DEPARTMENT CHAIR AND PROGRAM COORDINATOR
LEADERSHIP WORKSHOP
September 8, 2017

AGENDA

9:00 am – 9:30 am  Meet & Greet
Continental Breakfast

9:30 am – 9:45 am  Greeting from Provost
Michael E. Spagna, Ph.D.
Provost & Vice President, Academic Affairs

9:45 am – 10:00 am  Greeting from Interim Associate Vice President
Jim Hill, Ph.D.
Interim Associate Vice President, Faculty Affairs & Development

10:00 am – 11:00 am  Lecturer Entitlement and Order of Assignment
Neha R. Shah
Chancellor’s Office

11:00 am – 11:45 am  Title IX
Elizabeth Schrock
Title IX Coordinator, Administration & Finance

11:45 am – 12:00 pm  Open Forum
Administrative Concerns

12:00 pm – 1:00 pm  Lunch

1:00 pm – 1:30 pm  Academic Senate Council of Department Chairs and Coordinators
Laura Talamante, Ph.D.
Academic Senate Chair

1:30 pm – 2:00 pm  Service Learning, Internships, and Community Engagement (SLICE)
Cheryl McKnight
Director, SLICE

2:00 pm – 2:30 pm  Career Center: Internships
Nicole Rodriguez
Director, Career Center

2:30 pm – 3:00 pm  Student Learning Outcomes Assessment & Reporting
Carolyn Gardner
Interim Director, Assessment Center
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<th>Author/Coordinator</th>
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<td>Neha Shah, Labor Relations Office of the Chancellor</td>
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Faculty Affairs and Development

James Hill, Interim Associate Vice President
Lillianna Sanchez, Assistant to Associate Vice President
Gennie Hardy, Confidential Personnel Analyst
Dianne Davila Vogel, Academic Personnel Coordinator
Ruby Martinez, Academic Personnel Coordinator
LaVonne Norwood, Administrative Support Assistant

Contact Us
Welch Hall, Room B-368.
(310) 243-3766
Web: http://www4.csudh.edu/faculty-affairs/index
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Goals

1. Identify reporting responsibilities
   - Types of incidents
   - How to report
   - Who to report to
   - What happens after you report
2. Discuss accommodations
   - Victims disclosing to their professor
   - Complainants and respondents
   - Lactating and breastfeeding students
   - Transgender students
3. Ensuring completion of Title IX requirements
   - Not Anymore schedule for students
   - EDU: Eliminating Sexual Misconduct for employees

Climate Survey on Sexual Assault and Sexual Misconduct (2015)

- 27 Institutions of Higher Education participated in this climate survey
- 11.7% of students reported experiencing nonconsensual sexual contact by physical force, threats of physical force, or incapacitation since they enrolled at their university
- 23.1% of female-identified student reported experiencing sexual assault and sexual misconduct; 10.6% experience penetration
- Overall reporting rates to campus officials and law enforcement ranged from 5% to 28%, depending on the type of behavior
"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

Title IX of the Educational Amendments of 1972

Betsy DeVos Signals A Pullback On Campus Sex Misconduct Enforcement

"The California State University does not discriminate on the basis of gender, which includes sex and gender identity or expression, or sexual orientation in its educational programs or activities."

EO 1056 Revised June 23, 2015
EO 1095, 1096, and 1097 prohibit...

- Discrimination because of gender/sex
  - Gender identity, including transgender individuals
  - Discrimination because of pregnancy
- Sexual Harassment
- Sexual Misconduct
  - Sexual Assault, Sexual Battery, Rape
- Dating/Domestic Violence
- Stalking for any reason, including gender/sex
- Retaliation

You have a duty to report...

- Discrimination because of gender/sex
  - Gender identity, including transgender individuals
  - Discrimination because of pregnancy
- Sexual Harassment
- Sexual Misconduct
  - Sexual Assault, Sexual Battery, Rape
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- Retaliation

Confidential Staff at CSUDH

- Therapists, psychologists, social workers, physicians and others with licenses working at Student Health and Psychological Services
- Sexual Assault and Domestic Violence
- Victim's Advocates (hired soon!)
Discrimination

- Adverse Action taken against someone because of their protected status (gender/sex).

- Adverse Action means an action that has a substantial and material adverse effect on the Complainant's employment or ability to participate in a University program.
- Minor or trivial actions or conduct not reasonably likely to do more than anger or upset a Complainant does not constitute an Adverse Action.

Scenario

Dr. Curie teaches a chemistry course that involves experiments using harsh chemicals. One of her students comes to her and tells her that she is pregnant and will likely need to miss one or two classes to give birth, but still intends upon completing the course. Dr. Curie is concerned that the harsh chemicals might impact the unborn child, so she tells the student that she must drop the course and notifies you, as her department chair.

What should you do?

Sexual Harassment

- Unwelcome verbal, nonverbal or physical conduct of a sexual nature.
- For example: sexual advances, requests for sexual favors, any other conduct of a sexual nature, offering employment benefits or giving preferential treatment in exchange for sexual favors, or indecent exposure where:
  - Submission to, or rejection of, the conduct by the Complainant is explicitly or implicitly made a basis for or condition of employment.
  - The conduct is sufficiently severe, persistent or pervasive that it creates an intimidating, hostile or offensive work environment.
  - Sexual Harassment could include being forced to engage in unwanted sexual conduct in exchange for a raise or promotion; being subjected to unwanted sexual exploitation; a campaign of sexually explicit graffiti or repeatedly being exposed to unwanted images of a sexual nature in the workplace.
**Scenario**

A faculty member in your department tells you that one of her colleagues makes her uncomfortable. She can remember at least five occasions that he said comments about her appearance, including that she looked nice that day, her eyes were pretty, that her dress looked good on her, and once asked her "wow, what's the occasion?" She came to you after a meeting where she overheard him say that it was "nice to work around beautiful women all the time." She doesn't know what to do and came to you for advice.

