

ORGANIZATION: _____

CONTACT: _____

EMAIL: _____



TO: Services and Activities Fee Committee

FROM: Elisa Facio, Professor and Director (Chicano Education Program)

DATE: January 7th, 2015

SUBJECT: Request for Services and Activities Funding 2014-2015
(for the 2015-2016 Academic Year)

Your meeting is scheduled for:

Location:

The following questions should be answered in narrative format and submitted along with the S&A Excel spreadsheet to the Services and Activities Fee Committee by **January 9, 2015**. You may EMAIL them to emaiani@ewu.edu or deliver them in hard copy to the Student Affairs Office in SHW 129.

These questions will provide the basic information necessary for the S&A Committee to evaluate the request for funding. All questions should be answered to the best of your ability and as completely as possible. Please answer each question individually. Programs may also submit an additional narrative outlining their proposal as well as any materials, which will assist the Committee in its deliberations.

Budget Questions

1. Please provide an explanation of how the program plans to spend the budget in each line item of the Budget Request Form (Excel spreadsheet), including an explanation of increases or decreases from the previous year's request. Items that are vague, such as "contract services" should be clearly explained.

Compensation (provide explanation for each type):

Personal Service Contracts: Monies requested re: Personal Service Contracts will cover workshop lecture fees. We will be providing nearly 16 workshops pending budget approval. Hence, the number of workshops provided and the individuals selected as lecturers will be adjusted accordingly. The CEP will ask nationally recognized scholars, state and local EWU alumni, experts, and advanced graduate students to serve as lecturers and/or guest speakers.

Other Contract Services: Funds will be used to pay for lodging, per diem costs, and honorarium for workshop lecturers, speakers, etc.

Travel: Travel fees will be used for lectures and speakers. Again, the amount awarded will determine from what geographical area the CEP can request required services. More specifically, we may be limited to recruiting state and university speakers. However, the CEP strongly desires and advocates students have the opportunity to be exposed to a nationally recognized expert.

Supplies: The CEP will require funds for general operational costs; ie phone services, computer and program maintenance, promotional and informational items, brochures, paper supplies, and flyers.

Equipment: Computer programs needed for general student success at EWU, and programs and computer software that enhance accessibility to issues regarding diversity and multiculturalism.

Other: One of the most difficult services to fund is food. However, food is a major and vital socio-political and cultural means conducive to gathering diverse groups of individuals. Thus, we intend to provide food for students who attend workshop lectures only. Secondly, we will strongly encourage and support students interested in attending local and statewide lectures, workshops, and presentations that will enhance the successful completion of their educational pursuits at EWU via the use of technology.

2. How many students utilize the services and activities provided by your program? Describe how statistics are obtained and provide demographics on graduate, undergraduate, male, female or other categories you believe important and relevant to your unit.

Respectfully, allow me to provide a brief explanation relevant to the proposed request. The Chicano Education Program (CEP) has a dual mission at Eastern Washington University (EWU) that is inherently service-oriented. The Program's primary mission is to contribute toward enhancing the opportunity and participation of Chicanos/Latinos in higher education, which includes engaging the discipline and all students digitally. A parallel mission is to contribute to EWU'S goal toward addressing diversity by providing *all students regardless of ethnicity* with a CEP curriculum leading to a comprehensive understanding by accessing and implementing knowledge(s) from historically oppressed communities. Thus, CEP provides a number of activities conducive to accessing and enhancing new knowledge(s). Specially, per quarter, an estimated 100 or more students

utilize our current services, which involve recruitment, retention, support services, and classes. Given the large numbers of students who benefit from our current services, we would like to provide and/or incorporate technological services and information that all students can access.

My appointment as the CEP director began on August 15, 2015, and one of my goals is to create a nationally, reputable program for all students at EWU. Currently, we are gathering statistics, both nationally and locally, through various EWU offices such as Admissions and Financial Aid. We currently rely on class enrollments and attendance at CEP activities, events, tutoring services, and other relevant academic and cultural functions. I am currently working with the CBSS & SW Provost in compiling a detailed demographic profile for the CEP. This demographic profile will be used to provide comprehensive statistical information regarding the number of undergraduate minors, course enrollments, gender, and race/ethnicity. The race/ethnicity category is particularly important as I envision and intend on recruiting students regardless of ethnicity from throughout the university. Additionally, I currently serve on the Course and Program Approval Committee (CPAC), which is university wide in its focus. Through my work with CPAC, there are invaluable and exciting opportunities in reaching out to students majoring in disciplines from Finance to Biology to Music and Theater.

