



JACQUELYN ACOSTA'S TRANSITION FOLDER

Position: Undergraduate Academic Senator



MAY 18, 2018

ASSOCIATED STUDENTS INCORPORATED



JACQUELYN ACOSTA

Objective One

◆ Resume ◆

OBJECTIVES

As an Undergraduate Academic Senator, I worked diligently with the Academic Senate as I voiced students concerns and spoke from a student perspective. I also sat on the Risk A Management and Safety Committee and the University Academic Appeals Board.

EXPERIENCE

- ◆ *Vice-Chair for Shared Governance*
- ◆ *Vice-Chair for Cabinet of Senators*
 - ◆ *Academic Senate*
- ◆ *Legislative Affairs and Advocacy*
- ◆ *Risk Management and Safety*
- ◆ *University Academic Appeals Board*

STRENGTHS

1. **Negotiating skills-** improved my ability to negotiate skillfully and make compromises with other students or faculty/administrators
2. **Researching skills-** learned how to collect relevant information for student issues, analyze the data, summarize the findings and be able to report/present it to other representatives or faculty/administrators
3. **Problem-solving-** improved my ability to clarify the nature of student problems, evaluate any alternatives, propose viable to solutions (policy) and determine the outcome

CHALLENGES

1. **Communication in the office-** was difficult to get in touch with certain representatives in the office
2. **Getting too personal-** People would take certain decisions or actions too personal, but it was simply business with the interest of the students, and it would cause drama
3. **Unclear routes:** Certain steps for projects and work weren't very clear and hardly presented, but if presented, very confusing or many representatives didn't know it was available or a process

Personal Challenges

I had three main goals during my term, which were: revamping the University Academic Appeals Board policy, addressing the lack of microwaves on campus and increasing security within parking lots/structures to prevent car breaks in. My personal challenges ranged from a lack of cooperation from faculty and administrators or support from fellow ASI peers and staff.

1. I had the privilege to sit on the University Academic Appeals Board and one issue that I noticed within their policy is that the burden of proof is on the student and while I agree to certain extent, it became apparent very quickly that the policy itself worked against the students in various instances. There were instances where students had mentioned that their work was given back by the professor and that work could have been submitted as proof for their appeal, but since it wasn't given back, they include the work for their appeal; thus, many faculty members felt their case was strong enough, but as a student perspective, the student is left at an unfair disadvantage. Yet, there was no requirement for what kind of proof a student must include in their appeal, but a student would never have a chance to have their appeal heard if they simply included the appeal form and an explanation of the issue. They had mentioned they were working to rewrite the policy and I wanted to partake as I wanted to adjust the part of the policy about what proof was necessary for the case. At first glance, the administrators were glad to have me part take, but I had to persistently remind them to include me in the discussion and drafts of the policy, because they were not including me. The administrators did not seem interested in keeping me in the loop; thus, leaving out the student input in a student affair. However, with my persistence, I was able to make my amendments, but it goes to show that not all administrators or faculty care to take student input into consideration.
2. I had the Chief of Police try to discourage me from pursuing the issue of a lack of security in our parking lots/structures. He said that the statistics of incidents were low, but many students claimed they were too intimidated to report because many of the campus police officers at the university station were rude and didn't take students seriously. Once I presented, the Chief expressed frustration, and tried to reassure me that it was being handled, but I'm sure it's not because I haven't seen any difference in enforcement, but it's still a project I'd like to continue.
3. As for the lack of microwaves on campus, I had multiple students and ASI colleagues reach out to me to part take in the research, because they wanted to collaborate, but the only individual who assisted me was Marcus, but when I reached out to other ASI reps. who volunteered to help, they agreed, but provided no work or assistance and when I reached out to administrators for specific information; such as, the type of microwave the campus uses, who's responsible for cleaning it and where the microwave was purchased, I got no response. I had to halt my work till the next term because there was far too much research to be done for me to draft a proposal by the end of my current term.