Is this harassment?
What should you do?

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**Sexual Misconduct**

- Sexual activity without first obtaining Affirmative Consent
  - Affirmative Consent means an informed, affirmative, conscious, voluntary, and mutual agreement to engage in sexual activity
  - Sexual activity includes but is not limited to kissing, touching intimate body parts, fondling, intercourse, penetration of any body part, and oral sex.

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**Scenario**

One of your faculty members forwards you an email from a student. The student writes, "Hi Professor Smart, I'm sorry that I missed class today. I was up all night after a sexual assault and my friend told me I should email you to let you know. I can sleep and I don't know if I'm going to make it to class on Thursday. Is there anything I can do to make up the work?"

What should you do?
Dating and Domestic Violence

- Dating Violence is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the person experiencing the abuse.

- Domestic Violence is abuse committed against someone who is a current or former spouse, domestic partner, or cohabitant (not including roommates), or someone they have a child with.

  For purposes of this definition, “abuse” means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to self or another.

  Abuse does not include non-physical, emotional distress or injury.

Stalking

- Engaging in a repeated Course of Conduct directed at a specific person that would cause a Reasonable Person to fear for the safety of self or others’ safety or to suffer Substantial Emotional Distress.

  Course of Conduct means two or more acts.

  Reasonable Person means a reasonable person under similar circumstances and with the same Protected Status(es) as the Complainant.

  Substantial Emotional Distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Scenario

Dr. Doctor tells you that during a class discussion on healthcare, one of her students discussed his recent experience at a local hospital after getting into a fight with his boyfriend. She did not respond to the student in class and he left immediately, so she didn’t have a chance to follow up with him, but she came straight to your office afterwards.

What should you do?
Consensual Relationships

- Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship.

- A CSU Employee shall not enter into a consensual relationship with a Student or Employee over whom that employee exercises or influences direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority.

General Tips on Responding

1. SAFETY. Determine if there is a current threat, and if so, call the CSUDH police by dialing ext. 3333 or 911.

2. SUPPORT. Thank them for talking to you about this and ask how you can help.

3. REPORT. Let them know that you will notify CSUDH's Title IX Officer, Elizabeth Schrock, who will reach out to them via phone or email to provide resources and options, including the option to have it investigated by the University.

4. RESOURCES. Provide them with a handout including on and off campus resources (see back of this guide), including medical help, advocacy, counseling, accommodations, and the option to report to the college and the police.

Information for Staff and Faculty
How to make a report

- Email Elizabeth Schrock at eschrock@csudh.edu or call (310) 243-3492
- Fill out the online form and send or email it to eschrock@csudh.edu
- Allow the reporting party to report it themselves but ensure that this occurs by staying with them when they call, email or walk over (or ask to be copied on the communication)
Accommodations: What have you experienced?

Goal of reasonable accommodations
1. End the harassment/discrimination
2. Prevent it from happening again
3. Remedy the effects of any past harassment/discrimination
### Options for accommodating victims

- Separate complainant and respondent in class
- Work with me to move one student to a different section of the class
- Allow extra time on assignments or missed classes
- Determine if specific class content can be missed
- Set clear accommodation limits to ensure that the student is getting the help that they need
  - If a pattern of asking for accommodations occurs, may need to address the root of the problem (PTSD, etc.)
  - Title IX requests are incident-based; ADA requests are based on ongoing disabilities (including mental health diagnoses)

### Options for accommodating transgender students

- Use bathroom or locker room of their current gender identity
- Intervene in any purposeful misuse of language or pronouns
  - Mistakes happen, ongoing misuse is a problem
- Allow extra time for transgender students who wish to use gender-inclusive restroom to access the nearest room during breaks

### Accommodating breastfeeding or lactating students

- Allow reasonable accommodations for a student to breastfeed or pump
  - Provide information on 4 lactation stations across campus (no refrigeration provided)
- Set clear accommodation parameters with the student initially requests them
  - Will the student be allowed to leave during class, or between classes?
  - How will missed class be made up?
- Feel free to call me or disAbility Services to consult
Going the extra mile:
Prevention and inclusion

Go the extra mile: Syllabus statements

CSU Dominguez Hills is dedicated to providing accessible and comprehensive services to all student-athletes. This includes accommodations for disabilities, which may be requested through the Disability Resource Center (DRC) located in the Student Services Building, Room 130. For more information, please visit the DRC website at https://drc.dominguez.edu. Students with disabilities are encouraged to contact the DRC to discuss accommodations.

Go the extra mile: Gender pronouns

To avoid addressing a student by the wrong gender pronoun, encourage students to introduce themselves with their names and pronouns at the beginning of class.

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>He/His</td>
</tr>
<tr>
<td>Female</td>
<td>She/Her</td>
</tr>
<tr>
<td>Non-binary</td>
<td>They/Them</td>
</tr>
</tbody>
</table>

Gender pronoun usage can be challenging. It's important to listen and respect students' preferred pronouns. Always ask if you're unsure.
**Go the extra mile: Download Reach Out**

![Reach Out App](image)

**Required online programs**

- **Not Anymore**
  - Emailed to all students on Monday, Sept. 18
  - Must be taken before Spring registration on Mon., Oct. 16
  - Will receive weekly reminder emails, education from Coaches, Advisors, and others
- **EDU: Eliminate Sexual Misconduct**
  - All administrators and staff that are overdue will be reminded on Mon., Sept. 11
  - VPs will be provided names of employees in their division that have not completed it on Sept. 25

**Questions?**

Elizabeth Schrock, Title IX Officer  
eschrock@csudh.edu  
(310) 243-3492  
WH B-470H
CSUDH does not discriminate on the basis of gender or sex in its educational programs, activities, or employment. Sexual harassment, sexual assault, dating/domestic violence, stalking, and discrimination on the basis of sexual orientation, gender identity/expression (including transgender individuals, men, and women), and pregnancy are prohibited. All employees (except psychological counselors, medical doctors, and victim’s advocates) are mandated to report incidents when they observe them under CSU Executive Order 1095.

