

CABINET MINUTES (FINAL)
Meeting #18
February 8, 2021

1. CALL TO ORDER

Chair Citlalli Ortiz called the meeting to order at 2:31 p.m.

2. ROLL CALL

Voting Members Present

Toni Flores, AB540 and Undocumented Students

Mya Jones, Cultural Affairs

David Weinberg, Disability Affairs

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

Non-Voting Members Present

Chrissy Myers, ASI Government Affairs Graduate Assistant

3. PUBLIC COMMENT

There were none.

4. APPROVAL OF AGENDA

Aparicio (MOVED) Jones (SECOND) to approve Cabinet Agenda #18, February 8, 2021

VOTE ON THE MOTION

PASSES 7-0-1

Approve-Oppose-Abstain

5. APPROVAL OF MINUTES

A. Action Item: Cabinet Minutes, Meeting #17, February 1, 2021

Weinberg (MOVED) Flores (SECOND) to approve Cabinet Minutes, Meeting #17, February 1, 2021

VOTE ON THE MOTION

PASSES 7-0-1

Approve-Oppose-Abstain

6. ANNOUNCEMENTS FROM THE CHAIR

- Keep camera on, if possible
- Reports will resume next week
- Include Campus Climate issue possible solutions in reports

7. ANNOUNCEMENTS FROM THE ASI PRESIDENT

- Reminded board to respond to Doodle Poll for the Student Government Coalition
- Will be meeting with Conoley; please forward any requests/concerns

8. UNFINISHED BUSINESS

A. Discussion Item: Campus Climate Issues

LGBTQ+ Affairs

- Students aren't feeling respected or validated in their identities, even from professors who encourage students to share/display their pronouns. Unfortunately, there are also professors who will openly disrespect the LGBTQIA+ community and argue with students who identify as such.
 - There needs to be mandatory training, similar to Safe Zone workshops for all students, staff, and faculty. In the same way that we are required to complete Title IX training at the beginning of every school year, student should be completing this training on a regular basis (Every 2 years vs every year)
 - While we know that students can report faculty/staff for behavior such as harassment and discrimination, many students have become jaded with this system because, more often than not, nothing comes out of it. How can we ensure that people are being held accountable? How do we get around the need for written/concrete evidence when students are often not allowed to record professors? If they *were* to record, would the student going against classroom policy hurt them more than help their case?
 - This *is* a mental health issue.
 - Affects students ability to perform in school and their willingness to attend
- Elbee: While Elbee's pronouns & nonverbal identification were created with the intent that our mascot not be biased towards men or women's athletics, we now have an opportunity to use Elbee to educate the CSULB community on pronouns and nonverbal diagnoses/identities.
- Lack of LGBTQIA+ faculty & staff: We have so few faculty & staff that identify as part of the LGBTQIA+ community, that we cannot categorize the data from the HERI Survey into specific identities because that could potentially out those folks. For example, we cannot statistically show how many transgender faculty/staff members we have or how many identify as lesbian, bisexual, etc.
 - Retention may also be a problem, at least from what I've seen over the past year. We lost 2 staff members who identify as part of the LGBTQIA+ community to other schools. I've heard that this isn't a new issue. What is driving community members away from CSULB, when we are located in one of the top ranked LGBTQ+ friendly cities in the country?
 - Senator Felix-Cervantes & I are currently working on a Senate resolution aimed at the active recruitment of LGBTQIA+ faculty/staff.
- Resource Center: Over the past couple of years, I've heard from students how underappreciated and overworked student assistants have felt. Location has also been an issue, as many students give up looking for the resource center due to its unclear location on campus maps.
 - As previously mentioned, the resource centers need to have full time staff for the student assistants to work alongside with.
 - Assistants could also benefit from having a budget for events and giveaways in the resource centers. I feel that student assistants' main focus should be connecting with students on campus, building community, and connecting them with full time staff who can offer more specific resources.
 - When the time comes to relocate the resource centers, students of those communities and possibly alumni, need to be *included* in that decision, not just at the table. Perhaps having someone on the committee that will ensure student's voices are being heard, not just white noise
- Bait & switch: Many LGBTQIA+ students /are drawn to CSULB because it presents itself as a diverse and inclusive environment with up-to-date and significant resources for our community. With our updated score on Campus Pride Index we are likely to recruit even more students who may be looking for an LGBTQIA+ affirming campus. Unfortunately, the school provides the bare minimum of the items on the Campus Pride Index
 - Queer Studies Minor: It is offered, but hardly promoted by anyone outside of the WGSS department.
 - LGBTQ Curriculum lacking, even within the Queer Studies Minor.