Objective Two

Associated  Students, Inc.
Academic Senator - Biweekly Report
 Name: Jacquelyn Acosta – Undergraduate Academic Senator

This bi-weekly is due by Wednesday, July 5, 2017 by NOON for work completed between:

Date From: ___August 23, 2017___

Date To: ___September 6, 2017___

The Grant-in-Aid (GIA) is an earned stipend given to students in A.S.I. Office in recognition of work completed. GIA's are earned in the following distribution. **All reports must be typed:**

A. Reports 30% – (based on the quality, accuracy, and detail of your report, etc)

1. Bi-weekly Reports are due noon the Wednesday before the Board of Directors (B.O.D.) Meeting
2. Your **State of Affairs** is due by noon the **Thursday of the 7th week of the semester** to the A.S.I. President and the B.O.D.

FOR OFFICIAL USE by Direct Report Only:

- Was the Bi-weekly Report submitted on time? YES NO
- Was the State of Affairs submitted on time? YES NO

B. Meetings 20% - (attended/not attended/cancelled; agendas and minutes of external committees must be attached, etc.) (List all committees you are on and topics that were discussed and attach agendas excluding A.S.I. required and internal committees. The Secretary Treasurer will review these.)

Required Meeting Name	Did you Attend?	Secretary Treasurer/ Direct Report APPROVAL
ACADEMIC SENATE: (Required)	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/> Cancelled	YES NO

Cabinet of Academic Senators/Shared Governance Committee (CAC/SGC), (Required)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Cancelled	YES NO
Academic Standing Committee: (Required) Excused (Sit on two Sub-Committees)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Cancelled	YES NO
Academic Senate Sub-Committee: (Required)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Cancelled	YES NO
BOARD OF DIRECTORS: (2x's Per QT)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Cancelled	YES NO

Date (Month, Day, Year)	UNIVERSITY COMMITTEE(S): (Optional:) Please enter committee names below	Attend?	Secretary Treasurer/ Direct Report APPROVAL
9/1/17	University Academic Appeals Board	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Cancelled	Agenda/Minutes/ Report Attached: YES NO
9/5/17	Legislative Affairs and Advocacy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Cancelled	Agenda/Minutes/ Report Attached: YES NO

C. Specific Duties 30% – A minimum of 4 Office Hours per biweekly (consultations with students)

Date (Month, Day, Year)	Description of Activities	Time (Start-End)	Duration (Hrs)	Secretary Treasurer/ Direct Report APPROVAL
8/29	Office Hours	2:00-5:00	3 hrs	YES NO
8/30	Office Hours	1:00-3:00	2 hrs	YES NO

	Total Hours for Office Hours:	5 hrs
	Total Hours Incomplete:	

(A minimum of 8 Specific Duty hours per biweekly)

Date (Month, Day, Year)	Description of Activities	Time (Start-End)	Duration (Hrs)	Secretary Treasurer/ Direct Report APPROVAL
8/29/17	Reviewing Cases for UAAB	4:00-5:30	1.5 hr	YES NO
8/30/17	Assisting/Advising student for Committee	10:00-12:00pm	2 hrs	YES NO
8/30/17	Assisting/Advising student for Committee	1:00-3:00	2 hrs	YES NO
9/1/17	Reading and taking notes of Committee Agenda	8:00-10:00	2 hrs	YES NO
9/5/17	Preparing for a class presentation and communicating with professor	8:00 a.m-9:30a.m	1.5 hrs	YES NO
	Total Hours for Specific Duties:	9 hrs		
	Total Hours Incomplete:			

D. Service 20% – A.S.I. events/activities attended/ missed, etc. – A minimum of 4 hours per biweekly)

Date (Month, Day, Year)	Description of Activities	Time (Start-End)	Duration (Hrs)	Secretary Treasurer/ Direct Report APPROVAL
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8/29/17	Tabling outside with Max	12:00 -1:30 p.m	1.5 hrs	YES	NO
8/29/17	Making Goodie Bags for HHS Mixer	3:30 p.m- 4:30	1 hrs	YES	NO
8/30/17	A.S.I Advisement of someone interestred in A.S.I	10 a.m. – 11:30 a.m	1.5 hrs	YES	NO
Total Hours for Service Hours:		4 hrs			
Total Hours Incomplete:					

Please take the time to BRIEFLY answer these questions

Please note that your response will not impact your GIA

Did you have a goal during this biweekly? If yes, was that goal achieved? Please explain.

