or in some cases, less, if you're having a competitive "who loathes doing this more" kind of conversation) so don't let it discourage you!

Winter quarter, when I did the most for the Geoduck Union, I was also the most frustrated with the group. The more I spoke up or the more I tried to get involved, the more I also found I was having to defend myself or would clash with other reps. It was even worse when you'd clash with one of the cliques or pairs of reps who all disagreed with or questioned what I was trying to get across. This wasn't necessarily a bad thing, though. Communication and Clarification are key. Winter quarter also had a lot of interpersonal conflict and we even needed mediation services to step in.

So... I don't really know how to paint this in a way that gets people prepared for next year. I resigned from my "Vibes Officer" position after fall quarter, but stayed on as a Representative. I mean, seriously... the title itself sounds kind of like a joke. Also, everybody has their own way of recognizing or interpreting the general mood of the room anyway, and if something needs to be said or done to lighten things up a bit, someone will usually step up. It may be worth it to try assigning someone to do this next year, but it's important to make sure that they're genuinely willing. It would probably also be a good idea to make sure that they're at least regarded indifferently if not amicably by the other Representatives.

Also, in general, take deep breaths. Remember why you're doing this, or rather, remember why you should be doing this. The students are counting on you to make their lives here easier. Keep that in mind! People are going to be picky. Remember that, too. It's irritating, but it's something you might need to get used to. Stay sane, or do your best, at least.



XI.2

Conflict of Interest: Legislative Internships and WSL
by David Faber

Serving a legislative internship while serving as a member of an elected body that participates in lobbying breaches the Washington State Codes of Ethics. Because the Geoduck Union is a member of the Washington Student Lobby, no Representatives of the Geoduck Union should pursue a position with the Washington State Legislative Internship Program. Please reference RCW Title 42, Chapter 17, Section 190, Subsection 4, available at <http://apps.leg.wa.gov/RCW/default.aspx?cite=42.17.190>.

XI.3

Several Simple Steps to a Peaceful, Loving, & Harmonious Geoduck Union
by Matt Kreiling

Casual v. Formal -When to be formal.

One of the most memorable moments was an extended discussion of 5 words. Because of our casual stance, the Committee that drafted the mission statement decided to include the phrase, “and we get shit done.” In my opinion, a formal stance would have saved us hours of discussion. Another case where formalities should be observed is in our interactions with administration, other organizations, and even individual students. On numerous occasions, individual Representatives, on their own initiative, interacted with other groups and individuals in a capacity that could be interpreted as official. Again, hours of debate and frustration could have been saved if the individual Representatives had treated their interactions in a formal manner, by communicating with the rest of the Union before and after their interactions with the community at large. A third situation where a bit of formality goes a long way is in the meetings. Consensus-based decision-making is arduous at best. When there is no self-regulation, no formal order, it screeches to a halt. To overcome this, there should always be, at least, a facilitator, a specific topic of discussion, and a speaking order. There are other formal roles, such as a “vibes” person, and a timekeeper, that help keep a meeting flowing.

When to be casual.

This is Evergreen. Things are probably going to tend towards casual. There are times where this is fantastic. In twenty years, we will be more likely to remember, “and we get shit done” than any of the other words in our mission statement. Casual is creative. There are times when brainstorming is necessary and the conversation should flow freely. Representatives should remind themselves that this is brainstorming time, not judging time, and that there will be time for debate when brainstorming is done. The beginning of every meeting is probably a time to be casual even goofy, creating enthusiasm and unity for the rest of the meeting. Also, HANG OUT WITH EACH OTHER; it is important that interpersonal conflicts don’t prevent shit from getting done.



Phone v. email -

An email can be a poison pill. If you develop a relationship with other Reps that allows you to call them on the phone or talk to them in person, I HIGHLY recommend it. Our writing voices are usually much more cutting than our actual voices and the recipient of an email can not say, "Ouch" when you accidentally insult them, and you cannot apologize and say what you really mean. I feel that email is best for transmitting facts or kudos. If this year as a Rep has taught me anything, it has taught me to be wary of expressing your feelings through email.

