



Minutes

Governance Committee Meeting

📅 Thu April 22nd, 2021

🕒 2:30pm - 3:45pm PDT

📍 <https://fullerton.zoom.us/j/84145512927>

👤 In Attendance

I. Call to Order

Seleena Mukbel, Chair, called the meeting to order at 2:30 pm

(Wong-m / Fernandez-s) A motion and second was made to extend the meeting to 4:00 pm.

II. Roll Call

Members Present: Fernandez, Hannawi, Mukbel, Wong, Zarate

Members Absent: Hannawi

(Zarate-m / Wong-s) A motion and second was to approve George Hannawi by unanimous consent.

According to the ASI Policy Concerning Governance Committee, attendance is defined as being present prior to the announcement of Unfinished Business and remaining until the scheduled end of the meeting.

*Indicates that the member was in attendance prior to the announcement of Unfinished Business but left before the scheduled ending of the meeting.

**Indicates that the member was in attendance for a portion of the meeting, but not in attendance prior to the announcement of Unfinished Business.

III. Approval of Agenda

Extended the meeting to 3:55

Fernandez / Wong

Decision: (Fernandez-m / Wong-s) A motion was made and second to approve the agenda by unanimous consent.

IV. **Approval of Minutes**

a. **04/08/21**

Decision: (Zarate-m / Wong-s) A motion was made and second to approve the minutes by unanimous consent.

V. **Public Speakers**

Members of the public may address Governance Committee members on any item appearing on this posted agenda or matters impacting students.

- o Janica Torres, Chief Inclusion & Diveristy Officer expressed her support toward the Resolution on the Divestment from Univeristy Police Toward Investment in CSUF Campus Safety & Mental Health.
- o Martalinda Leiva, Board of Directors expressed her support toward the Resolution on the Divestment from Univeristy Police Toward Investment in CSUF Campus Safety & Mental Health.
- o Nick Henning, expressed support toward the Resolution on the Divestment from Univeristy Police Toward Investment in CSUF Campus Safety & Mental Health. Expressed the Resolution would be a tremendous help toward other services.
- o Becky Dolhinow expressed support towards the Resolution on the Divestment from Univeristy Police Toward Investment in CSUF Campus Safety & Mental Health. Encouraged members to support the resolution.
- o Whercis Mendez-support the police resolution. Opportunity for us to make a step towards the Resolution on the Divestment from Univeristy Police Toward Investment in CSUF Campus Safety & Mental Health. Stated we would be taking one step forward towards change.

VI. **Reports**

a. **Chair**

No report.

b. **Director, Leader and Program Development**

No report.

Wiley thanked the committee for thier hard work this semester and the support for the student organizations.

VII. **Unfinished Business**

VIII. **New Business**

a. **Action: Appointment of the Directors for the College of Arts**

The committee will consider appointing the applicants to fill the vacancy on the ASI Board of Directors for the College of Arts effective immediately through May 31, 2022.

GOV 010 20/21 (Wong-m/ Fernandez-s) A motion and second was made to consider approving the appointment of the Director for the College of Arts.

Mukbel informed the committee that there was only one candidate for the College of the Arts. The committee will have an opportunity to ask questions after the candidates presentation.

Mukbel welcomed Morgan Diaz.

Morgan introduced herself and thanked the committee for the time.

Morgan briefly introduced herself. She shared her passion, goals and intentions as Director for the College of the Arts.

Mukbel moved into questions.

Mukbel, what made you interested in applying for the position? Morgan answered, she was amazed and appreciated seeing Tina and Aquino representing their college so well. She has a passion to represent her college.

Maria asked, are you available to meet Tuesdays at 1:15-3:45 and Thursdays at 2:30 for committee meetings? Morgan answered, Yes, she had catered her schedule to be available.

Mukbel moved into deliberation.

Asha highlighted the appointment was for the 2021-2022. If there are any vacancies the Board of Directors has the capacity to recommend for next years team to be complete.

The committee shared they liked the candidates passion and goals for next year.

Mukbel asked if there were any objections to moving to a roll call vote. There were no objections.

