



ASSOCIATED STUDENTS, INC.

CALIFORNIA STATE UNIVERSITY, FULLERTON™

Governance Meeting Minutes October 05, 2017

CALL TO ORDER	Jesse Rodriguez called the meeting to order at 02:32 p.m.
ROLL CALL	<u>Members present:</u> Rodriguez, Gelrud, Jakel, Sheppard, and Snyder <u>Members absent:</u> **Indicates that the member was in attendance for a portion of the meeting, but not in attendance prior to the announcement of Unfinished Business. [According to the by-laws, a member of the board who is not in attendance prior to the announcement of Unfinished Business is considered not to be in attendance.]
APPROVAL OF AGENDA	(M) Jakel (S) Sheppard moved to approve the agenda as presented.
APPROVAL OF MINUTES	
Time Certain	
PUBLIC SPEAKERS	Rodriguez yielded to Joshua Borjas, College of Communications Director. Borjas informed the committee that the financial literacy resolution was work in progress. Borjas asked the committee for help in writing the resolution.
REPORT:	
Director of Administration	McDoniel informed the committee of the Mammoth arriving October 8 th , 2017. It is expected to be ready Monday, October 9 th , 2017. The Titan Student Center did a naming contest for the Mammoth.
REPORTS- Chair	Rodriguez informed the committee about the forthcoming Resolution Denouncing Milo Yiannopoulos Troll Academy Tour. Rodriguez explained the interview process. Each candidate would be interviewed individually. Rodriguez would then open for questions and then candidates would be notified if they were selected.
New Business	
a. Action: Appointment of Directors for the College of Education	Governance 17/18 006 (M) Gelrud (S) Snyder moved to consider approving appointment for the College of Education. Rodriguez stated that there would be three candidates interviewed. The committee would be alternating in asking them questions. First candidate was Jesus Hidalgo. The committee members introduced themselves and thanked Hidalgo for applying. Hidalgo gave a brief introduction. Rodriguez opened for questions. Hidalgo asked the committee to explain what Associated Students Incorporated (ASI) is responsible for? Rodriguez yielded to Jakel to elaborate.

Jakel explained that ASI focuses on advocating for students. The Board of Directors oversee and vote on a variety of action items that impact students. Governance Committee is responsible for updating policies. The Finance Committee is responsible for any action item related to finance. Jakel stated that an important responsibility is being a liaison to each college.

Rodriguez thanked Jesus Hidalgo for his time and stated that he would be notified of the committees decision by October 6th.

Discussion ensued.

Second candidate was Chelsie Stipke.

The committee members introduced themselves and thanked Stipke for applying.

Stipke gave a brief introduction.

The committee moved to ask the interview questions.

Rodriguez opened for questions.

Stipke asked what were a few expectations.

Rodriguez yielded to Jakel.

Jakel explained that expectation are the following but not limited to:

- Attending weekly Tuesday Board of Directors Meeting
- Represent a member council for Executive Senate
- Attending assigned committee
- Attend Inter club council meetings
- Find ways to connect with students
- Host 1 hour office hour.

Rodriguez yielded to Sheppard.

Sheppard would like to know if Stipke was informed of any concerns within her college.

Stipke stated that there were no complaints.

Rodriguez thanked Stipke for her time and stated that she would be notified of the committees decision by October 6th.

Third candidate was Daniel Vasquez.

The committee members introduced themselves and thanked Vasquez for applying.

Vasquez gave a brief introduction.

The committee moved to alternating asking questions.

Rodriguez opened for questions.

Vasquez would like to know how the committee members experience serving undergraduates been.

Rodriguez responded stating that you find yourself relating to many issues.

Rodriguez yielded to Joshua Borjas.

Borjas stated that the College of Education is a unique college because he will be serving graduate students.

Vasquez asked if the Board of Directors do more than just sit in meetings.

Rodriguez yielded to Jakel.

Jakel stated that the Board of Directors helped with All Day ASI event. Members attend Executive Senate.

Rodriguez thanked Vasquez for his time and informed him that he would hear of the committees decision by October 6 2017.

Rodriguez yielded to Jakel.

Jakel informed the committee that they can just vote for one candidate if desired.

Rodriguez moved to a roll call.

Governance 17/18 006, Motion Passed.

b. Action: Approval of changes to Policy concerning Performance Management

Governance 17/18 007 (M) Snyder (S) Jakel moved to consider approving the changes to policy concerning Performance Management.

Rodriguez yielded to McDoniel to explain the changes made to the policy.

McDoniel stated that Policy concerning Performance Management incorporates Policy Statement 301, concerning administrative evaluation process and Policy Statement 303, concerning position review for ASI Executive Director.

McDoniel stated that Policy Statement 303 concerning position review for ASI Executive Director should be included to the Policy concerning Performance Management because the position falls under ASI Staff.

McDoniel clarified that the performance evaluation is conducted annually.

McDoniel stated that the performance evaluates the position and not the person.

The committee moved to a roll call.

Governance 17/18 007, Motion Passed.

Roll Call


ROLL CALL VOTES		006			007
		Hidalgo	Stipke	Vasquez	
COMM	Gelrud	YES	NO	YES	ABSENT
CBE	Jakel	YES	NO	YES	YES
ARTS	Sheppard	YES	NO	YES	YES
ECS	Snyder	YES	NO	YES	YES
HSS	Rodriguez	YES	NO	YES	YES
Results		Pass	Fail	Pass	Pass

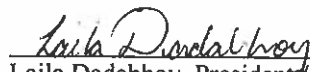
Gelrud stepped out at 3:40 pm.

