

Representation and Participation

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Representation!

One component of our project was to understand how to represent and include Oakes students in Oakes projects. For our research we decided to work on the Oakes Library Mural process as a starting point.

Participation!

The second component was to understand why some people participate and why others do not and acknowledge the link between representation and active participation from Oakes affiliates!

Representation

Oakes Library Mural Project Process Outline

1. Figure out an effective way to represent current Oakes affiliates in the new Mural - We decided to go with a Survey
2. Creating a Survey
 - a. Gather pictures of Oakes existing Murals to present to people when surveying.
 - b. Create questions that will provide information on what they would like to see in a new mural.
3. Analyze and organize Data gathered from the surveys
 - a. What was found and where to continue from there
4. Create Mural design based on findings from the surveys
5. Create budget and Timelines for the Future
6. Reflection of Findings and Process of representation on Oakes Projects



“I love the colors and stories they tell!” -Anonymous Oakes Student



Top right: “Cafe Mural” can be found outside Oakes Cafe towards the Milk apartments.



Bottom center: “Bike Shed Mural” is located by the Oakes Lower Lawn, on the bicycle shed. Not very visible.

Top left: “La Promesa de Loma Prieta: Que no se repita la historia,” contributed by Kimberly Lau, can be found above the Advising Office, on the 2nd floor, inside the mural room.



“We are known for our murals and they bring life to our college” - Anonymous Oakes Student



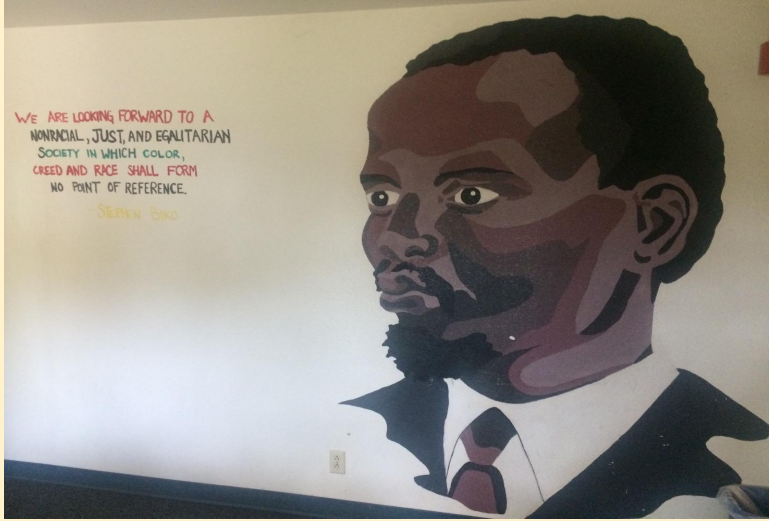
Top right: “Shabazz Mural” or also known as “Malcom X Mural” is located in front of the laundry room, underneath the Shabazz apartments.

Bottom center: “Frida Kahlo Mural” located in front of the Shabalo Lounge.

Far left: “Harvey Milk Mural” is located underneath the Milk apartments, which are in front of the laundry room.

“Quotes are powerful that’s what stands out the most to me.” -

Anonymous Oakes Student



Far right: “Lilio Apartments Mural” is located next to the Lilio-Milk lounge, underneath the Lilio apartments.