What are some examples of words or behaviors that should be reported to the Title IX Officer?
- You hear an employee making sexual comments towards a student
- A student asks to take an exam on a different day because they were up all night after a sexual assault
- A student tells you that they don’t want to do an activity because of their PTSD from ongoing domestic violence
- A student tells you that they need academic accommodations because of their pregnancy or because they are breastfeeding
- A colleague tells you that they received differential treatment because of their gender identity
- Anything else that student, faculty member, or employee discloses that you think may be discrimination, harassment, or retaliation on the basis of a protected status, such a gender.

What should I do if a student or employee tells me about experiencing harassment or violence?
1. SAFETY: Determine if there is a current threat, and if so, call the CSUD police by dialing ext. 3333 or 911.
2. SUPPORT: Thank them for talking to you about this and ask how you can help.
3. REPORT: Let them know that you will notify CSUD’s Title IX Officer, Elizabeth Schrock, who will reach out to them via phone or email to provide resources and options, including the option to have it investigated by the University.
4. RESOURCES: Provide them with a handout including on and off campus resources (see back of this guide), including medical help, advocacy, counseling, accommodations, and the option to report to the college and the police.

How do I make a report?
Send an email or call Title IX Officer Elizabeth Schrock at eschrock@csudh.edu or (310) 243-3492, even if you are unsure. Provide the individual with resources, including Executive Order 1096/7, which provides their rights and options.

What happens if I make a report?
Title IX Officer Elizabeth Schrock will reach out to you and the alleged victim or complainant to provide resources and options in order to stop the alleged discriminatory/harassing behavior, prevent it from happening again, and remedy its effects.

What other resources are available for employees and students?
The Title IX Officer can assist students and faculty with accommodations (academic, work, and/or housing), no-contact orders or restraining orders, obtaining medical help or evidence collection, confidential Psychological Services or the Employee Assistance Program, confidential victim advocacy, assistance with reporting to the police, and an investigation into the behavior by the University.

For more information on resources, options, and reporting, visit www4.csudh.edu/gei.
CSUDH RESOURCES
(Not Confidential)

CSUDH Title IX Officer

The Title IX Officer is designated to handle reports of gender-based misconduct, including sexual assault, sexual harassment, domestic violence, and stalking.

www4.csudh.edu/gei
Phone: (310) 243-3492
Email: eschrock@csudh.edu
Monday-Friday, 8am-5pm
Location: Welch Hall B470H

CSUDH Police Department

Call 911 in an emergency or when you or someone else is in imminent danger 24/7.

Emergency: 911 or (310) 243-3333
Non-Emergency: (310) 243-3639
Location: Welch Hall 100

24/7 Safety Escort Program: (310) 243-3639

CSUDH Women’s Resource Center

The center fosters inclusion with programs aimed at diminishing all forms of oppression and a lactation room for parents.

www4.csudh.edu/wrc
Office Line: (310) 243-2486
Monday-Friday, 8am-5pm
Location: Small College Complex Room 148

CSUDH RESOURCES
(Confidential)

CSUDH Victim’s Advocate & Prevention Educator

The Advocate provides crisis intervention, accompaniment and advocacy to anyone who has been a victim of sexual misconduct.

www4.csudh.edu/vas
Phone: TBD, ask Title IX Officer or YWCA at (877) 943-5778
Email: TBD
Location: TBD

CSUDH is in the process of hiring a Victim’s Advocate, but Advocacy services are ongoing through the local YWCA with assistance from the Title IX Officer and Student Health and Psychological Services.

CSUDH Student Health & Psychological Services

The center provides a variety of quality health care services as well as free psychological services, including groups, for those seeking counseling.

www4.csudh.edu/shps
Student Health: (310) 243-3629
Psychological Services: (310) 243-3818
Location: Between Welch Hall & Theater

See website for academic & summer hours of operation.

OFF CAMPUS RESOURCES
(Confidential)

Sexual Assault: YWCA of Greater Los Angeles

A Rape Crisis Center that provides the following free confidential services: crisis intervention, accompaniments, advocacy, as well as individual and group counseling.

www.ywca.org/
Local 24 Hr. Hotline: (877) 943-5778

YWCA GLA Empowerment Center Locations:
Compton: (310) 763-9995
South Bay: (562) 590-6400
Angeles Mesa: (323) 296-0920

Domestic Violence: Su Casa

Crisis intervention, advocacy, case management and shelter options.

www.sucasadv.org/
Local 24 HR. Hotline: (562) 402-4888

National 24-Hour Hotlines

Sexual Assault: (800) 656-HOPE (4673)
Domestic Violence: (800) 799-SAFE (7233)
Stalking: (877) 633-0044
LGBTQ: (866) 488-7386
Suicide Prevention: (800) 273-TALK (8255)
Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