ANNOUNCEMENTS/MEMBERS' PRIVILEGE

ADJOURNMENT

The meeting adjourned at 3:45 pm.


 Jesse Rodriguez, Vice Chair Secretary


 Laila Dadabhoy, President/CEO

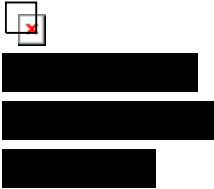
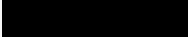
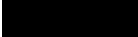

 Kristyne Robles, Recording Secretary

Robles, Kristyne

From: Associated Students, CSUF, Inc. <no-reply@wufoo.com>
Sent: Monday, October 02, 2017 4:55 PM
To: Robles, Kristyne
Subject: ASI Board of Directors Vacancy Application [#22]

ASI Board of Directors Vacancy Application

#22

Applicant Name *	Jesus Hidalgo
Applicant Address *	
Primary Phone Number *	
Secondary Phone Number	
Applicant Email Address *	hidalgo9685@csu.fullerton.edu
Applicant CWID *	
CSUF Major/Minor *	Music Education
CSUF Class Level *	Senior
Expected CSUF Graduation Date (MM/YY) *	05/19

What do you believe is the role of ASI on our campus and how does that role relate to this position? *

From what I have seen, ASI serves as a way to enrich the education of the students from beyond the classroom. Offering leadership positions and ways for students to get involved allows the students to gain a different perspective that they otherwise would gain. It allows more opportunities for everyone to venture out and figure out what they are into, especially those undeclared. They bring students to either work together or unwind after a hard week of tests through all of the events that ASI plans. They give that extra boost that some students need. The Board of Directors interact with students with ideas and concerns they may have and represent them to the higher up. They give the students a voice and in turn allows ASI to answer them appropriately.

Tell us about any relevant past involvement or work experience that you have and how it will help you as a Director for your college. *

Since my first year, I have been involved in the CSUF Clarinet Consort by representing them at the Arts Inter Club Council. I have been their representative for four years now so the motions of how councils work is no mystery to me. I have seen many past Board of Directors and their approaches to interacting with the Council. Although there is no way to know the full extent of their duties from my point of view, it is safe to say that there is some familiarity to it. My involvement with the CSUF chapter of the National Association for Music Educators is what connects me to the College of Education. Being a member of the Education Inter Club Council allows the club to gain the perspective of the other subjects to have a better awareness. The motivation to want to understand the other outlets of education will be nothing but beneficial for the position of Director for the College of Education. A well rounded educator cannot be narrow sighted in their own subject but should be aware of the others and see how they all work together in teaching adolescents.

Why are you applying to the ASI Board of Directors? What do you hope to accomplish and/or get out of the experience? *

When I heard about the position through the meetings at my club, NAFME, I noticed that education always seems to be pushed to the side when things get too hectic. For the past 2 years, NAFME has been struggling to bolster its number even though there are numerous Music Ed majors in the School. The main reason was everyone was just too busy. Too many times I have seen education be neglected which brings me to my reason for applying for this position. Being able to facilitate collaboration between students is what I believe will bring the topic of education to a better spotlight. We may understand the impact of pushing our own subject of education in the school systems, but understanding the impact of other subjects as a whole will give us the experience to become better educators. An excellent way to do this would be through the position of Board of Directors.

Please state any other information that you believe should be considered in this application. *

Communication is key in being an effective Director along with patience and understanding. I will be sure to put these in the utmost importance in any task given.

Please upload your resume in PDF format. If you need help learning how to save a file as PDF visit <http://www.adobe.com/products/acrobat/print-to-pdf.html> *



[asi_resume.pdf](#) 71.68 KB · PDF

Associated Students, CSUF, Inc. Voluntary Authorization for Educational Record Disclosure

I hereby acknowledge that I have read, understand, and agree to the preceding statement.

University Policy

University policy prohibits the release of personally identifiable information from the educational records of students without their prior written authorization. Exceptions to this policy include: a) release of such information to a specified list of officials with legitimate educational interest in the record, b) the release of such information in response to a court order, health or safety emergency, or approved research project, or c) the release of public directory information which has not been previously restricted by the student.

Associated Students, CSUF, Inc. Authorization

I authorize Associated Students, CSUF, Inc. to access my academic record to verify that I meet all academic eligibility requirements for the position for which I am applying. I further authorize Associated Students, CSUF, Inc. to access my disciplinary record, if any, on file with the Dean of Students Office. I understand that this information will be obtained by the Dean of Students Office or the Office of the Vice President for Student Affairs, and released only to the Director, ASI Leader and Program Development of Associated Students, CSUF, Inc.

I understand the purpose of this disclosure is to ensure that I comply with the minimum academic requirements established by the Corporation's By-Laws. I understand that this release will remain in effect as long as I remain in a position of leadership within the Corporation, unless I submit a written

revocation of this authorization to the Dean of
Students Office. *

Digital Signature of Authorization and
Certification of Application

Jesus Hidalgo

Enter Your Name *

Enter Your CWID *



Date *

Saturday, September 30, 2017

Created

30 Sep 2017

2:30:10 AM **PUBLIC**

[172.115.79.65](#)

IP Address

Jesus Hidalgo

Education

California State University, Fullerton Expected Graduation: May 2019
Bachelor of Arts, Music Education (GPA: 3.41)

Experience

Member/President of the CSUF Clarinet Consort August 2014 - Ongoing

- Is part of the Arts Inter Club Council
- Collaborate with other art club reps to promote arts throughout university
- Help organize masterclasses for the School of Music

Member of CSUF Nat'l Assoc. for Music Education August 2016 - Ongoing

- Is part of the Education Inter Club Council
- Promote music in school
- Attend conferences for music educators