My goal was to get familiar with the committees I will be sitting on and practicing on my Robert's Rules understanding.

What goal/s do you have for the next biweekly period?

My goal for the next biweekly is to do my best and be informed when I sit on my committee meetings for the first time so that I can bring helpful information back.



State of Affairs Report

All A.S.I. members shall submit a report to the A.S.I. Secretary/Treasurer and the A.S.I. President on the state of affairs of the Associated Students, Incorporated.

State of Affairs report is due by noon on **Wednesday, November 1st 2017**

Jacquelyn Acosta

1. Major issues and problems facing the A.S.I. with alternative plans of action.

I'm only aware of the situation with the Anna Bing Childcare Center and the discussion A.S.I is having about funding the center. This has been an issue for quite a while and is now being worked on with the hopes of being addressed within this term. I know that there are a few options on how A.S.I would like to fund the center, but the B.O.D has yet to come to a decision on it.

2. **Major plans, programs, projects and activities undertaken by the A.S.I. and their successors.**

Based off my position, there were no master projects or activities created by the academic senators or VPAG for the senators of previous years for us to take on. However, this year we're working to creating events that will hopefully be an annual event and be followed with our successors.

3. **Proposed plans, programs, projects, and activities to be undertaken in the upcoming semester.**

I know one of the major projects being worked on by A.S.I is the restructuring of A.S.I. There is discussion about removing one college representative from each college and intertwining the college representatives and the academic senators. Also, there is a proposal to rewrite the duties of all the VP's and Secretary/Treasurer, so all the positions are basically being rewritten and specified. Also, open deliberation is right around the corner and for that project we are facilitating a conversation for different issues that the students voted on, we are trying to get a discussion going with the purpose of hearing student pinions and potential solutions. On a separate note, the

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Legislative Affairs committee is working on a Strategic Planning for 2018, which we are trying to finish it and have it approved by the end of the semester so that we as A.S.I could implement it by the beginning of the next semester.

4. Current status of A.S.I. staff and membership on committees and in the governance programs.

In regards to my position, I sit on the Academic Senate as my main committee, and as far as academic senate subcommittees go, I sit on the University Academic Appeals Appeals Board, which works on the appeals of students grades. Also, I sit on the Risk Safety and Management Committee which is more of a lecture and new updates about issues being addressed around campus. I also sit on the Legislative Affairs and Advocacy committees which addresses legislative issues and policy with multiples level of the political systems and also within A.S. I.

5. Financial Status Report

From what I'm aware of, most of the senators and VPAG budget has been sent on food for SGC, and spend some money for the Open Deliberation, but we still have money to create a new event. Yet, we are responsible for recruiting students for committees but if were to really implement a plan to recruit students for almost all the committees, then we need a larger fund to realistically pay students a reasonable amount for being involved in committees and devoting time and effort, because \$25 is simply not cutting it.