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<thead>
<tr>
<th>Subjective</th>
<th>Objective</th>
<th>Possessive</th>
<th>Reflexive</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>She</td>
<td>Her</td>
<td>Hers</td>
<td>Herself</td>
<td>She is speaking. I listened to her. The backpack is hers.</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
<td>His</td>
<td>Himself</td>
<td>He is speaking. I listened to him. The backpack is his.</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
<td>Theirs</td>
<td>Themself</td>
<td>They are speaking. I listened to them. The backpack is theirs.</td>
</tr>
<tr>
<td>Ze</td>
<td>Hir/Zir</td>
<td>Hirs/Zirs</td>
<td>Hirself/Zirself</td>
<td>Ze is speaking. I listened to hir. The backpack is zirs.</td>
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</tbody>
</table>

Design by Landyn Pan  
For more information, go to transstudent.org/graphics
CSU DOMINGUEZ HILLS – DRAFT TITLE IX SYLLABUS STATEMENT:

CSU Dominguez Hills is dedicated to providing a safe and equitable learning environment for all students. Sexual misconduct, including sexual assault, as well as sexual harassment, dating/domestic violence, stalking, and discrimination are prohibited by the University. You are encouraged to report incidents to CSUDH’s Title IX Officer:

Elizabeth Schrock, Title IX Officer
Welch Hall B470-H
(310) 243-3492
eschrock@csudh.edu

In addition, if you believe that you may need an academic accommodation as a result of pregnancy or lactation, or because of experiencing sexual misconduct, sexual harassment, dating/domestic violence, stalking, or discrimination, please notify your instructor or the Title IX Officer as soon as possible.

All faculty members are mandated to inform the Title IX Officer if a student tells them about a Title IX-related incident. However, CSUDH Student Psychological Services is available to provide confidential support at (310) 243-3818 and the YWCA of Greater LA provides 24-hour confidential victim advocacy and crisis response at (877) 943-5778, including help with reporting to CSUDH and the police, medical resources and supportive options.

OPTIONAL NOTE TO BE USED BY COURSES THAT DIRECTLY ADDRESS THESE TOPICS:

In this class, the topics of sexual assault, rape, stalking, or dating/domestic violence will emerge in readings, films, and class discussions. Making connections with the topics studied can be meaningful and important and can trigger strong feelings. If you are worried about your ability to cope with feelings evoked by readings, films, and class discussions about sexual assault, rape, stalking, or dating/domestic violence, please discuss this as soon as possible with your instructor and the Title IX Officer at (310) 243-3492.
TITLE IX Officer (not confidential) handles reports of gender-based misconduct, including sexual assault, sexual harassment, domestic violence, and stalking. She can also assist with no-contact orders, restraining orders, and connecting you to a Victim's Advocate. Elizabeth Schrock: (310) 243-3492

Student Health & Psychological Services (confidential) provides a variety of health care and psychological services, including counseling and groups.
Student Health: (310) 243-3629
Psychological Services: (310) 243-3818

The Women’s Resource Center (not confidential) fosters an environment on inclusion and equity with programs aimed at diminishing all forms of oppression: (310) 243-2486

University Police Department (not confidential)
Emergency: 911 or (310) 243-3333
Non-Emergency: (310) 243-3639
The Safety Escort Program provides safety escorts between campus buildings, student housing and parking lots. 24/7 support is available: (310) 243-3639

Off Campus Resources
Su Casa (confidential) is the local domestic violence agency that provides advocacy, crisis intervention, case management and shelter options.
Local 24 hour hotline: (562) 402-4888
Office line: (562) 421-6537

YWCA of Greater Los Angeles (confidential) provides crisis intervention, accompaniments, advocacy, as well as individual and group counseling. YWCA also coordinates SART forensic medical exams and can help with getting you medical attention. Local 24 hour hotline: (877) 943-5778

National Domestic Violence Hotline 1-800-799-7233

www4.csudh.edu/gei
“Who Can I Talk To?”

It is hard to know what to do, how to feel, or what your options are if you’re experiencing violence within a relationship or being stalked. Please remember that we are here to help you. You can contact a Victim’s Advocate or Student Psychological Services for confidential support.

To report dating/domestic violence or stalking to the University, you can contact the Title IX Officer, Elizabeth Schrock. To make a criminal complaint, you can call the University Police 24 hours a day, 7 days a week. Both can assist you with filing a restraining or no-contact order.

Su Casa provides 24 hour crisis response, legal advocacy, and shelter options if you have experienced dating or domestic violence and will keep your information completely confidential. The YWCA of Greater LA can arrange for a free medical exam or to have evidence collected by a Sexual Assault Response Team (SART) Forensic Nurse at the closest hospital. Contact information for all resources are on the back of this brochure.

Victim Advocacy Services:
www4.csudh.edu/vas

Gender Equity & Inclusion:
www4.csudh.edu/gei

“What Should I Do?”

1. Go to a Safe Place. Your safety is our TOP priority. If you do not feel safe, call the University Police immediately at (310) 243-3333 or 911. Consider working with University Police to get a restraining order or contacting the Title IX Officer (310) 243-3492 to get a University no-contact order.

2. Get Medical Attention and Preserve Evidence. You can preserve evidence by keeping any clothes worn, sheets, or other evidence in a paper bag. Keeping track of each incident (date, time, location, and any evidence of the incident, like photos) can also be used as evidence. If you experienced a sexual assault, do not shower, cleanse, douche, urinate, defecate, eat, drink, or brush teeth. Call the YWCA to arrange for a Forensic Medical Exam 24 hours a day at (877) 943-5778.

3. Get Support and Shelter. Call Su Casa’s 24 hour hotline for confidential advocacy, support, and help with local shelter options at (562) 402-4888. You can also contact CSUDH Student Psychological Services at (310) 243-3818.