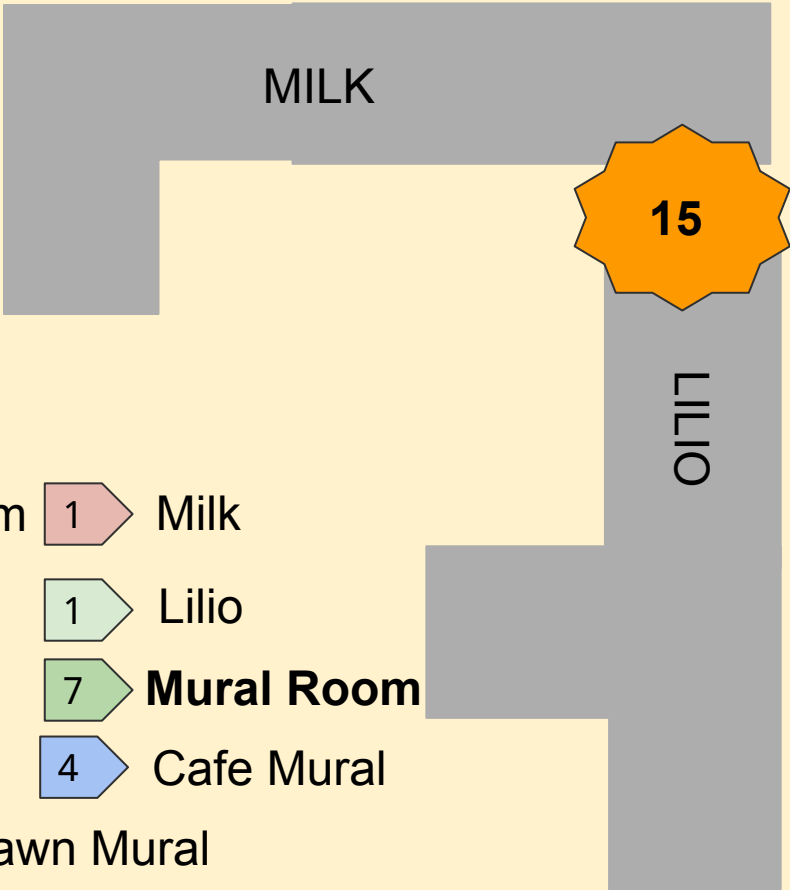
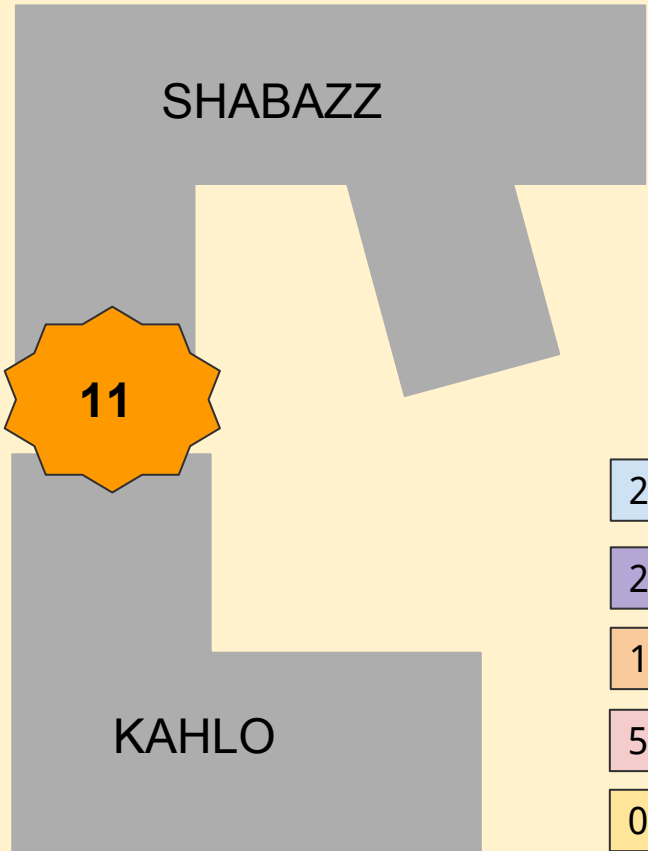
Bottom left: “Hong-Lim Mural” was recently dedicated to its namesakes. It is located inside the Hong-Lim dorm building.

Survey Method Results


- A total of 71 surveys were administered
- 8 answered using online form
- 63 were done in person
- Surveys were compiled in 4 days but about 50 of them were done in a day
- The results have been divided among two groups, apartments and dorms
- Dorms are typically where first years reside
- Apartments are typically made up by second years and upperclassmen



