

CABINET MINUTES (FINAL)
Meeting #17
February 1, 2021

1. CALL TO ORDER

Chair Citlalli Ortiz called the meeting to order at 2:32 p.m.

2. ROLL CALL

Voting Members Present

Toni Flores, AB540 and Undocumented Students (Arrive 2:33 p.m.)

Mya Jones, Cultural Affairs

David Weinberg, Disability Affairs (Depart 4:14 p.m.)

Caleb Aparicio, LGBTQ+ Affairs

Pilar Cáceres, Pregnant and Parenting Students

Sarath Cornelio, Women and Gender Equity Affairs

Citlalli Ortiz, ASI Chief Diversity Officer

Omar Prudencio Gonzalez, ASI President (Depart 3:30 p.m.)

Non-Voting Members Present

Chrissy Myers, ASI Government Affairs Graduate Assistant

3. PUBLIC COMMENT

There were none.

4. APPROVAL OF AGENDA

Prudencio Gonzalez (MOVED) Aparicio (SECOND) to approve Cabinet Agenda #17, February 1, 2021, as amended

- Add: Item #10-B ASI Equity Plan Introduction – Dr. Miles Nevin Time Certain 3 p.m.

VOTE ON THE MOTION

PASSES 7-0-1

Approve-Oppose-Abstain

5. APPROVAL OF MINUTES

A. Action Item: Cabinet Minutes, Meeting #16, January 25, 2021

Aparicio (MOVED) Flores (SECOND) to approve Cabinet Minutes, Meeting #16, January 25, 2021

VOTE ON THE MOTION

PASSES 7-0-1

Approve-Oppose-Abstain

6. ANNOUNCEMENTS FROM THE CHAIR

- Requested board members keep their cameras on, if possible

7. ANNOUNCEMENTS FROM THE ASI PRESIDENT

- Provost Jersky recently announced retirement; will stay on until successor begins
- Leaving today's meeting at 3:30 p.m. to meet with ASI Executives
- Meeting with Dr. Lesen this afternoon

8. UNFINISHED BUSINESS

A. Discussion Item: Campus Climate Issues

Cabinet Minutes, Meeting #17, February 1, 2021

AB540 and Undocumented Students

Issue

- Lack of funding
 - There is a lack of funding towards the AB540 and Undocumented student community because there are many state funding issues that come into play when giving grant/scholarships to students with undocumented status. Though the university needs to do a better job at providing some form of financial assistance to the AB540 and Undocumented community.
 - The university needs to understand that Undocumented students are not able to apply for FAFSA, many do not have jobs because jobs require a social security number or employment authorization.
 - During the pandemic, the community continued to not be assisted as they were not able to receive stimulus checks.
 - Undocumented students carry the weight as a student, balancing their classes but have added stress and worries over their finances. CSULB should not allow their students to go without the basic life necessities everyone is entitled to as a human being (food, shelter, etc.).
- Safety/protection
 - The university has failed to give Undocumented students a sense of protection on campus.
 - No section of the campus is a sanctuary for students, leaving students fearful of what would happen if ICE were ever to come on campus. Students should not have to go on campus and fear deportation.
 - Students who have tried to make places on campus such as the USU a sanctuary/ICE free zone, have been told that it takes a while for it to happen, but are not supported in the way they should to get it done.
 - Some faculty/campus staff are not in favor of undocumented students and have opened up about being told “why are you here” when asking about resources for themselves. All students who have been accepted to CSULB should feel like they belong, a xenophobic faculty member should not have been hired to begin with.
- Terminology
 - In class settings, professors still use the term “illegal” immigrant. Professors should go through mandatory training on how to address all students.
 - Professors have (in class) done exercises where the class lists a standard of what immigrants should do/be in order to be accepted in this country. This cannot be tolerated and is highly insensitive to Undocumented students.

Steps/Solutions

- Legal assistance to talk about making a space in our campus a “safe” or “sanctuary” space
- Advocacy for more direct funding to undocumented students who are struggling
- Education on correct terms to use

Cultural Affairs

Issues

- Representation
 - There is a lack of diversity across all CSULB boards. More specifically there is a lack of representation of Black/Pan African on these boards. There is a lack of opportunity for black faculty to promote and obtain higher leadership roles. There needs to be a more purposeful appointment of black faculty in leadership opportunities to acquire necessary experience for career growth and future career opportunities.
- Recruitment and Retention

- CSULB’s black student population is a miniscule 3% and has not increased much over the past 10 years. The university lacks an organized plan to increase the recruitment and retention of both traditional and non-traditional black students.
- There is a lack of funding support into programs such as upward bound which assist lower income high school students of color with useful support to help them in pursuing higher education
- Lack of Student engagement and support for potential incoming students of color from local high schools and community colleges.
- There is also a lack of training for faculty, staff, and administration. There needs to be a required implicit bias/cultural competency/anti-racist training for all Faculty, staff and administration.
- There is also a lack of a Cultural competency and anti-racist training for students and staff.
- A more direct line of communication with our black community regarding equity and diversity issues including the reporting of racism/bias experiences for employees and students.
- Mental Health Support
 - Lack of investment in mental health programs that adhere to the needs of the black community off and on campus. As well as other underrepresented communities.