4. Create a Safety Plan. Write down a plan to follow if you are in a future situation where you feel unsafe or need to leave quickly (write out what you would do, who you could call for help including their phone number, and a safe location).

5. Consider Reporting. We take all reports seriously and will investigate them promptly and thoroughly. You can make a report to the CSUDH Title IX Officer at (310) 243-3492. You are also encouraged to report to the University Police Department at (310) 243-3333. The Title IX Officer can assist you with this, as well.

“What Happens if I Report It to the University?”

You can report domestic or dating violence and stalking to the CSUDH Title IX Officer:
Elizabeth Schrock
eschrock@csudh.edu (310) 243-3492

She will set up a meeting with you to arrange accommodations and interim safety measures. You may have an advisor of your choice or a Victim Advocate with you at this and any meeting with CSUDH administrators.

If you choose to pursue an investigation at CSUDH, the Title IX Officer will select a trained Title IX Investigator to collect evidence (like photographs or texts), and interview you, the accused person, and witnesses. You may provide witnesses and evidence that may be relevant.

The Investigator will complete a report within 10 working days. The Title IX Officer will notify you and the accused person within 10 working days in writing whether or not the accused person violated a CSU Executive order using the preponderance of the evidence standard.

You and the accused person may appeal the decision to the CSU Chancellor’s Office within 10 working days, and they will respond within 30 working days with a final decision.

If the final outcome includes a violation of a CSU Executive Order, the accused person will be referred to the Student Conduct Officer, Human Resources Office, or Office of Faculty Affairs to determine sanctions. You may be invited to conference with the appropriate administrator. A hearing may take place. You and the accused person will be allowed to appeal the sanctions.
CSUDH Resources
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The Safety Escort Program provides safety escorts between campus buildings, student housing and parking lots. 24/7 support is available: (310) 243-3639

Off Campus Resources
YWCA of Greater Los Angeles (confidential) the local rape crisis center that provides the following free confidential services: crisis intervention, accompaniments, advocacy, as well as individual and group counseling. YWCA also coordinates SART forensic exams and can help with getting you medical attention. Local 24 hour hotline: (877) 943-5778

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Compton: (310) 763-9995, South Bay: (562) 590-6400, Angeles Mesa: (323) 296-0920

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www4.csudh.edu/gei
"Who Can I Talk To?"

It is hard to know what to do, how to feel, or what your options are after a sexual assault. Please remember that we are here to help you. If you are interested in seeking support, you can contact a Victim’s Advocate or Student Psychological Services. These resources will keep your information completely confidential.

To report the incident to the University, you can contact the Title IX Officer, Elizabeth Schrock. To make a criminal complaint, you can call the University Police 24 hours a day, 7 days a week.

YWCA of Greater Los Angeles and Su Casa can also provide you with 24-hour support, advocacy and assistance and will keep your information completely confidential. They can also arrange for a free medical exam or to have evidence collected by a Sexual Assault Response Team (SART) Forensic Nurse at the closest hospital. Contact information for all resources are on the back of this brochure.

WE ARE HERE TO HELP.

Victim Advocacy Services:
www4.csudh.edu/vas

Gender Equity & Inclusion:
www4.csudh.edu/gei

“What Should I Do?”

1. Go to a Safe Place. Your safety is our TOP priority. If you do not feel safe, call the University Police immediately at (310) 243-3333 or 911. Also consider reaching out to someone you trust for immediate support. You do not have to go through this alone.

2. Know That What Happened was NOT Your Fault. No one deserves to be taken advantage of or assaulted.

3. Get Medical Attention and if Possible, Preserve Evidence. You can preserve evidence by keeping any clothes worn, sheets, or other evidence in a paper bag. If possible, do not shower, cleanse, douche, urinate, defecate, eat, drink, or brush teeth. Evidence can be collected up to 5 days after an incident and medical attention is important at any time. Call the YWCA to arrange for a SART Forensic Exam 24 hours a day at (877) 943-5778.

4. Get Support and Resources. Call the YWCA of Greater Los Angeles 24 hour hotline at (877) 943-5778. You will be connected to a crisis counselor who is available to answer questions concerning any form of sexual violence. You can also contact CSUDH Student Psychological Services at (310) 243-3818.

5. Consider Reporting. We take all reports seriously and will investigate them promptly and thoroughly. You can make a report to the CSUDH Title IX Officer at (310) 243-3492. You are also encouraged to report to the Police Department at (310) 243-3333. The Title IX Officer can assist you with this, as well.

“What happens if I report it to the University?"

Report the incident to the CSUDH Title IX Officer:
Elizabeth Schrock
eschrock@csudh.edu | 310-243-3492

She will set up a meeting with you to arrange accommodations and interim safety measures. You may have an advisor of your choice or a Victim Advocate with you at this and any meeting with CSUDH administrators.

If you choose to pursue an investigation at CSUDH, the Title IX Officer will select a trained Title IX Investigator to collect evidence (like photographs or texts), and interview you, the accused person, and witnesses. You may provide witnesses and evidence that may be relevant.

The Investigator will complete a report within 60 working days. The Title IX Officer will notify you and the accused person within 10 working days in writing whether or not the accused person violated a CSU Executive order using the preponderance of the evidence standard.

You and the accused person may appeal the decision to the CSU Chancellor’s Office within 10 working days, and they will respond within 30 working days with a final decision.