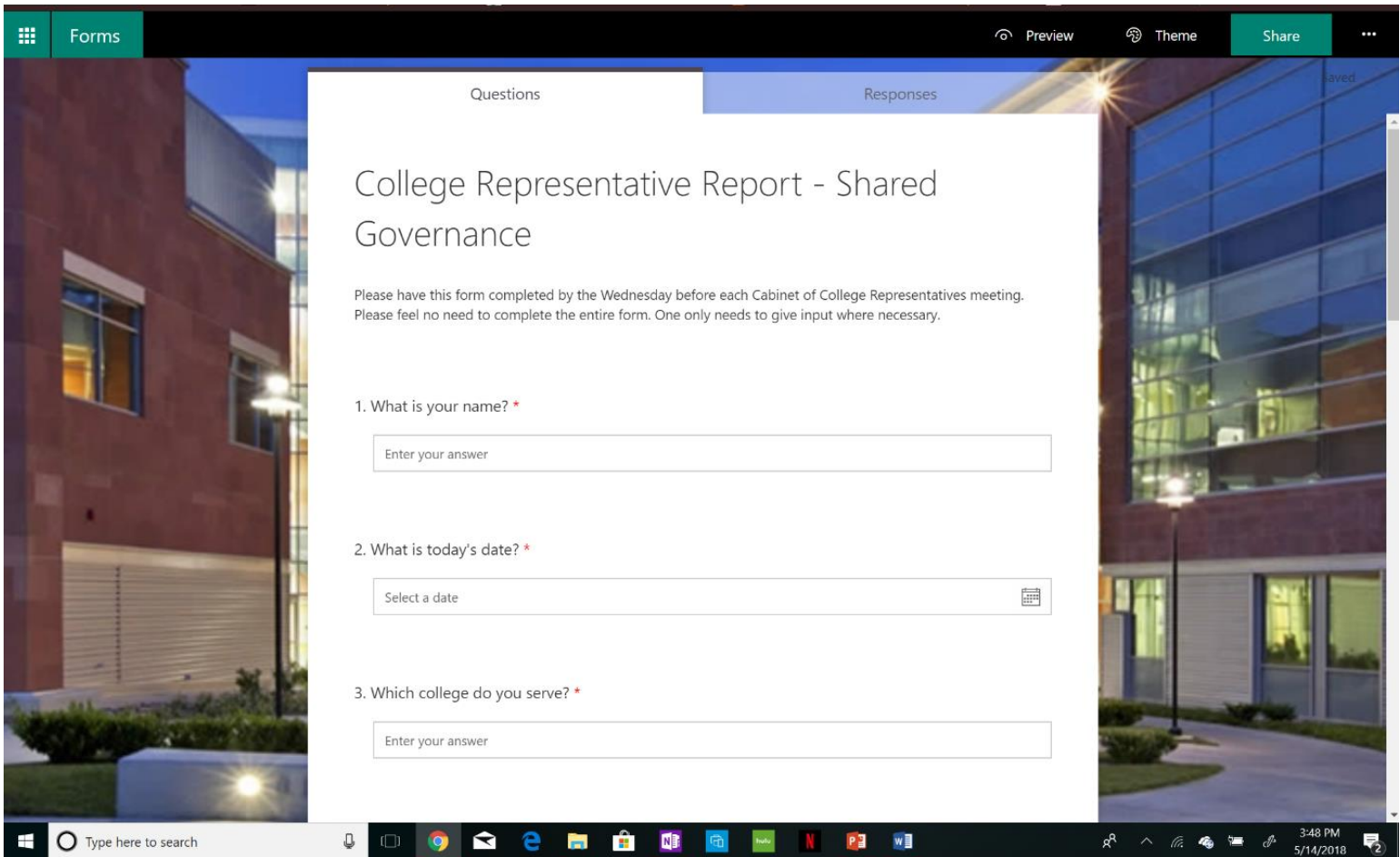
6. How well the purpose, the long-range goals, the short-range goals, and the objectives of A.S.I. that are being achieved.

I don't think I've seen many long-term goals being undertaken, mainly short- term goals. When it comes to long-term goals, I think for the most part, people have been on top of their duties. However, it seems to be difficult to work with long term goals, especially since there are a lot of issues with the structure of A.S.I which makes long term goals impossible. Also if a "long-term goal" isn't addressed or created within the term, then it is most likely forgotten. I think there needs to be a system where successors can follow long term goals or plans.

College Representative Questionnaire

1. List new and ongoing issues and concerns that students are reporting within your college?
2. List new and ongoing issues and concerns that faculty are reporting within your college?
3. List new and ongoing issues and concerns that staff are reporting within your college?
4. What issues do transfer students have within your college in respect to meeting academic requirements?
5. Are students in your college having issues with college-wide academic advisement and/or within department advisement?
6. Have there been any issues with graduation checks?
7. Are there any issues regarding enrollment to classes/lack of class offerings?
8. What resources has the college provided to hold writing intensive and civic learning classes? In general?
9. Are there research opportunities and academic support for graduate students/faculty?
10. Are you having issues communicating with any deans, chairs, or student related organizations?