Counselor at Idyllwild Arts Summer Program Summer 2016, 2017

- In charge of 25+ teenagers for the summer program
- Involved in aiding Faculty with teaching sectionals

Private Instructor at La Habra/Corona Music Center August 2017 - Ongoing

- Teach clarinet, flute, saxophone, and piano in 1 on 1 lessons

Skills

Fluent in Spanish

From: Associated Students, CSUF, Inc. [mailto:no-reply@wufoo.com]

Sent: Monday, October 02, 2017 3:21 PM

To: Robles, Kristyne <krrobles@fullerton.edu>

Subject: ASI Board of Directors Vacancy Application [#19]

ASI Board of Directors Vacancy Application

#19

Applicant Name *	Chelsie Stipke
Applicant Address *	<input type="checkbox"/>
Primary Phone Number *	
Secondary Phone Number	
Applicant Email Address *	
Applicant CWID *	
CSUF Major/Minor *	Major: English Secondary Education/ Minor: Child Development
CSUF Class Level *	Senior
Expected CSUF Graduation Date (MM/YY) *	05/18
What do you believe is the role of ASI on our campus and how does that role relate to this position? *	ASI members are the leaders on campus that help other students with anything they may need from encouraging students to become involved with extracurricular activities to spreading the word about events and helping incoming students locate classes. They are the student representative liaison between the student body and the faculty. They are the voice of the students so it is essential for ASI members to be aware of what is happening on campus.

Tell us about any relevant past involvement or work experience that you have and how it will help you as a Director for your college. *

I was an administrator for two residential elderly care facilities (RCF). So I am familiar with a leadership role. I was responsible for making sure my staff was adhering to the state laws regarding RCF. While also managing the office staff and participating in marketing events. So meetings and being a liaison are familiar to me. I also have experience working in a school environment I was a teacher's assistant for a private school working with children from infancy to 6th grade. Additionally, I taught PE and computers for a semester so I have experience as both a present student and a past teacher. I'm currently working on transitioning to a secondary teaching position.

Why are you applying to the ASI Board of Directors? What do you hope to accomplish and/or get out of the experience? *

I hope to gain experience as a faculty member and leader in a school environment. I hope to create networking opportunities and make connections with my fellow teachers so that I can learn from them and become a better teacher as a result.

Please state any other information that you believe should be considered in this application. *

I'm great with meeting new people and I'm not afraid of public speaking so if any presentations are required that's not a problem for me.

Please upload your resume in PDF format. If you need help learning how to save a file as PDF visit <http://www.adobe.com/products/acrobat/print-to-pdf.html> *



[chelsie_stipke_resume.pdf](#) 64.86 KB · PDF

Associated Students, CSUF, Inc. Voluntary Authorization for Educational Record Disclosure University Policy

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I understand the purpose of this disclosure is to ensure that I comply with the minimum academic requirements established by the Corporation's By-Laws. I understand that this release will remain in effect as long as I remain in a position of leadership within the Corporation, unless I submit a written revocation of this authorization to the Dean of Students Office. *

Digital Signature of Authorization and Certification of Application
Enter Your Name *

Chelsie Stipke

Enter Your CWID *

Date *

Saturday, September 16, 2017

Created
16 Sep 2017
11:02:30 AM PUBLIC

[172.112.223.138](#)
IP Address

Chelsie Stipke

OBJECTIVE

Looking to gain experience in an organized school setting. Offer a proven record of accomplishment of commended performance caring for children from infancy to adolescence, with a passion for education, coordinated daily activities to optimize child development.

EDUCATIONAL BACKGROUND

California State University Fullerton
800 N State College Blvd, Fullerton CA 92831
Currently senior in standing English major with a minor in child development

Fullerton College
312 E Chapman Ave, Fullerton CA

TEACHING EXPERIENCE

2016- present full time student

Ivycrest Montessori Private school 2025 Chapman Ave Fullerton CA 92831 714-879-6091

2013-2015 *Assistant Teacher*- I worked as a floater in different classrooms depending on where I was needed. I was responsible for assisting the head teacher with the daily routines with children from infancy to 6th grade. Implementing the curriculum and lesson plan of the day. On the elementary side I helped with academic work, summer program, after school care, PE, computers, and playground safety responsibilities. I currently still substitute for them when needed. For reference to contact the directors are Aida King and Claire Takeda.

Disneyland Resort Anaheim, CA 2005-2009
Trainer Facilitated training for new hire cast members for bussing and dishwashing positions. Responsible for cross training cast members to new positions including food prep, order cook, and new trainers.

Independent Childcare Supervisor Orange County March 1999 -present Nanny/ Babysitter
Part time Job. Aided in the development of 8 children from different families age range from infancy to adolescence. Responsibilities included maintaining the child's hygiene, feeding, teaching, and homework help, supervising and playing with children.

ADMINISTRATION WORK EXPERIENCE

Alternative Senior Care Huntington Beach April 2005 - March 2012 alternativeseniorcare.com
Administrator

I supervised two residential care facilities for the elderly. I was repeatedly promoted during 5-years with ASC Inc., culminating in responsibility for coordinating all office functions, day to day operations, prospective client tours, and supervising two administrative professionals and six elderly caregivers. Developed efficiency-enhancing workflow/process improvements that made it possible to accommodate increasing responsibilities necessitated by staff reductions.