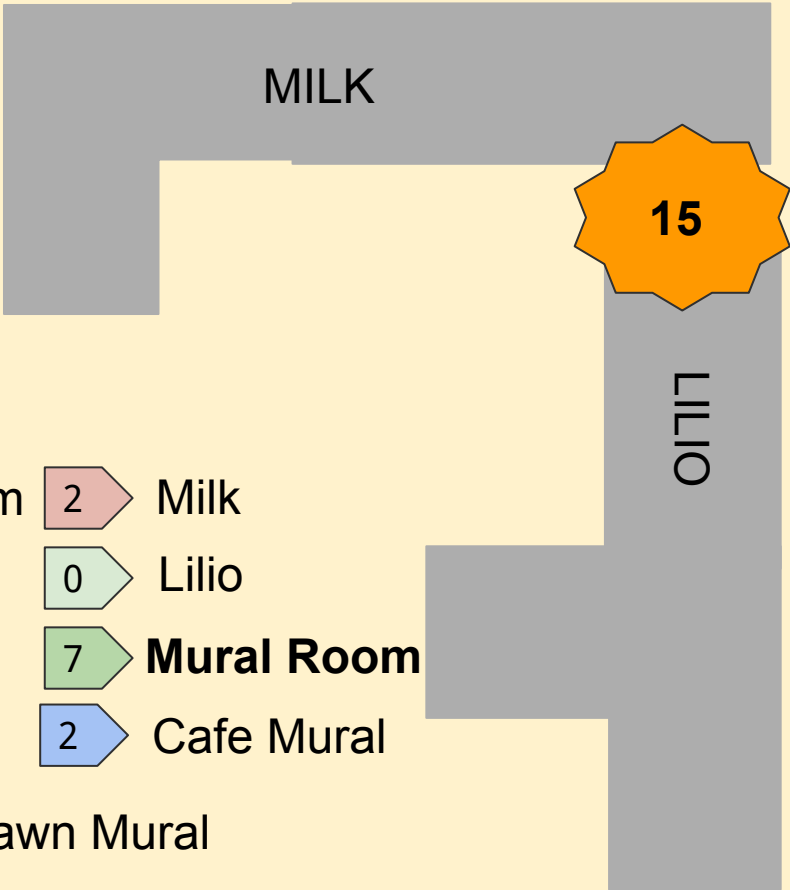
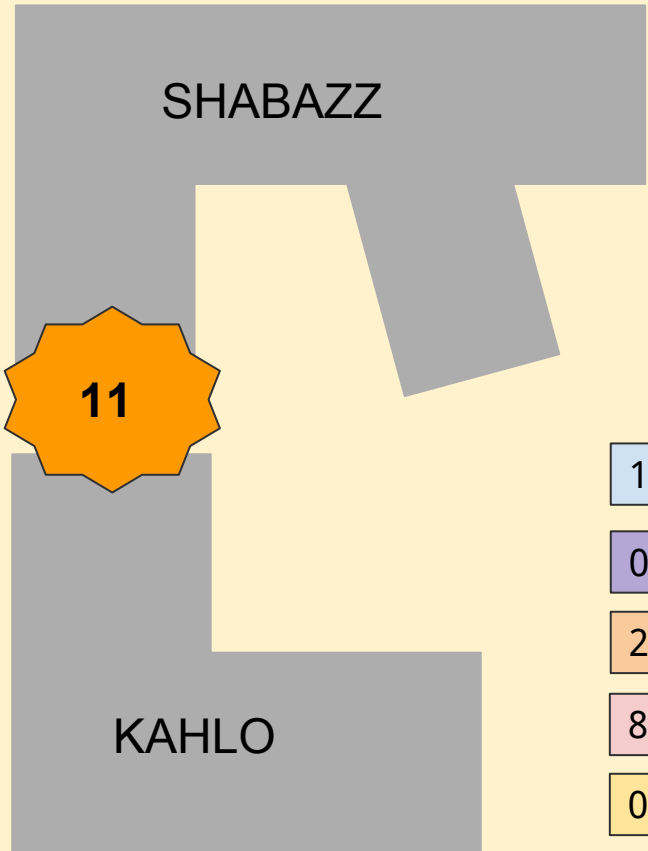
Which mural feels most like social justice for you?




- | | | | |
|---|------------------|---|-------------------|
| 2 | Hong-Lim | 1 | Milk |
| 2 | Biko | 1 | Lilio |
| 1 | Shabazz | 7 | Mural Room |
| 5 | Kahlo | 4 | Cafe Mural |
| 0 | Lower Lawn Mural | | |

 Number of responses taken from specific building

Which mural motivates you the most?



- | | | | |
|---|------------------|---|-------------------|
| 1 | Hong-Lim | 2 | Milk |
| 0 | Biko | 0 | Lilio |
| 2 | Shabazz | 7 | Mural Room |
| 8 | Kahlo | 2 | Cafe Mural |
| 0 | Lower Lawn Mural | | |

 Number of responses taken from specific building

When you are stressed about academics, what is it that motivates you to keep going?

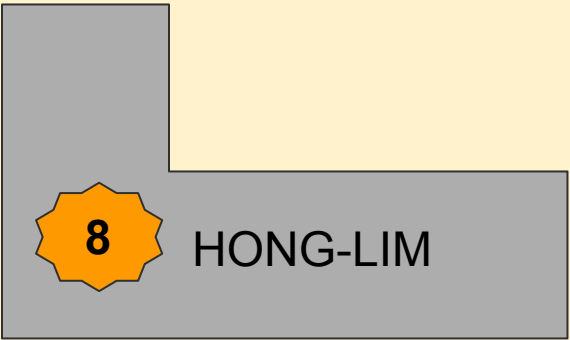
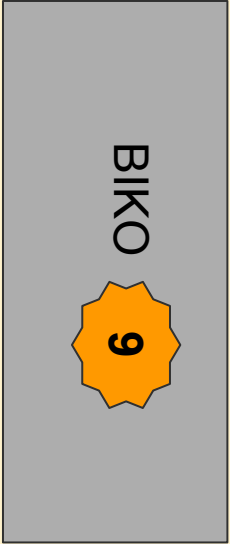
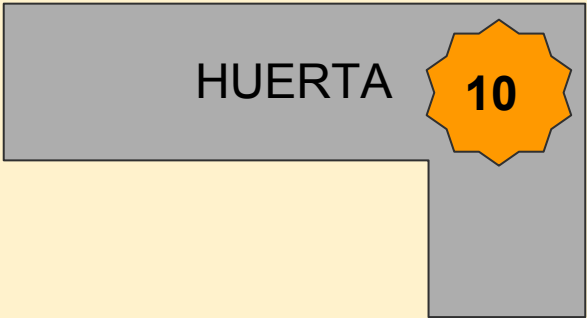
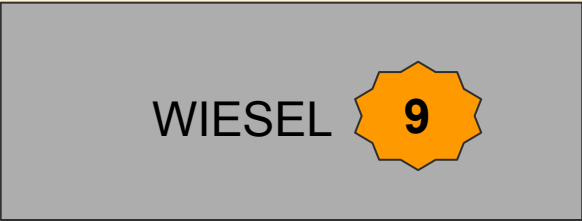
APARTMENTS

What is academic success to you?