The purpose of this questionnaire is to help keep college representative more accountable for bringing issues of their college to shared governance



<https://forms.office.com/Pages/DesignPage.aspx#FormId=AiCKzo9EWE-Csdhvc-Ov3fremCd3MFlrQmNtwCx6aZUMURPQIVJVFNJVI E5RUdIVk9FWVpaSTVWTy4u&Token=30d0d64918ae4b7b9597d6d5a2258c2d>

This is the link to the actual Microsoft form of the questionnaire Elise and I created

Objective Three

Successes

I found my term to be an overall success for the following reasons:

- Elise Dang (a fellow Undergraduate Senator) and I were able to get the Executive Senate Office of Collegiate Collaboration (regular communication with College Representatives) up and running. We created a form for the upcoming administration (which can be found in the emails of Academic Senator 1 & 2). The form is simply a questionnaire for college representatives to fill out which is supposed to act as a template for college representatives to ask students within their college about issues pertaining to the college. Once the form is filled out, they'll submit it and the Senator/s is responsible for that office will sort through the response and determine whether the college representatives can settle the issue within their college or if the issue must be addressed through the Academic Senators within their designated committees or the Academic Senate. In this area, we encourage the Senator/s designated to the office of Collegiate Collaboration to stay in constant communication with the college representatives, whether it's in face-to-face or in their College of Representatives meeting.
- As for my personal successes, I sat on the University Academic Appeals Board (UAAB) and I helped redraft the policy so that students had a fair opportunity to have their appeal upheld, rather than setting them up for failure.

Challenges

Being so heavily involved in this organization as a Senator revealed issues with the environment/structure of ASI, and the difficulties working with faculty and administration. The reasons for so are listed below as:

- I've noticed that Academic Senators are seen as a separate group from ASI and are also portrayed as sperate group from ASI. Yes, we represent under ASI, but the work we do is outside of the organization and more with the university. The mentality with ASI, as I observed with colleagues, is that as Senators, our work pertains to the Academic Senate and that our work is not as valuable compared to some of the work compared to my colleagues.
- Also, I noticed that Senators are excluded from a magnitude of conversations within ASI, again because our job duties are more involved in the university rather than the organization itself. Multiple internal issues don't go through us, even if it deals with university policy or issues, which is the specialty of the Academic Senators. If we do not attend the array of internal committees, then the information/concerns are not relayed to us.
- A challenge I faced, along with my VPAG was that it was difficult to get the college representatives to engage in our work and to motivate them to branch into their college specific committee. Many college representatives felt as if committee work was not their duty, despite that they were elected to represent their colleges and the issues of their college.
- As for working with faculty and administration, you will face faculty/administrators who value your opinion and others who don't seem to care about your opinion, unless you have something of substance to offer.

Recommendations

My recommendations may vary depending on the term, your colleagues and the administration itself.

- If staff doesn't reach out to you, definitely go and seek assistance from them because that is their job.
- Stand your ground when talking to faculty and administration! Yes, it can be intimidating, but you are in the position of a student and know the issues the students are facing (hopefully). If you believe some would benefit the students, pursue that and don't let faculty or administration discourage you. If you feel that something may be hurtful to your constituents, then speak up because you are their representation.
- Attend any BOD's you can in order to stay informed with the news of the organization, and same with the College of Representatives meetings to build a working connection with them.
- If you are trying to get ahold of a faculty member or administrator but there is no answer, ask a staff member to reach out with you. Same thing applies if you are meeting with a faculty member or administrator that you know is rude or aggressive, take a staff member with you (if necessary).

Objective Four

Observations

- First of all, not to discredit the work of the College Representatives, but we are paid and seen as equal to the college representatives, but if the work of the Academic Senator is done efficiently and correctly, the work of a senator heavily outweighs the work of a college representative; yet, the work of a college representative is valued more than the policy work and committee involvement of a Senator.

Needs

- A major issue I noticed was that there was no staff support for the majority of my fall semester, but I did have Marcus Rodriguez, Director of Government Affairs & Leadership Programs as my go to staff member half way during my Spring Semester. The other positions within ASI have a go to staff member, but I saw a lack of support when it came to the area of the Academic Senators.

Instrumental Contacts/Allies



Disclaimer: Committee contacts may vary from Senator to Senator depending on the committees each senator sits on



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