- One LGBTQIA+ Fraternity which, sadly, has a history of being exclusive/elitist
- There is still a serious lack of Transgender visibility, as well educational and/or social activities
 - ✓ Something the Transgender Empowerment and Advocacy and the Transgender Advocacy Coalition can start working on, however OMA & ASI should regularly be reaching out to these groups, too.
- Lack of LGBTQIA+ specific scholarships
- No LGBTQIA+ specific mentoring programs
- We need to be partnering with outside organizations to expand our resources, such as surrounding LGBTQ Centers, Long Beach Pride, The Point Foundation, Trans Lifeline, etc.

Pregnant and Parenting Students

- One of the issues parents and pregnant students are facing is the amount of homework that some teachers are giving to those students. The circumstances are different, some of these parents have their kids at home in virtual learning. Therefore, those parents' students are trying to balance their responsibilities at home. It can become overwhelming.
- Another issue is exhaustion. Parents and pregnant students are not having time for them to recharge. They must be with their children in virtual learning and do their homework or attend virtual classes.
- Depression is another factor that PPS are facing as well as anxiety. The feeling of not providing a good education for their children, and not giving the amount of attention to their own education are taking them to anxiety and depression. They feel lost and uncertain about their future
- Financial issues. Some parent students had to become part time students, so their financial aid was impacted. They can't be full time students because of the time they must share with their children.

Women & Gender Equity Affairs

- Update title 9
- A lot of the title 9 content is heteronormative and vague. While the content from title 9 was helpful at some point, but the conversation of sexual assault has progressed as should the title 9 training
- The title 9 training should include more LGBTQIA+ community, disabled community, and direct discussion of sexual assault
- It is important to acknowledge that sexual assault discussion may be triggering, but it is important to discuss
- More support for Not Alone at the Beach

Potential university staff training

AB540 and Undocumented Students

- Undocu Ally training: language and terminology used to address students
- How can we make training mandatory? Omar will ask Conoley: what is overall mandatory training the faculty receive? Follow-up on union issues for the workshops
- Funding issues, how can we create a safe space for undocumented students

Cultural Affairs

- Hiring of Black faculty and staff
- Training for HR (Implicit Bias)
- Recruitment and retention of Black students

Disability Affairs

- Lack of consideration of disabled students in campus policy initial development and building design

- Community needs to be in primary thought
- Overemphasis on the need for medical documentation

LGBTIQ+ Affairs

- Ally training: diversity or an overall comprehensive mandatory training
- Communication to students about Elbee (clarification)
- Scholarships specific to the community
- The university and ASI should partner up with outside organizations

Pregnant and Parenting Students

- Ally training
- Financial support
- Family-friendly Campus and Center (i.e. Library)

Women and Gender Equity Affairs

- Update Title IX
- More support for Not Alone at the Beach
- Sexual Assault specialist
- Menstrual and hygiene products in all restrooms

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

Know Your Rights

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

Keeping Up with the Commissioners

Ortiz: directed each board member to add outreach plan to next week's Cabinet report

9. NEW BUSINESS

A. Discussion Item: Equity and Action Report and Plan

This will be discussed at next week's meeting, due to board not having reviewed documents.

Prudencio Gonzalez:

- Directed board members to submit input and suggestion discussion points to Ortiz by Sunday, 5pm
- Will bring the following points to meeting with Conoley tomorrow
 - Community advisory board
 - Scholarships
 - CAPS

10. CLOSING COMMENTS

There were none.

11. ADJOURNMENT

Without objection, Chair Citlalli Ortiz adjourned the meeting at 4:19 p.m.