APARTMENTS

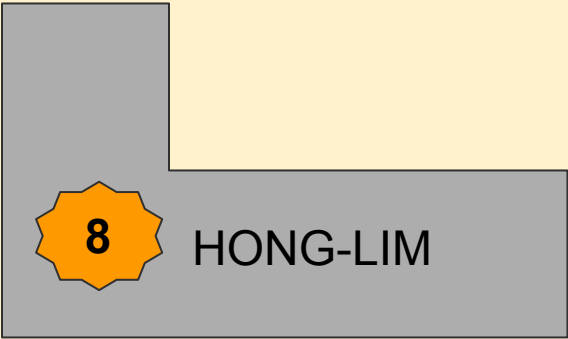
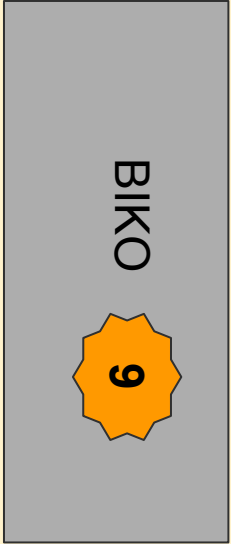
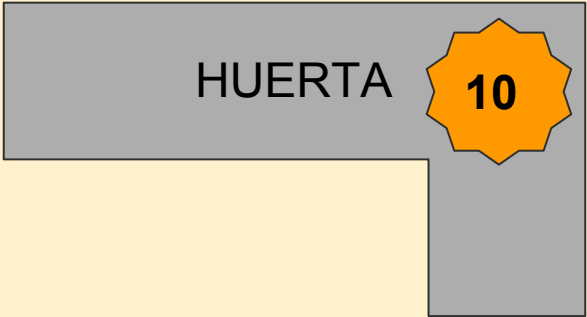
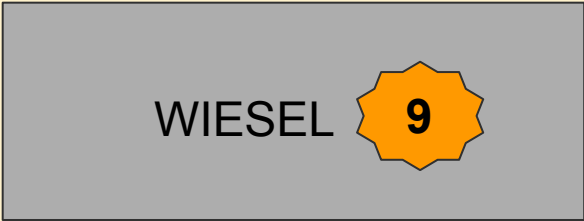
DORMS Which mural feels the most like social justice to you?




- | | |
|--------------------|---------------|
| 5 Hong-Lim | 8 Milk |
| 3 Biko | 0 Lilio |
| 4 Shabazz | 11 Mural Room |
| 2 Kahlo | 4 Cafe Mural |
| 4 Lower Lawn Mural | |

Number of responses taken from specific building

Which mural motivates you the most?



- | | |
|--------------------|---------------------|
| 2 Hong-Lim | 1 Milk |
| 2 Biko | 1 Lilio |
| 5 Shabazz | 8 Mural Room |
| 7 Kahlo | 1 Cafe Mural |
| 7 Lower Lawn Mural | |

 Number of responses taken from specific building

When you are stressed about academics, what is it that motivates you to keep going?

DORMS

What is academic success to you?

A word cloud featuring various terms related to academic success and personal growth. The most prominent words are 'learning', 'knowledge', 'passing', 'classes', 'academic', and 'able'. Other visible words include 'gaining', 'overcome', 'feeling', 'goal', 'top', 'retaining', 'dedicating', 'learn', 'fulfilling', 'taking', 'actually', 'career', 'important', 'work', 'goals', 'emotionally', 'graduate', 'prepared', 'situation', 'understand', 'comprehend', 'future', 'learned', 'environment', 'staying', 'knowing', 'material', 'A's', 'dropping', 'just', 'success', 'new', 'accomplish', 'Goodgrades', 'degree', 'scholarships', 'trying', 'getting', 'straight', 'system', 'mentally', 'support', 'believe', 'something', 'succeed', 'balance', and 'balance'. The words are arranged in a dense, overlapping manner, with larger words indicating higher frequency or importance.

