

**BLP Report to the Senate Executive Committee**  
**April 29, 2009**

**Voting Members:** Staci Beavers, Patricia Stall, Kathleen Watson (chair), Robert Yamashita, Hua Yi  
**Ex-officio Members:** Vicki Golich, Jennifer Jeffries, Wayne Veres, Diana Valdivia (ASI)

**California Indian Culture and Sovereignty Center**

BLP has reviewed the Proposal for the California Indian Culture and Sovereignty Center (CICSC). The committee recommends approval of the proposal. The basis for this affirmative recommendation is contained in the following summary.

**The mission** for the CICSC is: The California Indian Culture and Sovereignty Center will foster collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of local Tribal communities, for the purpose of developing and conducting research projects which support the maintenance of sovereignty and culture within those communities.

The proposed Center will focus on: 1) conducting and supporting research and analysis of Tribally identified concerns and questions, 2) supporting the recruitment and retention of Native American students, faculty, and staff while creating a sense of community and belonging among the Indian population on and off campus, and 3) preparing graduates who can serve Indian communities well in support of their multiple and complex needs as a sovereign nation.

**The rationale** for the CICSC is rooted in several conditions:

1. San Diego County is home to the largest number of Indian Reservations (18) of any county in the United States. CSUSM has consistently recognized the importance of cultivating relationships with local Tribal communities. In so doing, we have made a number of important steps which are being followed, and imitated, by other universities in the area. These steps include the development of the Tribal Liaison position, the hiring of a California Indian faculty member, the Tribal Communities Initiatives Task Force, and of the President's Native Advisory Council. The proposed Center represents a logical next step in this progression.
2. Native Americans have lower educational attainment rates than those from other racial/ethnic backgrounds. When Native American students do apply and are accepted to four-year institutions, they are disproportionately first-generation students. First-generation status is a risk factor in and of itself. Research suggests that campus cultural centers can serve as an important factor in the success of Native American Students.
3. The proposed Center will provide a space for campus representatives and Tribal members to meet and discuss the needs of Native American graduates in the context of Tribal needs. The Center would amplify the already established academic program connections between CSUSM and the Tribal communities through programs in CoBA, Nursing, and OBERT.
4. The CSUSM-Tribal community initiatives to date have laid the groundwork for the next step of formalizing a Center which will serve as the essential coordinating agency in facilitating and organizing connections between the campus community and Tribal communities, and

will send a message to Tribes regarding CSUSM's commitment to the creation and maintenance of such ties. Furthermore, it will provide a venue for researching and understanding Native community concerns vis-à-vis higher education.

5. The establishment of the California Indian Culture and Sovereignty Center will add increased visibility and credibility when engaging in grant writing efforts. Federal funds are a formidable source of future financial support for the Center's mission.
6. Palomar Community College has a thriving American Indian Studies program. Students report that they currently choose to transfer to institutions other than CSUSM. CICSC would serve as an outreach arm to these students and fulfill our ethical responsibility to local tribal communities to provide a pathway to higher education for native students.

### **Identified resource needs for Phase 1 and 2:**

#### *1. Phase 1: Years 1 and 2*

During the first phase, the Center will focus on:

- Establishing a steering committee; identifying funding opportunities;
- Developing a long-term strategic plan;
- Enhancing preexisting partnerships among University constituencies and between the University and Tribal communities, and developing new relationships with Tribal communities

Phase 1 staffing: (Pending external funding)

1. Director (0.5 faculty reassignment + 1 month of summer salary)
2. Support staff (1.0 staff)
3. Steering committee

In Fall 2008 CoAS hired a new tenure-track Associate Professor in Sociology who has prior experience with Tribal Government programs. CoAS has agreed to allocate to the proposed founding Center Director, Dr. Proudfit, two course releases per semester and a .25 staff position through Spring 2012. Proposed summer salary is not covered by CoAS. When grant support is found, staff funding could be increased to the proposed full-time (1.0) position and/or to support the summer salary and additional assigned time for the director after COAS support ends at the end of Spring 2012.

#### *2. Phase 2: Years 3, 4, and 5*

Phase 2 goals include:

- Assessment of the Center's work during the first two years;
- Continuing development of funding opportunities;
- Continuing work of gathering input from Tribal constituencies;
- Establishing collaborative links between Tribal constituencies and campus resources;
- Development of programming both on campus and in Tribal communities which is congruent with the Center's mission statement.