If the final outcome includes a violation of a CSU Executive Order, the accused person will be referred to the Student Conduct Officer, Human Resources Office, or Office of Faculty Affairs to determine sanctions. You may be invited to conference with the appropriate administrator. A hearing may take place. You and the accused person will be allowed to appeal the sanctions.
RESOLVED: That the ASCSUDH recommend that a Council of Department Chairs and Program Coordinators be established as a standing committee of the Senate, to: a) provide opportunities for department Chairs and Coordinators to share common experiences, best practices as well as support the development of the department chairs and coordinators across disciplines at CSUDH, b) guide the development of faculty and educational policy from the unique perspective that chairs and coordinators possess, and c) work with the Office of Faculty Affairs and Development to organize the Chairs/Coordinators workshops; and be it further,

RESOLVED: The charge of the council will be: To discuss issues affecting department and program quality. To advise FPC on workload, entitlement, and other personnel issues and EPC on matters of program quality and educational policy. The council provides input on the agenda for chairs' workshops organized by the Office of Faculty Affairs and Development. The composition of the council will include ten individuals selected from the department chairs and program coordinators of each state-side academic college with two elected representatives from each college. The chair of the council will be elected by the members and serve for a period of one year. Every semester the chairs will choose a regular meeting time during the chairs' workshop and meet at least once a semester and report to the Academic Senate at the end of each academic year; and be it further,

RESOLVED: The Chair of the ASCSUDH shall convene the first meeting of the Council of Department Chairs and Program Coordinators at the beginning of the academic year. Meetings are open to all Chairs and Coordinators.

RESOLVED: That copies of this resolution be sent to the following: President, Provost, AVP of Faculty Affairs, Deans of the Colleges of: Arts and Humanities, Business and Public Policy, Education, Health and Human Services and Nursing, Natural and Behavioral Sciences

RATIONALE: In keeping with the university’s commitment to shared governance, the CSUDH Council of Department Chairs and Program Coordinators will serve as an advisory board regarding academic planning and program implementation primarily for the EPC and FPC of the ASCUDH. Their recommendations are shared with the university community in regular reports to the CSUDH Academic Senate and other venues as appropriate. The Council provides a forum for information-sharing regarding academic programs, academic planning, and other initiatives at CSUDH. The Council will provide valuable guidance to the Academic Senate regarding the quality and support of academic programs. The Council also serves as a forum for discussions and recommendations about the responsibilities, challenges, and successes of department chairs and program coordinators. For example, chairs and coordinators had to come together as a body to make a successful argument to Academic Affairs for summer compensation for worked performed over summer by chairs and coordinators.
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Learning with a Purpose

FACULTY FELLOWS GRANT

Service learning is a pedagogical method used to engage the academic learning process with service to the community such as community-based research, fieldwork benefitting the community, or special projects. The service experience must be followed by a reflection activity which could include a paper, a class discussion, or presentation.

Purpose of the Learning with a Purpose course development stipend:

The primary purpose of the grant is to encourage the integration of community engagement through service learning into the Sophomore Experience. The Learning with a Purpose Faculty Fellows Grant is up to $1,000, and is open to all faculty to encourage faculty to develop a sophomore service learning class during Fall 2017 to be taught in Spring 2018.

Staff at SLICE are available to assist faculty in course design, syllabi, and community partner agreements. Additionally, SLICE has a comprehensive library and web resources for developing service learning courses in various disciplines.

Stipend Recipients are required to:

a) Participate in at least one Service Learning (SL) workshop orientation
b) Have students participate in the Community Engagement Symposium poster presentation on Monday, March 19, 2018
c) Distribute brief pre and post surveys on student perceptions on SL
d) Log class into Community Connections software (SLICE will assist with this if needed).

Stipend Recipients:

Instructors are encouraged to use the service learning course as an opportunity to develop student scholars knowledgeable in service learning methodologies and skilled in using their academic learning experiences to address community-based assets and needs.
Center for Service Learning, Internships, & Civic Engagement
(SLICE)

APPLICATION
Pilot Project.

2017-18 Sophomore Experience: Community Engagement or Community-Based Research Faculty Mini-Grants

SLICE is pleased to announce the 2017-18 Community Engagement or Community-Based Research Faculty Mini-Grants. The Program is designed to support up to five faculty in developing service-learning opportunities and/or community-based research opportunities for Dominguez Hills students during their sophomore year. These funds can be used to develop new courses with strong service-learning components or infuse experiential learning into an existing course. Courses will be designated as service learning courses in the university catalog. All funded courses must be developed by Spring Semester 2018. Faculty will distribute short pre and post surveys to students, and log into Community Connections software to document class and enrollment. (SLICE staff will assist.) Students will present projects at the Service-Learning/Community Engagement Conference on March 26, 2017.

Community Engagement Fellowships should address these goals:

- Provide service learning experiences to sophomore students that relate to their personal growth and enhance learning.
- Provide students with service-learning experiences that address a community need.
- Promote the institutionalization of high-quality service-learning opportunities.

Community-Based Research (CBR):

Faculty will work in partnership with the community to identify research need. Students will participate as co-researchers. Please remember to follow IRB guidelines if applicable.

Evaluation Criteria:

- Quality – The proposed community and/or research project is scholarly, well designed, and enhances the existing body of scholarship.
- Impact – The proposal addresses a well-defined need.
- Viability – The project is viable for implementation in the given time period.
- Projects provide students with experiential learning opportunities for a minimum of 15 hours of service. Campus as a Living Lab projects are eligible.
- Sustainable – Capable of being continued and act as a model for new courses

Eligibility:

Mini-grants are open to any part-time or full-time CSUDH faculty member. Proposals will be reviewed by the Mini-Grant Committee.

Funding: Applicants may request up to $1,000. Faculty will complete special consultant paperwork for award.