DORMS

Summary of Survey Findings

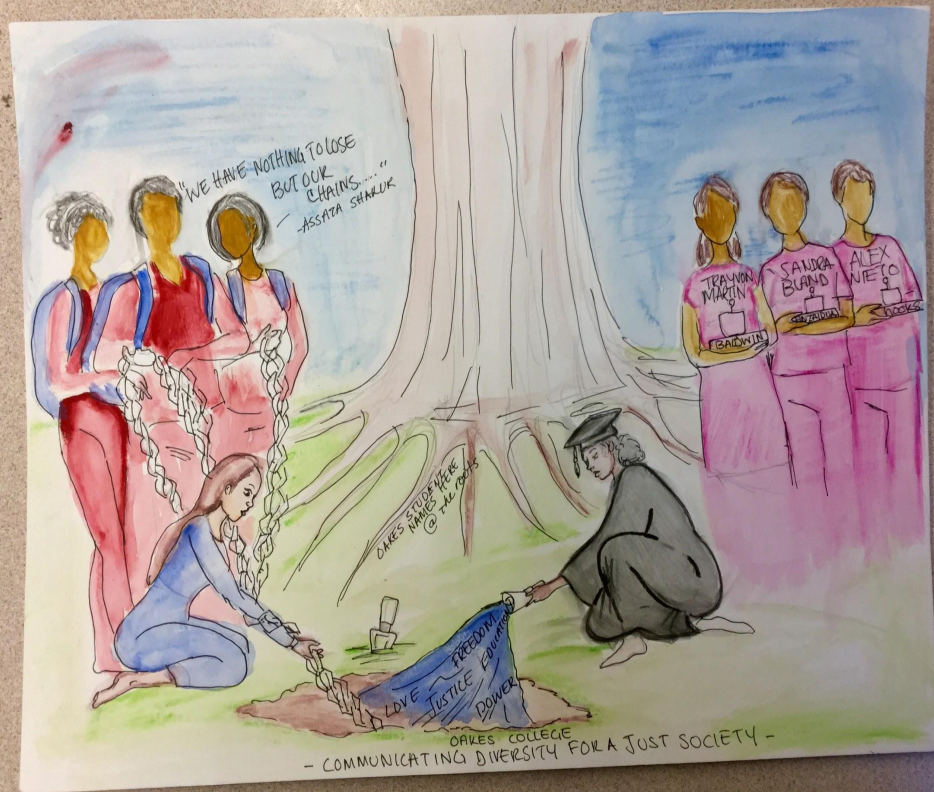
- Both dorm buildings and apartments agree with Family and Friends being their biggest motivation
- The mural room had the most votes among the dorms and apartments
- Individuals found the quote inside Biko to be very powerful therefore we decided to incorporate a quote somewhere within the mural, Brandie one of the artists did that based on her artwork

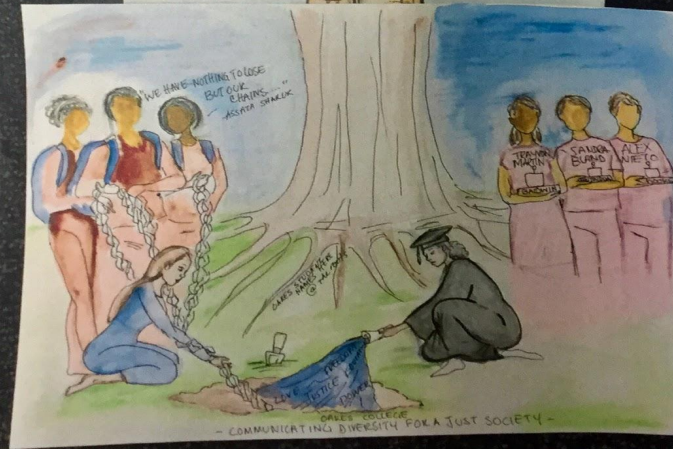
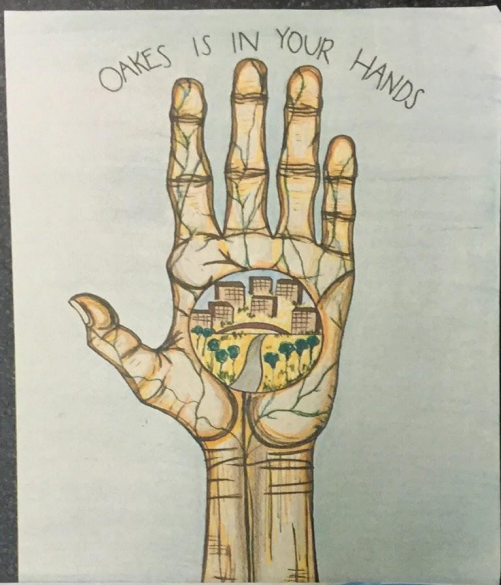
“We are looking forward to a nonracial, just, egalitarian society in which color, creed and race shall form no point of reference.”

