



2020-21

POLICY
AGENDA

ON
EQUITY
INCLUSION
AND
RACIAL
JUSTICE

INTRODUCTION

The Associated Students Incorporated (ASI) has a long history of promoting diversity, ensuring programs and services are inclusive to all student populations, and advocating for equity across the Long Beach State University (the University). Independently and in partnership with campus stakeholders such as the Division of Student Affairs and Division of Academic Affairs, ASI has helped create an institution where cultures and historically marginalized groups are celebrated and embraced. Our staff demographics reflect the student population we serve, our student leaders are regularly at the forefront of advocating for historically underrepresented and other vulnerable populations, and our budget prioritizes efforts that engage students and staff around cultural education and social justice.

Yet, like all large organizations and systems of government, ASI must reflect on how we can do better, what we can do in addition to current efforts, and indeed, ensuring our own organization's responsibility to enhance efforts that combat racial inequity and improve the experience of Black, Indigenous, and other marginalized communities enrolled at The Beach.

The enclosed plan includes actions that ASI staff, student leaders, and campus partners can implement in academic year 2020-2021. These actions are organized into a detailed set of categories, assigned timelines for completion where relevant, and assigned individuals or groups responsible for coordinating or completing that action. In summary, these categories represent ideas that have turned into plans to structurally improve policies and practices, enhance program and service delivery, and further advocate for oppressed populations.

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I. **ADVOCACY**

Existing: One of ASI's primary purposes is to advocate on behalf of student interests, seek opportunities for social change, and build coalitions to achieve results. This is regularly done through individual leadership efforts, board statements and legislative positions, and directing ASI management to identify opportunities to operate in more just and progressive ways. Newly proposed actions for this policy agenda include:

- A.** Revisit the ASI Senate's resolutions on responsible investing, update where necessary, and advocate to other university enterprises to adopt socially responsible and racially just investment strategies.
Responsibility: ASI Executive Officers, ASI Leadership Team, and ASI Senate
Timeline: By end of spring semester 2021
Requires Board Approval: Varies

- B.** Adopt an educational resolution on California Proposition 16 (Repeal Proposition 209 Affirmative Action Amendment) on the 2020 general election ballot.
Responsibility: ASI Senate
Timeline: by end of October 2020
Requires Board Approval: Yes

- C.** In collaboration with Black student leaders and other campus partners, adopt a revised resolution regarding Black and African American student recruitment, retention, and success strategies.
Responsibility: ASI Senate
Timeline: By end of fall semester 2020
Requires Board Approval: Yes

II. GOVERNING BOARD COMPOSITION

Existing: In 2015, ASI Government eliminated its Chief of Staff position and divided those responsibilities among three new chief officer positions, one of which is the Chief Diversity Officer who has responsibility for chairing the ASI President's Cabinet in order to ensure that the cabinet maintains a social justice focus, and to ensure that all executive-level initiatives address educational equity. ASI maintains a Social Justice and Equity Ad-Hoc Committee (SJEC). A USU Board of Trustees member sits on the SJEC to enhance cross-board equity programming.

- A. Review composition of all governing boards and sub-boards and consider the addition of student leadership or administrator/faculty positions to help address diversity, equity, and inclusion. Specifically focus on SJEC and consider addition of staff members who can better collaborate with student leaders to create proactive programming, and to also create a framework for addressing societal events and incidents of hate and how the organization can respond quickly.

Responsibility: Leadership of Boards/Sub-boards and their primary advisors

Timeline: By end of spring semester 2021

Requires Board Approval: Yes

- B. Review nomenclature associated with all boards, programs, and departments, to ensure they are contemporary, inclusive, and relevant to all student populations.

Responsibility: ASI Executive Officers, Assistant Director of Government Affairs & Initiatives, and Executive Director

Timeline: By end of spring semester 2021

Requires Board Approval: Varies

III. POLICIES AND PROCEDURES

Existing: In early spring 2020, the Board of Control adopted revisions to all organization policies that included, in part, the removal of gender-specific language. The USU Board of Trustees regularly reviews facility access procedures and other service delivery concerns through an equity lens.