Phase 2 staffing will remain at the same levels as those listed for Phase 1.

### *3. Space Allocation*

Ultimately, the CICSC is envisioning an office suite which will provide offices for the Director, Tribal Liaison (currently housed in Extended Learning), Staff Support, an office for visiting scholars, workspace, and a general meeting space. The Center was originally slated to have a dedicated space in the new Social Sciences building, but due to budget constraints the status of this space is in question. They hope to occupy a comparable space in another building should this facility not be available.

BLP notes that many efforts such as this begin in the founding faculty member's office and believes that the ultimate space request is a long term goal and that the Center can begin its development using existing available space.

#### **BLP recommendation:**

Dr. Jocelyn Ahlers and Dr. Joely Proudfit, proposers of CICSC, have collaborated and consulted with internal and external communities, including our past and present CSUSM tribal liaison, faculty members, the CSUSM Tribal Communities Task Force, the President's Native Advisory Council, CSUSM Native students, campus administrators and external community tribal leaders. All endorse the establishment of the Center.

Based upon the extensive outreach of the proposers to internal and external communities, the clear connection between the Center's mission and that of CSUSM, the clearly articulated rationale relative to serving the Tribal communities, and the availability of existing resources ( faculty release time, partial staff time and faculty office and equipment), BLP recommends the Center proposal be approved. BLP also notes the long term viability of the Center is dependent on external fund development, in partnership with Neal Hoss, VP of University Advancement.

**Resolution Concerning Release Time Needs for  
Senate Officers and Standing Committee Chairpersons**

WHEREAS, The effectiveness of the Cal State San Marcos Academic Senate each year relies upon the hard work of a handful of faculty members who volunteer to preside over the Senate and chair its standing committees; and

WHEREAS, Fulfilling these duties requires a substantial amount of time and effort on the part of the faculty volunteers; and

WHEREAS, The 2005/06 and 2007/08 Academic Senate officers conducted a survey of workload in order to determine an appropriate distribution of course releases for Senate officers and standing committee chairs; and

WHEREAS, The Executive Committee recognizes the need to exercise budgetary restraint in the fiscal challenge currently confronting the university; now, therefore, be it

RESOLVED, That the Executive Committee respectfully requests the budget advisory committees and university administration provide funds to the Academic Senate for 2009/10 and 2010/11 sufficient to continue to fund a total of 56 units of release time, to be distributed as follows:

Office	Units
Senate chair	12
Vice chair/Chair elect	3
Secretary	3
APC chair	3
BLP chair	6
FAC chair	4
GEC chair	5
LATAC chair	3
NEAC chair	3
PAC chair	5
SAC chair	3
UCC chair	6
Total	56

And be it further

RESOLVED, that when the chair of Academic Senate is a member of a unit that requires its members to carry a direct teaching load greater than 18 units, the Executive Committee respectfully requests additional funds to provide release units to meet these additional credits; and be it further

RESOLVED, That the Executive Committee of the Academic Senate survey the workload of the officers and chairs every three years to assess the level of release time warranted.

**NEAC Recommendations - 04/29/2009**

<b>Committee</b>	<b>Seat (#)</b>	<b>Term</b>	<b>Name</b>
Academic Senate	CoE	09-11	Joan Hanor
Academic Policy Committee	At large	09/10	Rocio Guillen
General Education Committee	CoAS/SS	09-11	Kent Bolton
Library & Academic Technology Adv. Committee	CoAS	09-11	Wayne Aitken
Program Assessment Committee	CoAS/M&S	09/10	Olaf Hansen
Program Assessment Committee	CoAS/SS	09/10	Linda Shaw
Program Assessment Committee	CoBA	09-11	Bruce Louis Rich
Student Affairs Committee	CoAS	09-11	Reuben Mekenye
Faculty Awards Selection Committee	CoBA	09/10	Qi Sun
Faculty Center Advisory Council	CoAS/ID	09-11	Mtafiti Imara
Faculty Grants Committee	CoE	09-11	Suzanne Moineau
Faculty Grants Committee	CoAS/SS	09-11	Alicia Gonzalez
Professional Leave Committee**	CoAS/SS	09-11	Linda Pershing
Co-Curricular Funding Committee	At large	09/10	Veronica Anover
University Global Affairs Committee	CoE	09-11	Rong-Ji Chen
University Global Affairs Committee	CoBA	09-11	Martin Gannon