-Stephen Biko

- In the end the differences among the dorm and apartment responses are not important since the design was meant to show both and Oakes as a whole

Know Your Roots





Budget		
	amount	
— acrylic paints (white, black, blue, green, red, yellow, medium brown)	\$198.00	
—Wall primer (1)	\$33.48	
— Synthetic Nap rollers (3) for latex paint	\$10.48	
— 4-8ft extension handle pole (1)	\$10.99	
paint roller frame (2)	\$3.87	
paint tray liner (3)	\$0.99	
— rags and/or paper towels	\$15.00	
— Plastic Drop Cloth (pack of 3)	\$5.58	
— buckets to store paint	\$12.80	
— Natural bristle paint brushes	\$61.30	
— yardsticks	provided	
— scotch painters tape	provided	
— painting palettes or trays for mixing colors (8)	\$40.00	
— wooden stirrers (pack of 5)	\$5.99	
— ladder	provided	
	\$100	

2016 Fall Quarter Timeline to continue Oakes Library Mural

Holidays to keep in mind: Veterans Day 11/11 Friday,
Thanksgiving 11/24-25,

Week Zero 9/20

1. Oakes Barbeque Outreach for new students interested in Mural/General involvement
2. Turn in Event Proposal by Wednesday to reserve a space to keep material and begin the process of painting
3. Turn in a Purchase Request to Lowes for \$500 by Wednesday

Week One 9/26-30

1. Monday First Senate Meeting

Week Two 10/3-7

1. Pick up the Purchase Order paper
2. Have two people go to Lowes to buy the materials by Friday

Week Three 10/10-14

1. 4-5 hours of Mural Painting (8-10+ people)-Saturday 11-4pm---reserve Sunday

Week Four 10/17-21

1. 4-5 hours of Mural Painting (8-10+ people)-Sunday 11-4pm---reserve Saturday

Week Five 10/24-28

1. 4-5 hours of Mural Painting (8-10+ people)-Saturday 11-4pm---reserve Sunday

Week Six 10/31-11/4

1. Monday Senate Painting Meeting!

Week Seven 11/7-11

Week Eight 11/14-18

Week Nine 11/21-25

Week Ten 11/28-12/2

Finals 12/5-12/8

Timeline for Future Group Projects

Week One

1. Student input (ex. surveys, tabling, social media, submissions)

Week Two

1. Student input

Week Three

1. Sketch/Plan next steps (If mural make sure it is in full-size render with grid included)
2. Follow up with students about what has been formulated from their input
3. Schedule a meeting with Hashim for week 4
4. Schedule meeting with Senate/Submit funding request form two weeks in advance

Week Four

1. Edit final sketch/plan with budget
2. Follow up with Hashim--he will approve hopefully

Week Five

3. Present to Senate (2 weeks notice)

Week Six

1. Present to leadership- If there are edits make sure to follow up/update with some of the Oakes participants

Week Seven

1. Follow Up with changes and have it approved
2. Buy material
3. Gather people who are interested

Week Eight

1. Transition leadership (if not the same people that will be following up on the project)
2. Create timeline and plan out how the project will continue to develop in the next quarter(s)