CERTIFICATIONS

CPR & First Aid Cert, Live Scan approved, TB test clearance on hand, CA certificate of Clearance

SKILLS & STRENGTHS

- Conflict Management
- Team building & Supervision
- Public speaking
- Report & Document Presentation
- Encourage positive self-image and supports individuality, and independence
- Maintains a safe, clean and healthy environment
- Communicate with children in a friendly manner on their level
- Hygiene Management
- Event planning

VOLUNTEER ACTIVITIES

Foster home volunteer with 4 to 5 teenagers at a time located in Fountain Valley. I am the secondary guardian not residing on premises. I engage with this family 3 to 4 times a week. Responsibilities include transporting kids to therapy, doctor appointments, school, and social events. Also responsible for contraband sweeps of their rooms and making sure they do their chores and homework

REFERENCES





- █ [REDACTED]
- █ [REDACTED]
- █ [REDACTED]
- █ [REDACTED]
- █ [REDACTED]

Robles, Kristyne

From: Associated Students, CSUF, Inc. <no-reply@wufoo.com>
Sent: Monday, October 02, 2017 3:21 PM
To: Robles, Kristyne
Subject: ASI Board of Directors Vacancy Application [#18]

ASI Board of Directors Vacancy Application

#18

Applicant Name *	Daniel Vasquez
Applicant Address *	
Primary Phone Number *	
Secondary Phone Number	
Applicant Email Address *	dcdvasquez1030@gmail.com
Applicant CWID *	
CSUF Major/Minor *	History Major, Public Relations Minor
CSUF Class Level *	Senior
Expected CSUF Graduation Date (MM/YY) *	12/18

What do you believe is the role of ASI on our campus and how does that role relate to this position? *

I believe that the role of ASI is to provide students with opportunities to not only get involved, but to become immersed and engaged in campus life. As a commuter campus, most students at CSUF will show up to school, go to class, and then go home. There are many students that are not involved in anything on campus; as great as it is to focus on academics and strive for a high GPA, that itself does not shape an overall college experience. By getting involved in campus life and meeting other people, these students are expanding their horizons, building new networks, and challenging themselves both in and out of the classroom. That role relates to this position in the sense that those on the Board of Directors seek to ensure that the students, especially in their academic colleges, are provided with the resources and tools to succeed academically and socially. It is a transparent role that involves patience, confidence, and proper time management. To see students more engaged in campus life is what ASI strives to improve every day, and in

this position, the board of directors can focus specifically on their academic colleges to ensure that their students are being taken care of.

Tell us about any relevant past involvement or work experience that you have and how it will help you as a Director for your college. *

As a student at CSUF for the past three years, I have been involved with and employed through various organizations. I serve as a cashier and service associate lead at the Titan Shops bookstore, where I have been working since the Fall of 2015. This job requires much more than just ringing somebody up on the register; in this position, I seek to provide the best example of customer service possible so that these customers will be more satisfied with their shopping experience, and therefore, will be more likely to shop with us again. I have worked some large events on campus as well, including Grad-Feast and back-to-school/finals week, where the store was very crowded and it was my duty to multi-task by working with several customers. Just as I have tended to the needs of the customers in the store, being a part of the Board of Directors for the College of Education would require me to tend to the needs of the students in the academic college—expecting me to provide the proper resources, help, and guidance for them. Just as I have always strived to promote the great atmosphere and name of the Titan Shops, I would want nothing but the same for the College of Education.

In the Summer of 2016, I served as an Orientation Leader through New Student Programs (currently Outreach, Recruitment and Orientation.) In this position, it was my duty, along with my other fellow Orientation Leaders, to guide thousands of incoming freshman and transfer students into the University. There were many important tasks that were required in the job, such as providing campus tours, helping the students register for classes, answering questions, and most of all, demonstrating our Titan pride and showing these incoming students how they too could make CSUF their home by getting involved in campus life. In this job, we were partnered along with ASI during our “Student Life Experience” orientation, which introduced students to the many organizations that they could get involved with on campus; it was amazing how passionate the ASI leaders were with their positions and their University. Just like my experience as an Orientation Leader, the job of ASI associates is to ensure that they are clearly showing that there is something for everybody on campus to get involved with, which is crucial for ensuring a positive college experience. One of the biggest organizations that I am still a part of and which has highly shaped myself as a leader on campus, is Sigma Pi Fraternity. I am a re-founding father for this fraternity—joining in the Fall of 2015 with over 60 other men to help build the fraternity from scratch. This was not an easy task at all; all of us had little to no idea of what we were even doing at first and compared to the other established fraternities on campus, we were absolutely nothing. It was through this experience, however, where I learned how to work in a team setting. For the first time in my life, I decided to break out of my shell and step up as a leader. In my time of being in the fraternity, I served as our New Member Educator, with the role of educating all new members about the fraternity’s history and guiding them through our new member process. In addition, I currently serve on the Fraternity’s executive council as our Sergeant-at-Arms, where it is

my job to maintain proper risk management within the fraternity, write alumni newsletters each semester, and host events for our alumni. In my time, I also encouraged many brothers to get involved with organizations outside of the fraternity; we currently have two brothers serving on the Board of Directors for the College of Communications (Josh Borjas) and College of Natural Sciences and Mathematics (Tristan Torres,) along with a brother who previously served on the Board of Directors for the College of Humanities and Social Sciences (Armando Robles,) four residential advisers, RSA associates, four orientation leaders, and much more. Many students in Greek Life realize the importance of being involved on campus; we see that the more we are involved, the more likely we are to do better in the classroom. The same goes for ASI—their associates see that involvement is necessary for receiving a well-rounded education. By getting more involved on campus, we are not only learning from the material that is presented to us in the classroom, but what we learn through our endeavors presented to us through our involvements as well.

