



ASI Personnel Committee  
 2019-2020

**Personnel Committee Minutes 20-03**  
 Monday, December 16, 2019 at 10:30am  
 Craven Hall 6201

Voting Members

Kenny Tran  
 President & CEO

Mariana Rosales  
 Executive Vice President

Michelle Tran  
 VP of Student & University Affairs

Jaelyn Freeman  
 Chair and Chief of Staff

Non-Voting Members

Michelle Hinojosa  
 Director of Human Resources &  
 Payroll Services, CSUSM  
 Corporation

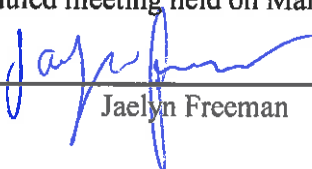
Alan Brian  
 Director of Planning, Assessment,  
 and  
 Professional Development,  
 Student Affairs

ITEM	SUBJECT	PRESENTER
01	<b>Call to Order</b> Meeting called to order at 10:31 am	Jaelyn Freeman Chair and Chief of Staff
02	<b>Roll Call</b> Present: Kenny, Mariana, Michelle T, Jaelyn, Michelle H, Alan	Jaelyn Freeman Chair and Chief of Staff
03	<b>Recognition of Guests</b> Annie Macias , Ashley Fennell, Marcia Agnew	Jaelyn Freeman Chair and Chief of Staff
04 Action	<b>Approval of Agenda</b> Michelle T motioned to approve the minutes Mariana 2 <sup>nd</sup> None opposed, abstained Motion Carries	Jaelyn Freeman Chair and Chief of Staff
05 Action	<b>Approval of Minutes</b> Kenny motioned to approve the minutes Michelle T 2 <sup>nd</sup> None opposed, abstained Motion Carries	Jaelyn Freeman Chair and Chief of Staff
06 Information	<b>Open Forum*</b> None	Jaelyn Freeman Chair and Chief of Staff
07 Information	<b>Review of Cougar Pantry Graduate Assistant</b> Description: Committee will review information regarding changes to Cougar Pantry graduate assistant position.  <b>Fiscal Impact: Yes</b> Ashley proposed to the committee the need for a regular temporary position (30 hours/week) to support the growth of the Pantry. She advised the committee that they were still working through the budget for the hourly rate. Michelle H advised that there would be a financial impact as the position would be eligible for benefits, including pro-rated leave. As the plan was for a current student assistant to move to the position it would be an incremental increase between the student pay w/4% benefit rate to the new rate including 40% benefit rate. The estimated fiscal impact is \$12k/year.  <b>Kenny motioned to approve the position.</b> <b>Mariana 2<sup>nd</sup></b> <b>None opposed, abstained</b> <b>Motion Carries</b>	Ashley Fennell Associate Director of Government Affairs & Initiatives

<p><b>08 Action</b></p>	<p><b>Discuss Surveys &amp; Survey Process</b></p> <p><b>Description:</b> Discussion of questions and functionality of survey.</p> <p><b>Fiscal Impact:</b> None</p> <p>Alan reviewed the changes in the survey since the meeting held on 11/15/19. Additional changes/corrections were made to the content of survey. Clarification was made that Jose &amp; Allie would be included in survey. Annie's JD will need to be updated – Michelle (H) to provide update.</p> <p>Annie suggested that Leap rating scale be used (students are used to this rating terminology as it is incorporated into their reviews). Alan to update. Kalie has general definitions for each rating. Annie to send out to board for review. Drop down to be used for each staff member. After completion of one survey, there was a recommendation that the participant receive an auto response thanking them and reminding them that they can complete another survey for another staff member. Email reminders to be sent to those that have not completed surveys.</p> <p>Alan -will send out edited survey to board for first review and once first pass has been completed, send out to staff. Alan shared that a draft will have a live link that can be used for students to test (these results will be wiped). Alan requested email list in Excel for survey participants.</p> <p>Next meeting to be held on Feb 7<sup>th</sup></p>	<p>Alan Brian Director of Planning, Assessment, and Professional Development, Student Affairs</p>
<p><b>09 Information</b></p>	<p><b>Announcements</b> None</p>	<p>Jaelyn Freeman Chair and Chief of Staff</p>
<p><b>10 Action</b></p>	<p><b>Adjournment</b> Meeting adjourned at 11:19 am</p>	<p>Jaelyn Freeman Chair and Chief of Staff</p>

\* Public comment will be limited to a maximum of 5 minutes per guest. Chair will determine allocated amount per meeting.

I, Jaelyn Freeman 19/20 ASI Chair & Chief of Staff, hereby certify that the above minutes were approved by Personnel Committee of Associated Students, Inc., at a regularly scheduled meeting held on March 20, 2020


05.11.2020  


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Jaelyn Freeman
Date

# ASI Rubric

Associated Students, Inc.

Using this rubric, please circle or highlight the components you feel best represent your current skills in *each category*.