Decision: GV 010 20/21 (Fernandez-m / Zarate-s) Roll Call Vote 4-0-0. The appointment of the Director for the College of Arts was approved.

b. Action: Appointment of the Directors for the College of Engineering and Computer Science

The committee will consider appointing the applicants to fill the vacancy on the ASI Board of Directors for the College of Engineering and Computer Science, effective immediately through May 31, 2022.

GOV 011 20/21 (Wong-m/ Fernandez-s) A motion and second to consider approving the appointment for the College of Engineering and Computer Science.

Mukbel informed the committee that there was only one candidate for the College of Engineering & Computer Science. The committee will have an opportunity to ask questions after the candidates presentation.

The first candidate was Dania Wareh.

Dania thanked the committee for their time and the opportunity. Attached is Dania presentation for additional information.

Mukbel thanked Dania for her presentation.

Mukbel opened up for questions.

Mukbel asked, what made you apply for the position? Dania answered, she is interested in serving her community.

Next second candidate is Radhika Sharma.

Radhika thanked the committee for the opportunity.

Mukbel opened the floor for questions. There were no questions.

Mukbel moved into discussion.

Linares shared, Radhika is amazing and has done a great job as director.

Linares shared, Dania had reached out to her to learn more about the responsibilities as Board member.

Wong shared she liked both the candidates passion.

**Decision: GV 011 20/21 (Wong-m / Fernandez-s) Roll Call Vote 4-0-0.
The appointment of the Director for the College
Engineering & Computer Science was approved.**

c. **Action: ASI Anti-Racism, Diversity, Equity and Inclusion Plan**

The committee will consider approving the proposed ASI Anti-Racism, Diversity, Equity and Inclusion Plan.

GOV 012 20-21 (Fernandez-m / Zarate-s) A motion and second was made to consider approving ASI Anti Racism, Diversity, Equity & Inclusion Plan.

Mukbel yielded to Wiley to elaborate on the agenda item.

See attached presentation for additional information.

Mukbel moved into discussion. There was no discussion.

Mukbel moved into questions. There were no questions.

Mukbel asked if there were any objections to moving to a roll call vote. There were no objections

Decision: GOV 012 20/21 (Fernandez-m / Zarate-s) Roll Call vote: 4-0-0. The ASI Anti Racism, Diveristy, Equity & inclusion Plan was approved.

d. **Action: Resolution on the Divestment From University Police Toward Investment In CSUF Campus Safety and Mental Health**

The committee will consider approving the Resolution on the Divestment From University Police Toward Investment In CSUF Campus Safety and Mental Health

GOV 013 20/21 (Zarate-m / Fernandez-s) A motion and second was made to consider approving Resolution on the Divestment From University Police Toward Investment In CSUF Campus Safety and Mental Health

Mukbel yielded to Janica Torres to elaborate on the item.

Janica Torres yielded to Daniela to present the informatino. See presentation attached.

Moved into discussion.

Gillespie shared, she supported the resolution to add more funding for other resources.

Linares shared, students have contacted her concerned about the approval of the item.

Fernandez, thanked the committee members and the public speakers.

Nettles stated a couple citations there were missing. The resolution will be updated to show all the citations.

Mukbel asked if there were any objections to moving to a roll call vote. There were no objections

Decision: GOV 012 20/21 (Zarate-m / Fernandez-s) Roll Call Vote 4-0-0. Resolution on the Divestment From University Police Toward Investment In CSUF Campus Safety and Mental Health was approved.

IX. **Announcements/Member's Privilege**

There was none.

X. **Adjournment**

Seleea Mukbel, chair, adjourned the meeting at 3:58 pm.

Seleena Mukbel, Chair



[Kristyne Robles \(May 17, 2021 08:42 PDT\)](#)

Kristyne Robles, recording Secretary

Reviewed & approved by May 04, 2021 Board of Directors Meeting.