Other Tips

- Attend the Northwest Student Leadership Conference. Take notes, share with the Reps who didn't go.
- Assume the good intentions of the other Reps; forgive. It is very unlikely that the Geoduck Union will be infiltrated by an EVIL MALEFACTOR, MALICIOUS VILLIAN, or an EVILDOER; don't treat anyone as if they are.
- Pay attention to the Consensus Decision-Making Workshop at the retreat. A good idea might be to have some Reps, re-present the material covered in the workshop, so that everyone can really internalize it.
- Be aware if you're a blurter. Be forgiving if you are not. The person patiently waiting to speak, may want to say the same thing that you are about to blurt out, only more eloquently. Speaking order will not always be observed, so self-awareness is important.
- Agree at the beginning what your vision is. We drafted a mission statement that encompassed all our values. It is important that you have the same kind of discussion.

XI.4

Wisdom and Inspiration Gleaned from the Northwest Student Leadership Conference
by Matt Kreiling

Overview: Rather than review particular workshops, I want to go over some of the strategies that were suggested to me again and again, inside and outside of the workshops. Early on in the weekend, I decided to make a list of priorities, what I thought the Geoduck Union needed most. Broadly, I felt that we needed longevity, student involvement, and a big budget. These are of course not all of our priorities, but I feel that they are basic needs in order for us to get things done. As I went from workshop to workshop and spoke to various student government leaders and activists, I realized that what we needed more than anything else was not on my list. That is because it is not a "what" question as much as a "why" question? Why are these priorities important? What we need is a concrete answer to the why questions. We need an answer to the question every student is asking us, "Why should I get involved with/pay money for/run for office in the Geoduck Union?"

We need to win something for the students.

Here is why.

1) It will win something for the students.

There doesn't need to be any another reason. If we are not effective, what good are we?

2) It will focus the Union and organize our efforts.

Organizing a campaign around an issue will streamline our efforts. Deciding on one or two winnable



issues to work on will have as a side effect further organization.

3) It will give us leverage to accomplish bigger goals.

This is a big one. We will have answers when students ask us, "Why do we need a student government?" We will not be dismissed by the administration. We will be able to aim higher, get a bigger budget, recruit more students, and affect things on a state and national level. We need to think big.

Let's decide.

Pick an issue. Pick the right issue. Here are some criteria, some of which come from the workbook Abe Scarr gave us at our 2006 retreat. Before we decide on the issue we will become very informed about it. It needs to be:

- Something that clearly helps students.
- Consistent with our mission statement.
- Winnable.
- Widely felt.
- Deeply felt.
- Clearly understood.
- Have a clear target.

Some issues, while completely noble, like creating open-mindedness, don't have a clear target, nor could we easily say when we have accomplished it.

Organization, planning, action.

Once we decide on an issue, we need to act. The first step is planning. We need to set quantifiable goals every step of the way.

1) Our plan should begin with our long-term goals and work backwards to our first step.

2) Our plan should move in stages, alternating between building power and using power, or educating and acting. For example, we might start by raising awareness about the issue by flyering, then meet with our "target," the decision maker, then get organized, then publicize the issue, then protest in front of the target's office, then contact the media and prepare a march or sit-in, and finally hold a huge media event.

There are two other subjects that I am thinking about in a different light as a result of my experience at the NWSLC.

Big budget, big responsibilities.

The structure of student governments varies incredibly. One of the few things they all have in common is a bigger budget than ours.

For example, CSC Monterey Bay, a school of 3,800 students, has a budget in the half-million dollar range. Of course, they are responsible for many administrative duties and are not mainly an activist organization. So is FSU, a school of 38,000, with a budget of \$9.6 million.



Associated Students of O.S.U. on the other hand, have a huge organization dedicated completely to activism. Their school is about five times our size, but their budget is about a 100 times larger. If we want to get things done, I think we need some more money, more people, more structure. This may or may not involve taking on administrative responsibilities.

Faculty Advisors

Most student governments have a faculty advisor. They provide a connection with the faculty as well as with the history of the college. A faculty advisor might be useful in the future if we wanted to start an internship program.