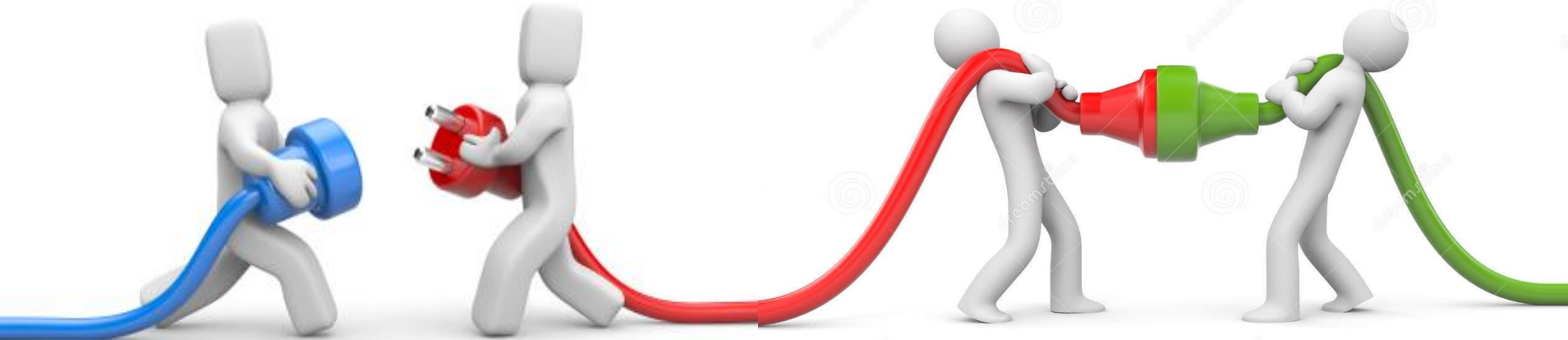
Week Nine

1. Continue leadership transition and any other future planning
2. Possibly even begin project

Week Ten

Finals

Linking Representation and Participation

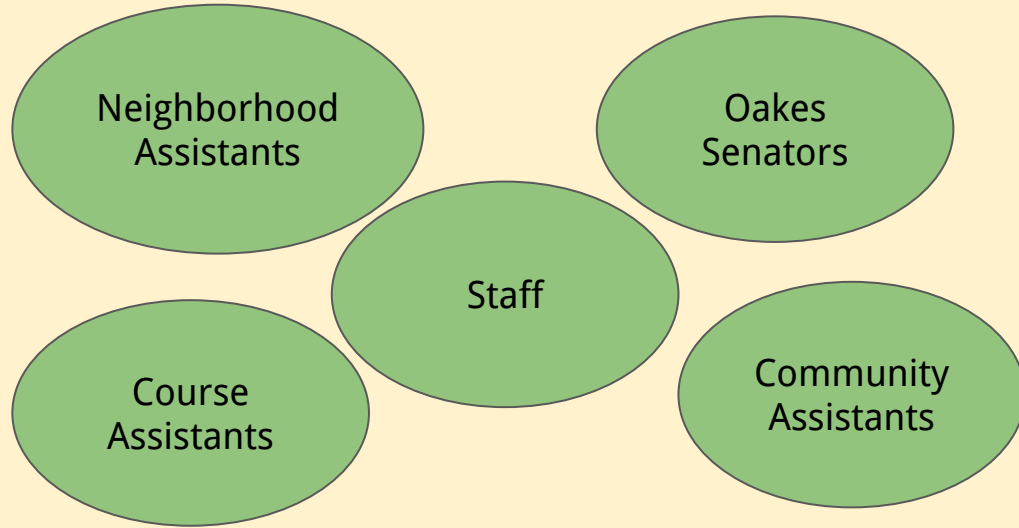


Research Questions

What are the relations occurring at Oakes in regards to staff, Oakes leaders, and Oakes affiliates that are not involved?

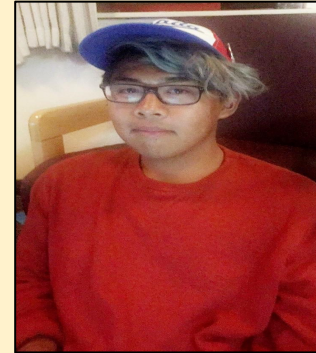
We want to understand how student leaders represent student's interests when it comes to events and what motivates students to want to participate in these events?

Recognizing Oakes Assets and Representatives



1. They serve the Oakes Community by planning, advertising, and putting on events for Oakes Students
2. They work towards creating and building Community at Oakes
3. In their leadership positions they have the tools to actively change and shape Oakes in many different ways.

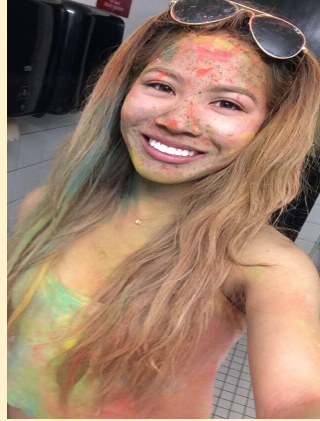
Ray-Community Assistant and Academic Senate Representative/SUA Alternate (2nd year)



"As a Community Assistant the one thing that I try to do is get as many people's voices heard as possible...to build a community space, you have to involve as much people as possible because it's always good to have a multitude of voices."

Are Oakes Affiliates Being Represented?

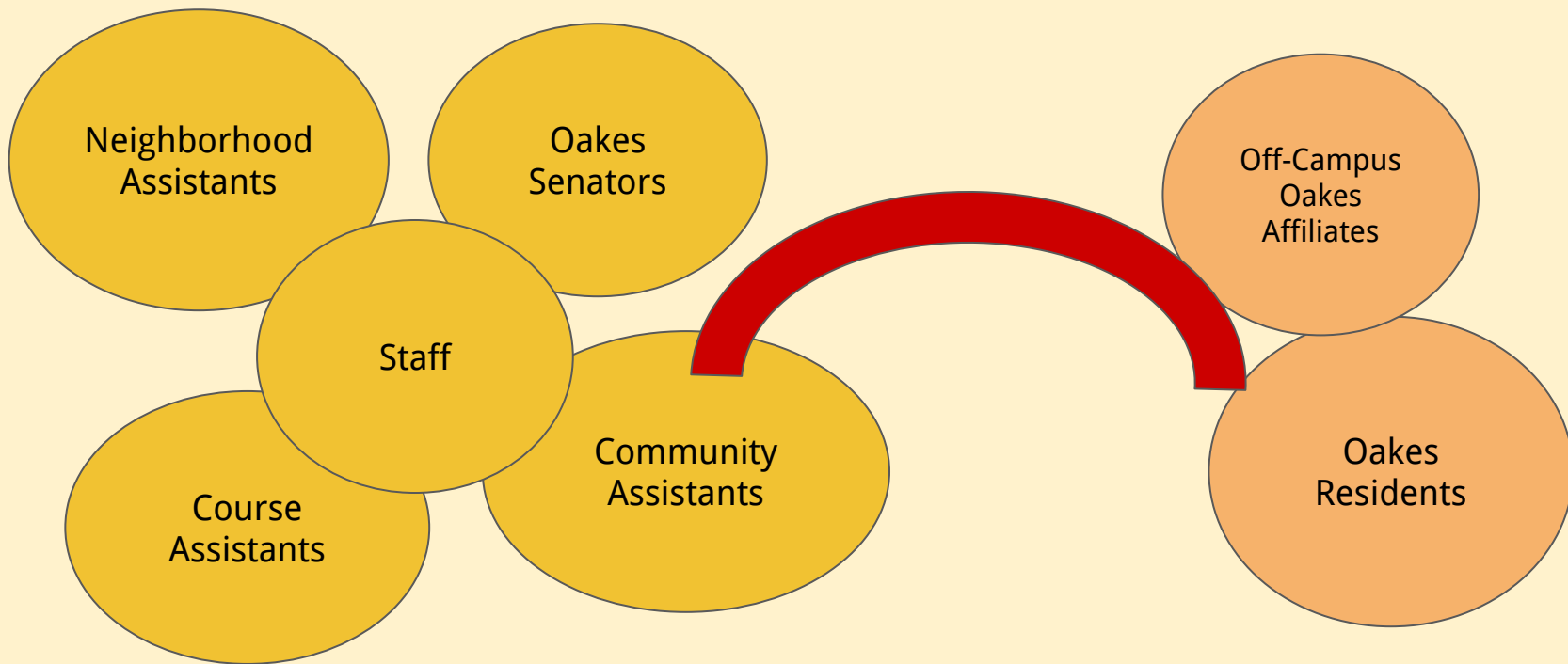
With Different Experiences Comes Different Perspectives