- A. Conduct in-depth analysis of all policies, procedures, and official organization documents and communication mediums to ensure the use of equity-minded language and to ensure fiscal and operational systems do not exacerbate barriers for low income and marginalized populations. Specifically review procurement policy and system and update to ensure a commitment to support business owned by women, veterans, and people of color. Specifically revise ASI's professional development and performance evaluation procedure to require as a primary element the ongoing development of cultural competency, skills to build equitable programs, and efforts to address individual privileges and biases.

Responsibility: Board of Control and ASI Senate

Timeline: Make internal changes and submit recommendations for governing board approval by end of fall semester 2020

Requires Board Approval: Yes

IV. PROGRAM REVIEW AND DEVELOPMENT

Existing: ASI directly or indirectly produces and supports a wide range of programs and events that promote cultural awareness, aim to eliminate barriers and create involvement opportunities for students from marginalized backgrounds, and engage scholarly thinking around race, ethnicity, and identity.

At the Isabel Patterson Child Development Center (IPCDC) specifically, there is a long-standing commitment to a progressive educational model, and a reputation among the regional child development community of being dedicated to progressive ideals of teaching that include amplifying the value of marginalized and vulnerable communities. This approach is trauma-informed. The curriculum is culturally relevant and combines practices from Reggio Emilia, Constructivism, Developmentally Appropriate Practice, and the Thomas Gordon Teacher Effectiveness model. Instructional materials are carefully selected to avoid the perpetuation of ableism, sizeism, sexism, and racism, and staff are equipped to address the cognitive and behavioral responses to discrimination and oppression. Environments are intentionally designed to be inclusive and equitable through the types of objects, imagery, and experiences that are communicated to children. For example, texts highlight all family types, avoid heteronormative familial constructs, and address the experiences of children of color and race-based violence that occurs in surrounding communities. Recruitment and retention of staff that represent the demographics of the center's clientele is a high priority, and those staff are regularly and intensively trained to embrace a diverse community.

- A. Conduct audit of all ASI programs, events, and student engagement efforts to ensure a commitment to equity and inclusion of all, particularly students of color. Consider consolidating disparate efforts, channeling funding to priority programs, and how existing and new efforts can be best marketed externally (create new web page, etc.). Consider creating a publication that documents all relevant initiatives on a 12-month calendar, potentially through the Year-in-Review publication.

Responsibility: Assistant Director of Programs, Assistant Director of Government Affairs and Initiatives, and Senior Communications Manager

Timeline: By end of fall semester 2020

Requires Board Approval: Varies

- B. Review funding priorities and identify gaps in ASI support for the University's underserved and traditionally marginalized communities.

Responsibility: ASI Executive Officers and USUBOT Chair with support from their primary advisors

Timeline: Finalize a program analysis by end of fall semester 2020, to inform spring 2021 budget development process

Requires Board Approval: Yes

- C. Review and update Isabel Patterson Child Development Center (IPCDC) instructional materials and multimedia resources to ensure they are relevant to all center clients and include references to all demographic backgrounds (example: utilize texts that celebrate families of color).
Responsibility: Director and Assistant Directors of IPCDC in consultation with IPCDC Advisory Committee
Timeline: By end of fall semester 2020
Requires Board Approval: No
- D. Consider the creation of an Anti-Bias Family Support Group for IPCDC clients and teachers.
Responsibility: Director and Assistant Directors of IPCDC in consultation with IPCDC Advisory Committee
Timeline: By end of spring semester 2021
Requires Board Approval: No
- E. Launch a 22 West Radio weekly segment that addresses equity and social/racial justice.
Responsibility: 22 West Media Coordinator and Assistant Director of Programs
Timeline: By end of fall semester 2020
Requires Board Approval: No
- F. Launch a reading group (book club) focused on social justice, educational equity, and authors of color, either independently or in partnership with another campus entity.
Responsibility: Executive Director's Leadership Team
Timeline: By end of fall semester 2020
Requires Board Approval: No

V. STRATEGIC COMMUNICATIONS

Existing: Through written and electronic media, ASI is committed to amplifying marginalized voices and ensuring diverse representations in order to garner widespread involvement of the campus student population in programs and services.