I recently joined a club within the College of Education's ICC as well. I joined CSUF's Student CTA (California Teachers Association.) It is a club dedicated toward raising future teachers and leaders in the educational environment. In this club, I hope to network with my peers that are on the same mission as me of going into the Credential Program and eventually ending up in a career of education. Even though this club does not have meetings as much as I anticipated, I am still determined to be involved as much as I can to grow as a leader and give back to the community.

Why are you applying to the ASI Board of Directors? What do you hope to accomplish and/or get out of the experience?

*

I am applying to the ASI Board of Directors because I see it as an opportunity to get more involved with the College of Education, build upon my future teaching career, and give back to the University. To be a part of ASI would mean building strong friendships, reliable networks, and a strong work ethic. As a student at CSUF, I have always encouraged my fellow peers, friends and classmates to get involved with and be a part of something bigger than themselves on campus.

In this position, there are several things that I would want to push for. First, I want to push to promote the College of Education. The College of Education is often seen as "the forgotten child" on campus; since there is no direct major in that college for undergrad students, many of its resources and opportunities tend to be overlooked or forgotten about. Even I did not know how much it offered until I decided to go into working toward a career in education. It would be a good idea to host more community events such as luncheons, "Meet the Dean," and other meet-and-greets so that these students can get to know those that are serving on the Board and who are representing them.

Second, I want to encourage more students of the college to get involved with ASI and other organizations on campus. Some of these students in the college may not be aware that their involvements on campus can truly shape their status as a leader, as they did for me. I decided to go into teaching after being inspired through several roles that I have occupied in the fraternity and New Student Orientation. By being more involved, these students will be able to help and serve others, which are skills that teachers and leaders must be capable of demonstrating. In order for these students

to get involved, the first step that must be taken is educating them about how many ways there are to get involved through ASI and other organizations on campus.

The College of Education offers many scholarships to its students; unfortunately, many students are not aware of these scholarships. These scholarships are granted toward high achievement both in and out of the classroom. I want the students to know about these scholarships so that they can be rewarded for their noble actions on campus, both in and out of the classroom. With the incentive of scholarships, these students may have something to work for as well.

Lastly, and most importantly, I want to serve as a resource for students. I remember going into college my freshman year not knowing anything—where certain places were, how to go about doing various tasks, and even how to go about deciding a major. I want to be there to help students in any way that I can. As an orientation leader, it was my job to make the new students feel welcome and answer any questions that they had; I was just paying it forward after the large impact that my orientation leaders had on me. Overall, I want to help these students make the most out of their college experience by pointing them in directions that they never even knew existed. In this experience, I hope to grow even more as a leader while at the same time assisting these students in any way that I can.

Please state any other information that you believe should be considered in this application. *

I am blessed with the amount of opportunities and experiences that I have been a part of at CSUF. Going into my freshman year, I never would have expected to be involved with as much as I am today. Ever since I first got involved with Sigma Pi Fraternity in the Fall of 2015, I have only wanted to do more and open myself up to even more opportunities and experiences. I am influenced by my resident adviser, fraternity brother, friend and mentor, David Sanchez. David recently graduated in the Spring of 2017 with a double major in Health Science and Spanish; in his five years at CSUF, he served as a financial aid adviser, orientation leader, resident adviser, fraternity member, and rugby player. It is people like David whom encouraged me to get involved with as much as I can to not only expand my horizons, but enjoy my time as an undergrad as well. In the positions I take on, I ensure that I am serving others while at the same time promoting a healthy and engaging work environment. Working in ASI would give me the opportunity to surround myself around others with similar visions as those of mine and, therefore, would push me to do great things for the University. CSUF has been my home for the past three years, and now I would want nothing more than to give back and help pay it forward.

Please upload your resume in PDF format. If you need help learning how to save a file as PDF visit <http://www.adobe.com/products/acrobat/print-to-pdf.html> *



[good_resume1.pdf](#) 139.72 KB · PDF

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I authorize Associated Students, CSUF, Inc. to access my academic record to verify that I meet all academic eligibility requirements for the position for which I am applying. I further authorize Associated Students, CSUF, Inc. to access my disciplinary record, if any, on file with the Dean of Students Office. I understand that this information will be obtained by the Dean of Students Office or the Office of the Vice President for Student Affairs, and released only to the Director, ASI Leader and Program Development of Associated Students, CSUF, Inc.

I understand the purpose of this disclosure is to ensure that I comply with the minimum academic requirements established by the Corporation's By-Laws. I understand that this release will remain in effect as long as I remain in a position of leadership within the

Corporation, unless I submit a written revocation of this authorization to the Dean of Students Office. *

Digital Signature of Authorization and Certification of Application

Daniel Vasquez

Enter Your Name *

Enter Your CWID *



Date *

Wednesday, September 13, 2017

Created

13 Sep 2017

11:33:15 PM **PUBLIC**

[198.2.49.144](#)

IP Address

Daniel Vasquez



Objective

To obtain an internship or job that continues my learning process in my field of study in where I can bring value.

Work Experience

Titan Shops Bookstore July 2015 -Present
General Merchandise Service Lead

- Provide excellent customer service; maintain beneficial relationships between customer and store.
- Facilitate the needs of customers to ensure they have a great shopping experience.
- Oversee Grad Feast and Back-to-School madness.

Diamond Point Swim Club June 2012-August 2015
Lifeguard, swim team coach, swim instructor

- Monitored the lives of children and patrons in the water.
- Taught kids how to swim and perfect strokes in the water.
- Kept open communication between the children and their parents.

Campus Involvement

CSUF Orientation Leader January 2016 - August 2016

- Provided tours throughout campus to students and parents.
- Facilitated the transition of over 8,000 incoming freshmen and transfer students into the university.
- Spoke in front of thousands of students and parents and maintained communication.
- Chosen to lead the cheers to get students excited and alleviate their nerves.