Alice- Oakes Affiliate
(3rd year)

"In my experience, much of the activities are geared towards Hispanics and Latinos, like the cooking class. If I was there I would feel like an awkward outsider despite being at Oakes."

How Can We Improve Representation Between Oakes Leadership and Oakes Affiliates?



Oakes Leadership Understands That Students have Ideas/Projects and offer the Space for more Oakes Affiliates to Participate!

Hashim-CRE Coordinator for Residential Education



“I am a big advocate and component if you want to do something let us know and more than likely we can do it”

“Don’t be afraid to ask questions, because questions have answers. The answer can get you to creating your own event, that’s what happened to me. I asked and now I am planning a dance.”

Adriana-Course Assistant and Senator (2nd Year)



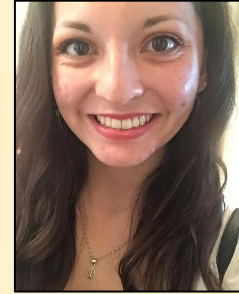
It is not until Oakes affiliates get involved that they see their potential for leadership and the value of the events and activities that are offered to Oakes

Mariel-Course Assistant, Community
Assistant- Future Neighborhood Assistant
3rd Year



"I think visibility matters for future positions but put yourself out there come to events volunteer at events do something that matters to you"

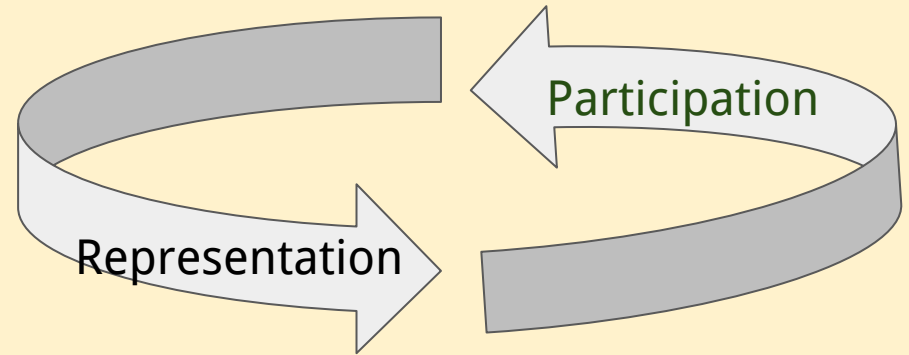
"Leadership comes in various forms you don't have to be the most outgoing person to be a leader you don't have to do something you feel uncomfortable with doing in order to be seen there are many different opportunities out there "



Rosemary- Senator, Community
Assistant, Future Neighborhood Assistant
(2nd year)

"I got involved in leadership, through Oakes Senate. It exposed me to understanding leadership positions and becoming a part of them. I met other people through Senate who were already leaders, which helped me go out and try it myself."

Oakes leaders need to represent Oakes affiliates in order for them to want to participate! But Oakes affiliates need to participate and voice their interests in order to be represented!



We Propose...

This project is geared towards the Res Life community, Oakes Senate, NA's, CA's and all Oakes student Leaders.

We propose that those that are in power recognize themselves as cultural brokers between Oakes resources and other Oakes Affiliates. In the process of creating events and activities for Oakes affiliates it is important to consider how Oakes leadership gathers and represents student's voices and interests and additionally involve them in the process of planning and advocating for the event or activity.

We Suggest...

- Student leaders and staff collaborate with students during brainstorming processes for projects and events
- When outreaching, be more transparent with students about student-lead projects and available resources
- Student leaders and staff should delegate tasks to students for events and projects in order to build connections and share power.