- A. Review and update ASI's Style Guide to ensure alignment with language that honors indigenous peoples, includes all gender identities, and understands the importance of common cultural language.

Responsibility: Senior Communications Manager

Timeline: By end of fall semester 2020

Requires Board Approval: No

- B. Conduct an audit of organization logos and key photographic marketing pieces to ensure they are representative of the populations ASI serves.

Responsibility: Senior Communications Manager

Timeline: By end of fall semester 2020

Requires Board Approval: No

- C. Create an outreach plan that directly engages students of color in ASI's opportunities for leadership, programs, services, and facilities.

Responsibility: Senior Communications Manager and ASI Executive Officers

Timeline: By end of spring semester 2021

Requires Board Approval: No

- D. Review and update all mission and vision statements to ensure they are inclusive to all student populations.

Responsibility: Senior Communications Manager in consultation with governing boards

Timeline: By end of fall semester 2020

Requires Board Approval: Yes, multiple boards

VI. HUMAN RESOURCES MANAGEMENT

Existing: Currently, ASI's human resources system includes strategies to directly recruit and retain people of color, and full-time staff demographics represent a strong commitment to diversity among staff at all levels, including senior management. ASI prioritizes professional development of professional and student staff, including policies and procedures that encourage developing cultural competencies; for example, the student professional development program requires equity training.

- A. Review organizational holidays to ensure a recognition of historical figures and causes that champion civil rights and racial justice, such as but not limited to recognizing Indigenous People's Day called for by ASI Senate Resolution #2017-40.

Responsibility: Board of Control

Timeline: Submit review and recommendations to Board of Control by end of fall semester 2020

Requires Board Approval: Yes

- B. Update recruitment system to combat implicit/unconscious biases, by 1) include a first-level candidate screening process that eliminates names and other demographic information, and 2) train hiring committee members on implicit biases in order to ensure fair equitable hiring, and 3) Add diversity, equity, and inclusion statement in all job descriptions.

Responsibility: Human Resources Manager and Executive Director

Timeline: By end of spring semester 2021

Requires Board Approval: No

- C. Create a system to implement ongoing ally trainings for professional staff, student staff, and student leaders.

Responsibility: ASI Leadership Team

Timeline: By end of fall semester 2020

Requires Board Approval: No

- D. Establish a professional development reading club specifically tailored for IPCDC staff that explores educational equity and racial justice in the context of early childhood education.

Responsibility: IPCDC Director and Assistant Directors

Timeline: By end of fall semester 2020

Requires Board Approval: No

- E. Implement an organization-wide professional development plan that aims to build cultural competencies so that staff are equipped to address the cognitive and behavioral responses to discrimination and oppression.

Responsibility: ASI Leadership Team

Timeline: ongoing

Requires Board Approval: No

- F. Recruit, retain and develop a diverse workforce and volunteer opportunities. Revise the outreach and recruitment plan for student and full time staff.

Responsibility: Human Resources Department

Timeline: By end of spring semester 2021

Requires Board Approval: No

VII. FACILITY OPERATIONS AND SERVICES

Existing: ASI facilities are governed by the USU Board of Trustees, and are regularly reviewed to ensure they provide equal access to all groups, are easy to navigate for people with varying physical and mental abilities, and are representative of student priorities. ASI constructed the first all-gender restroom in the USU and has long provided free and accessible menstrual hygiene products throughout its facilities.

- A. Further collaborate with the University's cultural resource centers to identify a permanent space for them on campus that is accessible and visible to the student population.

Responsibility: ASI Executive Officers, in consultation with cultural resources board and Vice President for Student Affairs

Timeline: By end of spring semester 2021

Requires Board Approval: Yes

- B. Consider what signage, art, flags, or other artifacts can be included in ASI facilities to demonstrate further support for marginalized populations.

Responsibility: Assistant Director of Programs, Associate Director Facility Operations, and Senior Communications Manager in collaboration with USU Board of Trustees

Timeline: Deliver plan for USUBOT approval by end of fall semester 2020

Requires Board Approval: Yes