How to Apply:

Applicants should submit the cover page, and worksheet.
Service Learning/Community-Based Research

Mini-Grant AY 2017-18

COVER PAGE

Faculty name: ____________________________

Office location and telephone number: ____________________________

Email address: ____________________________

Title of the course: ____________________________

Department(s) and College(s)/Division(s): ____________________________

Applicant ____________________________ Date ____________________________

Application checklist:

___ Completed Cover page

___ Completed worksheet

___ One digital copy to Cheryl McKnight at cmcknight@csudh.edu
Worksheet

(Attach responses below)

1) **Abstract of project (100 words maximum)**

2) **Benefits to Community (100 words maximum)** Please describe the expected benefits of the service learning component to the community. Describe how you will collaborate with community partner(s) to ensure the students' community work addresses a community-identified need.

4) **What is the timeline for the project? (schedule and tasks)**

5) **What are your plans for publication or presentation?** Presenting a poster presentation at the Community Engagement Symposium, March 19, 2018 from 11 am to 3 pm qualifies.

4) **Benefits to Student Learning:**
   a) Describe how the service learning or community-based research experience will be directly related to the specific learning objectives for the course.
   b) Describe how the students' learning will be enhanced by the use of service learning in this course.
   c) Describe planned student reflection activities (ex. student journals, group discussion, posters, or presentations) that will help students connect the service experience with the course content

5) **Frequency of Course Offering:** Please indicate how many times per year this course is will be taught, if the course is offered every year, and if this class will continue to be a service learning course in the future.

**Frequently Asked Questions**

Where can I find more information about service learning?

Our SLICE website at [http://www4.csudh.edu/slice/](http://www4.csudh.edu/slice/) has our service learning handbook. Printed copies are also available at the Center SCC300. The Center also has a comprehensive library on service learning. The website [www.servicelearning.org](http://www.servicelearning.org) contains a treasure trove of information about service learning.

How many hours do students typically serve in the community for a service learning course?

It varies, but requires a minimum of 15 hours per student during the semester. The service hours may not all take place at the community agency/school, but may include time spent researching or developing a product or paper.

What is reflection and why is it important in service learning?

The process of reflection is a core component of service learning. Service learning practitioners and researchers alike have concluded that the most effective service learning experiences are those that provide “structured opportunities” for learners to critically reflect upon their service experience. Structured opportunities for reflection can enable learners to examine and form their beliefs, values, opinions, assumptions, judgments and practices related to an action or experience, gain a deeper understanding of them, and construct their own meaning and significance for future actions.
There are a wide range of meaningful reflective practices and strategies that can be incorporated into service learning, including the frequently used approaches listed below.

- Discuss and/or have a speaker on an issue that relates to the students' service experiences.
- Have guided discussion questions in large or small groups that challenge students to critically think about their service experiences.
- Find events in the community that students can attend together and debrief about afterwards.
- Find articles, poems, stories or songs that relate to the service students are doing and create and discuss questions around relevant social issues. Or, ask students to write or bring in such items and describe how it is relevant to or reflects their service experience.
- Use case studies or scenarios for students to act out and discuss something they did not know how to handle during their service in the community. Students can role play appropriate and inappropriate responses to the situation.
- Ask students to create a map that shows how their service learning experience connects to larger issues at the state/national/global level and where community involvement and citizenship fit in.
- Have student view a video or documentary to elicit discussion about critical issues that relate to their service experiences.
- Write letters to-the-editor or to government officials that address issues important to the community organizations with which they are working and that can help inform the general public.
- Have students make a collage to express how they view their service site and their service.
- Have students maintain a print or electronic reflective journal. Writing in journals is widely used in service learning courses to promote reflection. Journaling exercises are most meaningful when instructors pose key questions for analysis and description concerning their opinions before and after the service learning experience.

Special thanks to CSU San Bernardino Service Learning Director, Diane Podolske, for her advice, materials, and support.
the CAREERcenter
Internships
Career Center Overview

- Assist students with major and career discernment by assessing their skills, interests, and values.
- Provide individual Career Coaching appointments, 15-minute drop-in sessions, and interactive workshops throughout the year.
- Host opportunities such as industry career panels, employer information sessions, on-campus interviews, and Career & Professional Expos.
- Administer information and assistance on applying to graduate and professional schools.
- Equip students and alumni with the resources, tools, and opportunities to perform competitively and achieve post-graduate success.
NACE Career Readiness Competencies

The National Association of Colleges & Employers (NACE) have defined career readiness as the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace. All of the NACE Career Readiness Competencies are embedded in the workshops and programs offered by the CSUDH Career Center to assist students with their career and professional development.

NACE CAREER READINESS COMPETENCIES

- Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral formats.
- Teamwork/Collaboration: Build collaborative relationships with colleagues, and negotiate and manage conflict.
- Digital Technology: Leverage existing digital technologies ethically and efficiently, and demonstrate adaptability to new technologies.
- Leadership: Leverage the strengths of others to achieve common goals, and interpersonal skills to coach and develop others.
- Professionalism/Work Ethic: Demonstrate personal accountability, effective work habits, integrity, and ethical behavior.
- Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals.
- Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, ideas, ages, gender, sexual orientations, and religions.

GENERAL WORKSHOPS TOOLS
- Resume Writing 101
- Advanced Resume Writing
- Cover Letter 101
- Job Search 101
- Advanced Job Search
- Internships Lead to Career Success
- Interviewing Success Strategies
- Putting Your Major to Work
- Professionalism in the Workplace
- Techniques for Purposeful Networking
- Personal Branding: Build Your Professional Image
- Thinking About Graduate & Professional School

TOOLBOX WORKSHOPS
- Career Exploration & Planning Tools
- LinkedIn 101
- Advanced LinkedIn Strategies
- Choosing a Major
- Aspirational Resume: Charting Your Course
- Salary Negotiations
- Leadership & Collaboration
Critical Thinking/Problem Solving
Exercise sound reasoning to analyze issues, make decisions, and overcome problems.