Sigma Pi Fraternity September 2015 - Present
New Member Educator

- Kept open communication between new members and active brothers.
- Instructional leader responsible for lectures regarding the pledge manual.
- Kept track of member payments and community service hours.

Sergeant-at-Arms

- Raised thousands of dollars for the College of Education's Center for Autism on campus through our annual philanthropic Western World Series softball tournament.
- Finalized the risk management and standards procedures of the fraternity to emphasize accountability from each member.
- Created the alumni newsletter "The Epsilon-Nu's," which is distributed every semester.

POLICY CONCERNING PERFORMANCE MANAGEMENT

PURPOSE

The purpose of the Policy Concerning Performance Management is to enhance communication between supervisors and employees regarding employee performance and to link employee performance to the accomplishment of ASI’s organizational objectives. Performance Management involves giving staff timely, relevant, and effective feedback in an effort to promote job satisfaction, increase competence, and develop staff in their chosen profession. By adopting a performance management system, the Associated Students, CSUF, Inc. seeks to improve organizational performance by developing the effectiveness of its employees, both as individuals and as teams. The policy strives to encourage individual responsibility and work improvement, and seeks to cultivate partnerships built on trust, open communication, and mutual respect. To this end, the system seeks to ensure that all employees are aware of what is expected of them, are provided with continuous feedback about their performance, and are provided with opportunities for education, training, and development.

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POLICY STATEMENT

This policy establishes a performance management system for Associated Students, CSUF, Inc. and sets forth the performance management policies and procedures for the preparation, processing, and use of the

performance evaluation process, and the linking of the performance reviews to other human resources decisions.

It is the policy of Associated Students, CSUF, Inc. that the management of each department and team adheres to the performance management system as described herein. This system is based on the importance of managing each individual’s work and maintaining continued communication between employees and their supervisors.

WHO SHOULD KNOW THIS POLICY

- Budget Area Administrators
- Management Personnel
- Supervisors
- Elected/Appointed Officers
- Volunteers
- Grant Recipients
- Staff

DEFINITIONS

For purpose of this policy, the terms used are defined as follows:

Terms	Definitions
Performance Objectives	A performance objective is a specific end result that contributes to the success of the organization and that an employee is expected to accomplish or produce.
Development Goals	Development goals are skills, knowledge and experiences the employee needs to either remain effective in their current job or support their ability to take on new responsibilities and grow in their career.
Coaching	Performance coaching is an ongoing process which helps build and maintain effective employee and supervisory relationships. Performance coaching can help identify an employee's growth, as well as help plan and develop new skills.
Performance Evaluation	Performance evaluations are an opportunity for an employee and their supervisor to sit down and discuss their performance objectives, development goals, and provide performance coaching.
Performance Improvement Plan	A Performance Improvement Plan is a plan aimed at helping employees improve their job performance.
Payroll Action Form	A Payroll Action Form is a form used to make changes to an employee’s payroll profile.
Student Assistants	Currently enrolled CSUF students
Professional Staff	Non-student regular staff members

STANDARDS

1. PERFORMANCE APPRAISALS

Planning

- a. Setting Performance Objectives

Employees and supervisors should meet to clarify expected outcomes for the year and set objectives that link the employee's job to department and organizational objectives. Objectives define what employees are expected to accomplish. Supervisors and employees should aim to define S.M.A.R.T. objectives.

- Specific
- Measurable
- Attainable
- Relevant
- Timely

Performance objectives should fit into and support the overall strategic objectives and goals of the organization, the advancement of the department and expectations of the position. Each employee should be assigned between 3 and 15 objectives which may be carried forward from the previous year, revised, or new objectives added during the review period as necessary.

b. Creating Development Goals

Supervisors and employees should work together to create development plans as part of the annual performance evaluation process. The plan can focus on meeting position expectations and gaining professional development skills. Meeting position expectations is necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance. Development plans commonly include classes, but can also include elements such as cross-training and special project participation.

Check-In

a. Communicating Expectations

Once performance objectives are set, supervisors should check in regularly with employees to discuss the status of objectives and to provide feedback based on observations of an employee's performance. It is equally important to provide feedback on areas of success as on those requiring improvement. Check-ins also provide the opportunity to adjust objectives as the year unfolds.

ASI recognizes that employees have a right to know how they are performing and it is the responsibility of supervisors to provide this information. This should be done on a quarterly basis and documented through an Employee Check-In Form; however, overall performance is formally evaluated and documented on a yearly basis.

It is therefore mandatory for all supervisors to communicate and clarify expectations throughout the year. This is to be done by setting objectives and/or establishing clear standards of performance that are aligned with ASI corporate goals at the beginning of each performance evaluation cycle. It is against these expectations, objectives and standards that employee performance will be evaluated.

b. Effective Coaching

Coaching is a method of providing feedback. It helps shape performance and increases the likelihood that the employee's results will meet expectations. A coaching session generally focuses on one or two aspects of performance, rather than the overall review that takes place in a formal yearly performance evaluation.

c. Key Elements of Coaching

- Coach to focus attention on any specific aspect of the employee's performance
- Observe the employee's work and solicit feedback from others if appropriate
- Take the time to understand why performance is successful or needs improvement
- Advise the employee ahead of time on issues to be discussed
- Involve the employee in identifying successes and solutions
- Discuss alternative solutions
- Agree on action(s) to be taken
- Recognize successes and improvements
- Document key elements of the coaching session
- Schedule follow-up meeting(s) to measure results.