At this time, the CEP does not offer a graduate program. However, expanding the CEP's accessibility to EWU students via technology will definitely enhance current program degree offerings. More importantly, however, is the opportunity to engage in a diverse, but uniform curriculum, via technology, which is vital for the students, faculty and general EWU campus.

3. Does your program provide employment opportunities for students? Please explain the nature of student employment within your unit, including total FTE and number of students employed.

The CEP does provide employment opportunities for students. Currently, we have one graduate and one undergraduate student employed with CEP. Our graduate student works in the capacity of a research assistant. (CEP currently employs one Full Professor, one Assistant Professor and one Lecturer). In addition, the graduate student is responsible for the monthly newsletter, thus requiring particular computer skills. Obviously, we would hire a graduate student and work with JFK Library professors and other units relevant to our goals in providing information, assistance and maintenance. At this time, our graduate student works 12 hours per week. Our undergraduate employee assists the Office Manager in meeting the daily tasks needed to operate successfully. Our undergraduate assistance is employed for 15 weekly hours.

4. How do you gauge the effectiveness of the services and activities you provide to students? Is student input collected and used in this process? If your unit has an advisory committee, in what capacity is it involved in your budgeting process?

Regarding our services and activities, we provide sign-up sheets and evaluation forms at all the events and on-line, which are then critically analyzed at the quantitative and qualitative levels. Fortunately, the CEP faculty is very competent in both qualitative and quantitative analysis. Also, we are attempting to institutionalize an on-line student survey regarding services offered as well as inviting comments and suggestions. Secondly, the CEP is currently configuring a Student Advisory Council that will provide input regarding classes, services and contributing to a diverse, but uniform curriculum. Given the small number of faculty and staff, our Advisory Committee includes all faculty, the CEP staff, which includes the Recruitment/Advisor, Program Coordinator, Program Directors of Africana and Indian Studies, Women Studies Department, Associate Dean Jon Anderson and College Business Officer Connie Brady.

5. How do you ensure that student fees do not subsidize non-student uses? If previous requests have included statistical analysis on this point, please provide similar analysis using this year's demographics.

Sign-up sheets with names and student id's are requested. Our advisor then checks these names on EagleNet, SOAR and other sources that assist in determining the individual's status. To date, the CEP has not made previous requests including statistical analysis.

6. Have alternative (non-S&A Fee) funding sources been pursued to the fullest possible extent? If yes, please elaborate. To what extent does your unit rely on earned income? How much of that revenue is obtained directly from students?

I am currently applying for a "Start Something Big Grant," and have scheduled a meeting with the Office of Grants to inquire about other funding sources. And, I am also actively seeking Foundation monies. Thus, I am attempting to exhaust all possible funding sources as the CEP was nearly placed in receivership last year. I am very excited and happy with the challenge of basically creating a new department with an incredible historical legacy and national status. Thus, I welcome various and diverse ways in accomplishing both our program and university goals.

7. Are there any long-term obligations associated with this funding request?

At this time, there are no long-term obligations associated with this funding request.

8. Was your 2014-2015 S&A Fee allotment increased, decreased or unchanged from the 2013-2014 amount? What was the overall impact on your organization and its ability to serve students? How closely are your actual expenditures aligning with the budget presented to last year's Committee?

Unfortunately, the Chicano Education program did not submit a proposal for 2013-2014.

9. What is the impact to service students if your request is not funded or lowered?

The impact for students is the continuing escalation of the current digital divide. More specifically, accessibility to technology will remain largely segregated in disciplines where statistics are primary indicators for critical analysis and understanding of US society. Given that dissemination of knowledge(s) requires sophisticated methods of digital inquiry, students will be limited in gaining comprehensive knowledge about the US. And, opportunities for *all students to work collectively in diverse environments* engenders the incorporation of critical thinking *and* technology, building coalitions among diverse student populations, and moving toward a campus community that practices diversity and inclusivity. The role and impact of technology has proven essential in our daily lives, advancement in medical services, social movements throughout the world, and creating a global, digital world. Thus, this proposal is not only concerned in providing technological services, but critical content as well so that students who access this service will leave EWU informed about the relationship of the socio-political ramifications of technology, and commitment in using technology in moving toward a social democratic society.