Oral/Written Communications
Articulate thoughts and ideas clearly and effectively in written and oral formats.

Teamwork/Collaboration
Build collaborative relationships with colleagues with others, and negotiate and manage conflict.

Digital Technology
Leverage existing digital technologies ethically and efficiently, and demonstrate adaptability to new technologies.

Leadership
Leverage the strengths of others to achieve common goals, and interpersonal skills to coach and develop others.

Professionalism/Work Ethic
Demonstrate personal accountability, effective work habits, integrity, and ethical behavior.

Career Management
Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to career goals.

Global/Intercultural Fluency
Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.
GENERAL WORKSHOPS: TOOLBOX WORKSHOPS

- Resume Writing 101
- Advanced Resume Writing
- Cover Letter 101
- Job Search 101
- Advanced Job Search
- Internships Lead to Career Success
- Interviewing Success Strategies
- Putting Your Major to Work
- Professionalism in the Workplace
- Techniques for Purposeful Networking
- Personal Branding: Build Your Professional Image
- Thinking About Graduate & Professional School?
- Career Exploration & Planning Tools
- LinkedIn 101
- Advanced LinkedIn Strategies
- Choosing a Major
- Aspirational Resume: Charting Your Course
- Salary Negotiations
- Leadership & Collaboration
Internships

72% of students who complete internships have job offers by their senior year (NACE 2016)

- Offer experiential learning - application of theory to practice
- Must provide supervision, direction, and feedback
- Opportunities to develop professional networking contacts
- Unpaid internships must follow the 6 legal criteria outlined by the U.S. Department of Labor
- For-profit companies must offer minimum wage for a non-academic internship or academic credit for an unpaid internship
# Experience Information

**Student**  
**Name:** Student Handshake  
**School:** California State University, Dominguez Hills

**Job**  
**Title:** Management Trainee Intern (non-academic)  
**Department:** Sales & Marketing  
**Industry:** Automotive  
**Salary:** $15.00 (hourly)  
**Job Type:** Internship - Full-Time  
**Acceptance Date:** 06/17/2017  
**Start Date:** 06/19/2017

**Employer**  
**Name:** Enterprise Holdings  
**Address:** 1000 E. Victoria  
**Phone:** 123-456-7890  
**Email:** kekim@csudh.edu

**Supervisor / HR Contact**  
**Name:** Kathy Kim  
**Title:** Site Supervisor  
**Email:** kekim@csudh.edu

---

**Survey Response**

Submitted by StudentHandshake on 02 June 2017 at 02:11 PM

1. Please select how many credits you will be receiving.  
   - No Credit
   - Learning Outcome 1

   1) Through this internship, I would like to learn and apply comprehensive market research analysis using data from similar companies.  
   2) To accomplish this objective, I will need to observe how the marketing and research and development team target audience, existing consumer data, the current market economy, and promotional strategies.  
   3) To measure my success, I will develop and present a comprehensive marketing
### Experience Information

#### Student Details

- **Student Handshake**
- **Junior**

#### Term

- **Summer 2017**

#### Supervisor / HR Contact

- **Name:** Kathy Kim
- **Title:** Site Supervisor
- **Email:** kakim@csudh.edu
- **Phone:** 123-456-7890

#### Actions

- **Request Evaluations**

#### Labels

- No labels have been added.

#### Student

<table>
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#### Job

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<td>Internship - Full-Time</td>
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#### Employer

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<tr>
<td>Enterprise Holdings</td>
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<table>
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<tbody>
<tr>
<td>123-456-7890</td>
<td><a href="mailto:kakim@csudh.edu">kakim@csudh.edu</a></td>
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Survey Response
Submitted by Student Handshake, on 12 June 2017 at 03:13 PM

1. Please select how many credits you will be receiving.
   - No Credit
2. Learning Outcome 1
   - 1) Through this internship, I would like to learn and apply comparative market research analysis using data from similar companies. 2) To accomplish this objective, I will need to observe how the marketing staff research and analyze the target audience, existing consumer data, the current market economy, and promotional strategies. 3) To measure my success, I will develop and present a comprehensive marketing
QUESTIONS?

the CAREERcenter

(310) 243-3625

www.csudh.edu/CareerCenter

careercenter@csudh.edu
Student Learning Outcomes Assessment

Carolyn Caffrey Gardner
Chairs Orientation Fall 2017

Learning Outcomes
are the cognitive knowledge, behavioral skills and/or affective values you expect your students to achieve.
Every program has them

May already be established by external accrediting bodies

Should align with institutional learning outcomes (undergrad or grad)

Cycle through them every 3-4 years

---

Tip!

% are stacking and don’t equal 100%

Every student that meets advanced also met basic and intermediate

Find sources and identify the contribution that those information sources make within the ongoing scholarly conversation in this discipline.
Measure of PLOs

- Direct & indirect measures
- Think programatically
- Course grades ≠ sufficient measure
- Tell USLOAC all about it

FALL 2016 RUBRIC SCORES

Tip! Include the actual measures used (rubric, exam questions, etc.)
"Assessment reports that end up briefly perused and then filed without any resulting action are, to be blunt, a waste of time." Linda Suskie, *Assessing Student Learning: A Common Sense Guide*
November 29th 2017
Reports due!!

Questions?
Carolyn Caffrey Gardner
cgardner@csudh.edu
LIB 2037-M
310-243-3072
csudh.compliance-assist.com