Review

The performance evaluation will have a direct correlation to ASI Strategic Goals, job expectations outlined in the job descriptions, offer the opportunity to explore career advancement and provide employees with feedback to improve performance. The formal meeting between the supervisor and employee serves many purposes:

- Provide a meaningful, sincere and well planned process that generates honest and open dialogue, including corrective and constructive feedback about performance and conduct, within which two-way feedback about the workplace can occur;
- Allow the employee and supervisor to create clear and concise performance standards that link directly to ASI's goals and priorities;
- Ensure that performance standards reflect key areas of the employee's responsibilities and duties as indicated in the position description;
- Use a combination of resources (which may include peers, customers, coworkers and the employee's supervisors) to gather data from which the employee and supervisor will:
 - Identify skills, knowledge and attitude that are exceptional, adequate, or those in need of improvement
 - Identify opportunities for growth through changes in the position description or short-term assignments
 - Develop a plan that identifies training and other learning opportunities to assist the employee in attaining their development goals, as well as expected levels of performance
 - Identify opportunities for feedback throughout the year
 - Provide a framework for promoting a culture of responsibility, accountability and transparency
 - Provide a basis for equitable reward and recognition, as well as input or succession planning

a. Timing

Each calendar year, every professional employee will be evaluated in the month of June. The evaluation cycle is July 1st – June 30th.

Student assistants will be evaluated after they have achieved one of the following evaluation milestones:

- 280 hours worked

- 680 hours worked
- 1000 hours worked
- Every additional 1000 hours worked thereafter

Two weeks prior to your review date, employees should receive notice from their supervisor of the meeting date as well as information on how to prepare for the performance evaluation.

b. Employee Role and Responsibilities

It is the responsibility of all employees to review their job description prior to their performance evaluation. In addition, all employees must review the goals of the department to ensure their work aligns with the strategic plan of the organization. Finally, all employees must complete the self-assessment portion of the performance evaluation to provide reference to achievements, past performance, and challenges.

c. Preparation for the Performance Review and Planning Process

Supervisors will have 30 days to prepare the performance evaluation for their employees. It is therefore critical to begin the process early to allow time for approval. Approval Routing is as follows: Supervisor, Department Director, and Human Resources Coordinator or Human Resources Director.

d. Supervisor's Role and Responsibility

It is the responsibility of the supervisor to review the employee's job description to determine if they fully or partially achieve the set performance standards outlined in the job description. Supervisors must review previous performance evaluations, self-assessment for achievements, past performance and challenges. Supervisors should then review the goals of the organization to evaluate how the employee contributed to the corporate goals. The supervisor should review the employee's performance objectives and standards to ensure they align with the current job responsibilities as well as goals of the organization. Supervisors must then review the completed training received and identify areas of needed development to be documented in a performance improvement plan. Completed performance evaluations should be submitted to the Human Resources department with all required signatures along with a Payroll Action Form if applicable.

2. INTRODUCTORY PERIOD

An introductory period is required for all new hires and employees assuming a new position due to reclassification, promotion, etc. The introductory period is intended to give employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. ASI uses this period to evaluate employee capabilities, work habits, and overall performance. Either the employee or ASI may end the at-will employment relationship at any time during or after the introductory period, with or without cause or advance notice.

Non-exempt staff positions shall serve and successfully complete an introductory period of no less than ninety (90) days of full-time work. Part-time service does not count as time served toward Regular Employee Status.

Exempt, Administrative, and Executive positions shall serve and successfully complete an introductory period of no less than one (1) year of full-time work.

Student assistants shall serve and successfully complete an introductory period of no less than 280 hours of work.

Upon successful completion of the probationary period, the employee shall be considered “at will” and both ASI and the employee shall have the right to terminate the employment relationship at any time for any reason that does not violate ASI policy. Further explanation can be found in the ASI At-Will Employment Policy.

Temporary Service

Part-time temporary service shall not count as credited service toward the introductory period. Full-time temporary service approved by the Executive Director may count as credited service toward the introductory period.

Leave of Absence

Time spent on leave does not apply toward the completion of a required introductory period. The introductory period shall be extended by a period of time equal to the time spent on leave status.

Reduction in Time Base

A reduction in the time base during an introductory period interrupts the introductory period. If an employee is placed on a partial leave of absence (reduced hours), the Executive Director and the Human Resources Director may then determine whether or not there has been a break in the introductory period.

Reclassification

If an employee moves to a higher or lower classification in which they have not previously served, a full introductory period is required. If an employee is reclassified within the same level, a new introductory period is not required.

3. PROGRESSIVE DISCIPLINE

ASI expects all employees to be aware of and to follow workplace policies and procedures for the well-being of our students, staff, and customers. ASI employees are expected to comply with ASI policy and procedure as well as requirements from federal, state, and local law.

This policy defines the process for correcting single and repeat episodes of employee failure to comply with ASI policy or procedure and/or to meet specific workplace expectations for conduct. Corrections to unacceptable behavior will be addressed under this policy. Progressive Discipline is a process designed to modify unacceptable employee behaviors, which also allows for discipline to start at a higher step based on the severity and circumstances of the situation. An employee is expected to sustain improvement while on progressive discipline.

Progressive Discipline Steps

The purpose of progressive discipline is to assist employees by being clear and precise about problems and the consequences if the same performance issues or misconduct reoccur. It is important that discipline is applied in a fair and consistent manner. The supervisor has a critical role in conducting a fair and objective investigation of a situation. The supervisor must have an understanding of the facts and circumstances before assessing appropriate discipline. The supervisor should discuss the situation with the Human Resources Department to determine the appropriate level of disciplinary action. Many situations should be able to be resolved through verbal counseling or coaching; however, some incidents and behavior may be severe enough to merit a formal written warning, suspension, final warning or termination. The seriousness of the offense and the employee's disciplinary and performance history will

be considered when determining the level to be applied. All decisions to escalate disciplinary action to a higher level of discipline should be made in consultation with Human Resources.