	Beginning	Emerging	Applying	Integrating
<b>Leadership</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness of ASI mission, vision, and <i>values</i>.</li> <li><input type="checkbox"/> Asks for ideas or suggestions without intending to consider them.</li> <li><input type="checkbox"/> Gives too much attention to tasks or to interpersonal relations in the group.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can recite ASI mission, vision, and <i>values</i> to others.</li> <li><input type="checkbox"/> Awareness of resources available to guide <i>decision making</i>; seldom uses them.</li> <li><input type="checkbox"/> Contributes to achieving group goals, but does not delegate tasks and struggles to <i>balance</i> workload.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can explain and implement ASI mission, vision, and <i>values</i>.</li> <li><input type="checkbox"/> Collaborates with others and contributes to creation of group goals, delegating tasks as needed and maintaining <i>balance</i> of responsibilities.</li> <li><input type="checkbox"/> Gives recognition and encouragement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear understanding and demonstration of ASI mission, vision, and <i>values</i>.</li> <li><input type="checkbox"/> <i>Able to utilize values and principles to make purposeful decisions regarding balance among education, work, and leisure.</i></li> <li><input type="checkbox"/> Engages all group members in setting challenging goals and planning for their accomplishment.</li> </ul>
<b>Ethics</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks balance between personal values, beliefs, and actions.</li> <li><input type="checkbox"/> Budding awareness of <i>systemic barriers</i>; inability to take action.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness of <i>systemic barriers</i> and shows interest in taking action; seeks guidance on how to do so.</li> <li><input type="checkbox"/> Demonstrates an emerging sense of ethical reasoning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Aligns beliefs around <i>equality and inclusiveness</i> to begin taking steps in <i>advocacy</i>.</li> <li><input type="checkbox"/> Student has formulated a sense of ethical reasoning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Identify systemic barriers to equality and inclusiveness, then advocate and justify means for dismantling them.</i></li> <li><input type="checkbox"/> Incorporates ethical reasoning into action.</li> </ul>
<b>Awareness</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describes own performances with general descriptors of success and failure.</li> <li><input type="checkbox"/> May not be aware of how they are perceived by others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates strengths and challenges to increase effectiveness in different contexts.</li> <li><input type="checkbox"/> Begins to acknowledge perspectives other than their own.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assesses changes in their own learning over time and makes improvements as needed.</li> <li><input type="checkbox"/> Able to identify the perceptions of others and use them to improve quality of work.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Assess, critique, and improve the quality of one's work and one's work environment.</i></li> <li><input type="checkbox"/> Understands relationship with others and effectively collaborates on tasks.</li> </ul>
<b>Professionalism</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student exhibits disruptive behaviors and may distract others.</li> <li><input type="checkbox"/> May argue in front of colleagues or supervisors.</li> <li><input type="checkbox"/> May not dress appropriately.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student usually maintains professional demeanor; may have difficulty expressing emotions/acting appropriately.</li> <li><input type="checkbox"/> Student may need reminders to follow dress code and to stay on task in order to avoid disrupting others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student consistently demonstrates understanding of professional behavior and consideration of others.</li> <li><input type="checkbox"/> Student usually follows dress code.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Communicate a mission, vision, or purpose that encourages commitment and action in others.</i></li> <li><input type="checkbox"/> Student maintains professional demeanor and works productively with minimal distraction to task.</li> <li><input type="checkbox"/> Student always follows dress code.</li> </ul>
<b>Co-Curricular</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sees connections between life experiences, work, and academics as they are related to their own interests.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compares life experiences and academic knowledge to describe similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively combines experiences from life, work, and academics to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meaningfully synthesizes connections among experiences outside of the classroom to deepen understanding of fields of study and to broaden own points of view.</li> </ul>
<b>Board of Directors</b>				
<b>ASI/University Committees</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows up to meetings on time.</li> <li><input type="checkbox"/> Follows through with commitments.</li> <li><input type="checkbox"/> Dresses professionally.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in conversations</li> <li><input type="checkbox"/> Makes decisions based on meetings; does not prepare ahead of time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applies information from other meetings to guide conversations and development</li> <li><input type="checkbox"/> Prepares for meetings ahead of time; brings feedback regarding documentation</li> <li><input type="checkbox"/> Comfortable asking questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Action steps</li> <li><input type="checkbox"/> Able to lead others and train new members.</li> </ul>
<b>Events/ Collaborations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to execute coffee cart and tabling.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to execute larger scale events</li> <li><input type="checkbox"/> Connects with campus and community partners.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans and executes larger scale events; has outline of goals and tasks to achieve.</li> <li><input type="checkbox"/> Demonstrates effective marketing and outreach efforts.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to create ideas, plan, and execute events independently with minimal guidance.</li> </ul>
<b>Outreach/ Representation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Connect with peers to raise awareness of position; does not extend past current social circles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tabling and connecting with people outside of social circles.</li> <li><input type="checkbox"/> Visits student organizations within their college.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Regular attendance at student organization meetings.</li> <li><input type="checkbox"/> Collaboration with department chairs/deans/campus partners.</li> <li><input type="checkbox"/> Connects constituents to resources both on and off campus.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reaches whole campus community by utilizing co-reps and different means of communication to connect with others.</li> <li><input type="checkbox"/> Thinks beyond their own wants/needs and helps the whole campus community.</li> <li><input type="checkbox"/> Recognizes the bigger picture and can identify issues that affect students on and off campus.</li> </ul>

Employee Name: \_\_\_\_\_

Employee Initials: \_\_\_\_\_

Date: \_\_\_\_\_

Last updated: September 20, 2018