Steps/Solutions

- Representation: HR trainings required
- Student outreach to increase Black student population on our campus.
- Funding into programs that help low income and underrepresented students
- Advocacy for Funding towards Mental Health services, learn about the expansion of a “trauma program”

Disability Affairs

Issues (University)

- Data
 - Lack of data to ensure progress in student outcomes
- Inclusivity of Insider Authority
 - Absence of insiders in discussions of policy, infrastructure, and other systems that directly affect disabled people
 - “We don’t see who isn’t there. We see who is” – President Conoley
 - We need to value marginalized/oppressed perspectives
- Equity Reports
 - No stated or otherwise noted intentions of ensuring equity for disabled students or faculty
 - Equity report or otherwise
- Lack of Education
 - Most faculty have their first experience with developing accessible material only when they have a student request. No preparation limits the faculty and negatively impacts the students
- Universal Design
 - Physical and digital accessibility continue to be a major issue
- Value of Ableism Evident in Outcomes
 - Setting able-bodiedness and able-mindedness as the inherent norm
- ADA and Student Rights
 - Infringement of student rights
 - ✓ Privacy and Confidentiality

- ✓ Requiring or purely asking explanations for not having cameras on
- ✓ Asking for confidential medical information regarding accommodations
- ADA used as a guideline
- Outdated by 30 years

Issues (Student Services)

- BMAC
 - Name fails to adequately inform students and faculty of services offered
 - Validation of disability prior to accommodation often unrealistic
 - Accommodation seeking
- CAPS
 - Lack of coordination with BMAC office in supporting disabled students
- Multicultural Center
 - Office fails to recognize disability communities as socio-cultural identity groups
- Representation
 - Absence of positive identity expression for disabled people

Steps/Solutions

- Advocacy/request information on professors' classroom material and why it's not accessible until it has to be. (Academic Senate?)

B. Discussion Item: Spring Event, Programming and Advocacy Planning

Know Your Rights

- LGBTQ+ Rights: March 24th, 4-6 p.m.
- Cultural Rights: April 7th, 5 p.m.

2nd Annual Students of Color Conference - Still We Rise; Reclaiming Our Power

- Still gathering student feedback
- Upcoming meeting with Taylor Buhler-Scott

Keeping Up with the Commissioners

- Just received flyer draft from ASI Communications

9. NEW BUSINESS

A. Information Item: Commissioner of the Month

Ortiz recognized and congratulated Jones.

B. Information Item: ASI Equity Plan Introduction – Dr. Miles Nevin Time Certain 3 p.m.

2020-21 Policy Agenda on Equity Inclusion and Racial Justice

Background

- National Black Lives Matter movement
- Renewed attention on systemic racism and oppression
- Role of educational institutions

Purpose

- Direct plan to enhance policies, programs, and services to achieve equity
- Ensure ASI is inclusive of all student populations
- Promote a culture of social and racial justice among ASI stakeholders

Policy Agenda Development

- ASI Leadership Team
- Industry Leaders on DEI
- Additional Student Input
- ASI Leadership Team
- ASI Execs and Chief Diversity Officer

Policy Agenda Format

- Includes 7 unique categories
- Utilizes the Responsible Accountable Consulted Informed (RACI) model
- Assessed at end of spring 2021 semester
- Collaboration among ASI leadership team and executive officers

Categories

- Advocacy
- Governing Board Composition
- Policies and Procedures
- Program Review and Development
- Communication Management
- Human Resources Management
- Facility Operations and Services

Advocacy

- Revisit ASI Senate resolutions on responsible investing and update where necessary, and advocate to other university enterprises to adopt socially responsible and racially just investment practices. PARTIALLY COMPLETE
- Adopt an educational resolution on CA Prop 16 (Repeal Prop 209 Affirmative Action) on 2020 ballot. COMPLETE
- 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. IN PROGRESS

Governing Board Composition

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

Review Policies and Procedures

- 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... (focus on procurement and professional development). COMPLETE

Program Review and Development

- Conduct audit of all ASI programs, events, and student engagement efforts to ensure a commitment to equity and inclusion, particularly to students of color. IN PROGRESS
- Review funding priorities and identify gaps in ASI support for the University's underserved and traditionally marginalized communities. IN PROGRESS
- Review and update IPCDC instructional materials and multimedia resources to ensure they are relevant to all center clients and include references to all demographic backgrounds. COMPLETE

- Consider the creation of an Anti-Bias Family Support Group for IPCDC clients and teachers. COMPLETE
- Launch a 22 West Radio weekly segment that addresses equity and social/racial justice. COMPLETE
- Launch a reading group (book club) focused on social justice, educational equity, and authors of color, independently or in partnership with the University. COMPLETE

Communication Management

- Review and update ASI Style Guide to ensure alignment with language that honors indigenous peoples, includes all gender identities, and understands the importance of common cultural language IN PROGRESS
- Conduct an audit of organization logos and key photographic marketing pieces to ensure they are representative of the populations ASI serves. COMPLETE
- Create an outreach plan that directly engages students of color in ASI opportunities for leadership programs, services, and facilities COMPLETE
- Review and update all mission and vision statements to ensure they are inclusive to all student populations. PARTIALLY COMPLETE

Human Resources Management

- Revise organizational holidays to ensure a recognition of historical figures and causes that champion civil rights and racial Justice. COMPLETE
- 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. IN PROGRESS
- Create a system to implement ongoing ally trainings for professional staff, student staff, and student leaders. PARTIALLY COMPLETE
- Establish professional development reading club specifically tailored for IPCDC staff that explores educational equity and racial justice in the context of early childhood education. COMPLETE
- 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. PARTIALLY COMPLETE
- Recruit, retain, and develop a diverse workforce and volunteer opportunities. COMPLETE

Facility Operations and Services

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

10. CLOSING COMMENTS

- San Miguel: ASI Elections filing deadline is this Thursday, 12 p.m.; spread word to constituents

11. ADJOURNMENT

Without objection, Chair Citlalli Ortiz adjourned the meeting at 4:29 p.m.