Step 1- Verbal Warning:

The purpose of a verbal warning is to clearly communicate an employee's behavior and clarify policies and expectations. The impact of the incident or violation should also be taken into consideration. The supervisor should document for their records that the conversation that occurred, keeping in mind the significance of the impact of the act or omission. The supervisor should also draft a performance improvement plan that outlines what performance is expected of the employee and any support, coaching, or training that will be provided by ASI.

Step 2 – First Written Warning:

If the conduct addressed by a verbal warning is repeated or additional problems occur, the supervisor should follow up with a written warning in the form of a letter. The letter should describe the unacceptable conduct, outline expectations, and state that further disciplinary action will occur if the behavior is repeated. The supervisor should also draft a performance improvement plan that outlines what performance is expected of the employee and any support, coaching, or training that will be provided by ASI.

Step 3 – Final Written Warning:

If the conduct addressed by a first written warning is repeated or additional problems occur, the supervisor should follow up with a final written warning in the form of a letter. The letter should describe the unacceptable conduct, outline expectations, and state that further disciplinary action will occur if the behavior is repeated. The supervisor should update the performance improvement plan that further explains what performance is expected of the employee and any support, coaching, or training that will be provided by ASI.

Step 4 - Suspension or Demotion:

If the conduct addressed by the written warnings is repeated or additional problems occur, discipline may progress to a final warning, which may include a suspension or position demotion. However, a single incident may be so severe as to merit an immediate final warning and suspension or demotion. As noted above, the supervisor should work in consultation with the Human Resources Department prior to taking disciplinary actions at higher levels, which include written warnings, final warnings (including suspension or demotion) and termination. The supervisor should update the performance improvement plan that further explains what performance is expected of the employee and any support, coaching, or training that will be provided by ASI.

Step 5 - Termination of Employment:

Employment may be terminated based on progressive discipline and on the severity of a single incident. Misconduct that involves dishonesty, violation of the law, or significant risks to ASI's operations or to the safety or well-being of oneself or others is grounds for immediate termination of employment. However, the facts and circumstances of each case will determine what action, up to and including discharge from employment, is appropriate. Decisions to terminate employment should be made in consultation with the Human Resources Director and Executive Director. Examples of serious misconduct can be found in the Policy Concerning Employee Conduct.

4. ADMINISTRATIVE EVALUATION PROCESS

a. Evaluation of the ASI Executive Director

The evaluation of the ASI Executive Director shall take place no later than the 14th week of the Spring Semester of each academic year. The review committee that will evaluate the ASI Executive Director shall consist of the Chair of the Board of Directors who shall serve as chair, three (3) Members of the Board of Directors, the University President's Representative to the BOD, the ASI President, Vice President, Vice Chair/Secretary, and Vice Chair/Treasurer. The evaluation shall be completed by the Committee and then presented to the Vice President of Student Affairs for review. Within a closed session, the Board of Directors together with the ASI Executive Director will discuss the evaluation. Following the ASI Board of Directors' approval, the evaluation will be signed by the Chair of the Board of Directors. The final evaluation report shall be forwarded to the President of the University. The evaluation shall then be placed in the Executive Director's employment file.

Process for Evaluation

The review committee shall use the standard CSUF management performance evaluation forms in conducting the Executive Director's annual review. The review shall take into consideration progress made in meeting established goals. Additional criteria may include but not be limited to ASI/University relations, overall management of the TSU, student/staff relations, fiscal and human resources management, and adherence to State Education Codes, Title 5 of the California Code of Regulations, Executive Orders, and other policies regulating CSU auxiliaries.

b. Position Review for the ASI Executive Director

The ASI Executive Director position shall undergo a position review at least once every three years or as requested by the CSUF Vice President for Student Affairs, ASI President, or ASI Board of Directors Chair, and at any time a vacancy in the position occurs. This review shall be conducted for the purpose of establishing an appropriate salary range for the position. Additionally, job duties and/or responsibilities may be added, deleted or modified as required.

Job Duties & Responsibilities

Following consultation with the Vice President for Student Affairs, ASI President, and ASI Board of Directors Chair, proposed changes to the job duties and/or responsibilities of the position will be presented to the ASI Governance Committee by the ASI Human Resources Director. The ASI Governance Committee shall forward its recommendation and comments to the ASI Board of Directors for appropriate action.

Compensation

The ASI Human Resources Director shall conduct a compensation review to insure equity and comparability as outlined in California Education Code Section 89900. Recommended compensation adjustments shall be based on the following information:

- Salary comparison with similar positions within the Auxiliary Organization Association.
- Salary comparison to positions of similar scope and responsibility at CSUF.

- Salary comparison to positions of similar scope and responsibility within the surrounding communities.

Recommended adjustments to the Executive Director's salary shall be presented to the ASI Governance Committee by the ASI Human Resources Director following consultation with the ASI President, the ASI Board of Directors Chair, the Vice President for Student Affairs and the University President.

The Governance Committee shall forward its recommendation and comments to the ASI Board of Director for appropriate action.

Education

California State University Fullerton

September 2014 - December 2018

Bachelor of Arts: History

Minor: Public Relations



Awards

- “Sigma Pi of the Year” Award (2015-2016) for outstanding leadership skills
- “Sigma Pi Ambassador” Award for outstanding representation of the fraternity (Spring 2017.)
- Dean’s List for College of Humanities and Social Sciences (Spring 2017.)