10. What are three new initiatives for future years? The following initiatives will be implemented during the 2015-2016 academic year. Workshops described below will be presented at the beginning of each quarter. For example, workshop A will be presented during fall quarter, workshop B the winter, and workshop C in the spring. Students are strongly encouraged to participate in the workshops, but given grant stipulations, these workshops are not required as accessibility to technology is of primary importance. In addition to enhancing accessibility to technological services, we intend to also provide all students with critical, comprehensive digital and technological knowledge.

A) Diversifying Technology: “Accessing and Implementing Marginalized Knowledge(s)”

Given grant stipulations, a welcoming space/site for accessing technological services, will be provided for all EWU students. Hence, purchasing more computers is required or CEP can inquire about collaborative workspaces. For example, Africana Studies provides seven computers for the EWU community. Another two to three CEP computers could be placed in the Africana Studies Lounge and/or the CEP can work with the JFK library for a workspace.

The first workshop provides information about the digital divide and implications for their respective educational trajectories and the EWU campus. Students will be informed of other classes and technological accessibility. CEP can serve as a liaison regarding technological accessibility, thus establishing a collaboration among various university units.

B) Building Diverse Digital Classes and Coalitions

The second workshop focuses on, and disseminates, information about accessing and implementing marginalized knowledge(s) among historically oppressed populations. Students will be introduced to various websites which provide information about these respective communities, and focus on the implications of diversity and their respect

major studies and interests. One anticipated outcome is a student group dedicated to critically interrogating the digital divide and proposing courses that contribute to a diverse, but uniform curriculum and their overall EWU student experience. Students will also be informed and advised with respect to local and national workshops and conferences.

C) The Globalization of Technology: “Implications for Educational Democracy”

As noted in the workshop title, students are provided best practices in accessing digital, global information. The following questions will be addressed: What are the capacities and limitations of the global digital information network? How has the globalization of technology shaped and/or influenced their educational experiences? What are the implications for educational democracy in a digital society?



2015-2016 Total Budget Form - All Sources Combined
 Program Name (Budget Number):

Services and Activities

Note: If all of the funding for your program comes from Services and Activities Fees this worksheet does not need to be completed

Operating Budget Request	2012-2013 Budget	2012-2013 Actual	2012-2013 Budget vs. Actual	2013-2014 Budget	2013-2014 Actual	2013-2014 Budget vs. Actual	Current Year Budget (2014-2015)	2015-2016 Proposed Budget	Increase/(Decrease) from prior year budget
REVENUES									
Earned Income (550)	-	-	-	-	-	-	-	-	-
State Support	-	-	-	-	-	-	-	-	-
Foundation	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Services and Activities Fee Revenue (510)	-	-	-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	-	-	-	-
EXPENSES									
Compensation									
Classified (631)	-	-	-	-	-	-	-	-	-
Administrative Exempt (610)	-	-	-	-	-	-	-	-	-
Graduate Student Appointment (624)	-	-	-	-	-	-	-	-	-
Temp/Hourly Student Wages (660)	-	-	-	-	-	-	-	-	-
Taxes and Benefits	-	-	-	-	-	-	-	-	-
Total Compensation	-	-	-	-	-	-	-	-	-
Operations/Direct Expense(700)									
Personal Service Contracts	-	-	-	-	-	-	-	3,500	3,500
Other Contract Services	-	-	-	-	-	-	-	4,000	4,000
Travel	-	-	-	-	-	-	-	5,000	5,000
Supplies	-	-	-	-	-	-	-	2,000	2,000
Equipment	-	-	-	-	-	-	-	300	300
Other	-	-	-	-	-	-	-	4,500	4,500
Total Operations	-	-	-	-	-	-	-	19,300	19,300
Total Expenses	-	-	-	-	-	-	-	19,300	19,300
Operating Budget Surplus (Deficit)									