[Selene Hanna \(May 10, 2021 12:30 PDT\)](#)

Selene Hanna, ASI Board Treasurer/Secretary



Susan Collins, Recording Secretary

Roll Call 2020-2021

Governance Committee Meeting

Attendance	Board Members		
		Present	Absent
HHD	Adriana Fernandez	1	
CBE	George Hannawi		1
ECS	Rebekah Wong	1	
NSM	Carl Zarate	1	
Vice Chair (COMM)	Seleena Mukbel	1	
		Present	Absent
		4	1

Roll Call Votes		010			011- Dania Wareh			011-Radhika Sharma			012			013		
HHD	Adriana Fernandez	1		1				1			1			1		
CBE	George Hannawi															
ECS	Rebekah Wong	1		1				1			1			1		
NSM	Carl Zarate	1		1				1			1			1		
Vice Chair (COMM)	Seleena Mukbel	1		1				1			1			1		
		Yes	No	Abstain	Yes	No	Abstain	Yes	No	Abstain	Yes	No	Abstain	Yes	No	Abstain
		4	0	4	0	0	0	4	0	0	4	0	0	4	0	0

ASI Board of Directors Vacancy Application 2021–22

#3

CERTIFICATION OF ACADEMIC PROGRESS REQUIRED FOR APPLICANTS

- I hereby acknowledge that I have read, understand, and agree to the preceding statements.

Applicants for office in the Associated Students, CSUF, Inc. must meet academic and university requirements to be to hold office. The form below is intended to present the majority of these requirements and to expedite the procedure whereby your application and continuing eligibility can be verified. For a complete statement of qualifications, please see Article X of the ASI Bylaws.

REQUIREMENTS OF APPLICANT:

All applicants must have been enrolled at CSUF for at least one semester, must be in good standing with the university, must not be on probation, and must have earned a CSUF semester grade point average of 2.0 in the past semester and have a CSUF cumulative grade point average of 2.5 for all classes at CSUF. In addition, all Board of Directors candidates must be enrolled in the college for which they are running or meet any special qualifications, as stated in the ASI Bylaws.

ACADEMIC REQUIREMENTS WHILE HOLDING OFFICE:

Undergraduate Student:

Minimum GPA per semester required: 2.0
Minimum CSUF cumulative GPA required: 2.5
Current units enrolled in: 6 or more

Graduate Student:

Minimum GPA per semester required: 2.0
Minimum CSUF cumulative GPA required: 2.5
Current units enrolled in: 3 or more

(The maximum units allowed while in office are 150 semester units, or 125 percent of the units required for a specific baccalaureate degree objective, whichever is greater. Graduate student officers are allowed to earn a maximum of 50 semester units.)

CERTIFICATION:

I certify that I am an eligible applicant based on the academic requirements listed above and that I will complete the required 6 units of credit for undergraduate student applicants or the required 3 units of credit for graduate student applicants while running for office.

I also certify that I fully understand the academic progress regulations and that I will be disqualified from office upon failing to meet these requirements. *

POSITION RESPONSIBILITIES AND COMMITMENT

- I hereby acknowledge that I have read, understand, and agree to the preceding statements.

Applicants must understand and agree to uphold the following responsibilities and commitments:

CERTIFICATION OF AGREEMENT:

I agree, if appointed to serve as a Board of Directors Member, to be available during the Fall and Spring semesters on Tuesdays and Thursdays between 1:00 PM and 4:00 PM in order to attend ASI Board of Directors meetings and committee meetings.

I agree, if elected, to be available for mandatory Training/Planning/Retreat programs tentatively scheduled for:

- April 16, 12pm-5pm, Position Orientation (if appointed in time)
- June 1, 8am-5pm, Installation Ceremony and First Board Meeting
- June 2 and 3, 8am-5pm each day, Student Government Training
- June 11- June 12, 8am-5pm, Overnight Offsite Leadership Retreat
- August 10, 11 and 12, 8am-8pm each day, August Retreat and Training Sessions
- January 5, 6, and 7, 8am-5pm each day, January Retreat and Training Sessions

I agree, if elected to serve as a member of the ASI Board of Directors, to incorporate the following responsibilities into my role, per ASI Policy Concerning Board of Directors Operations:

1. Board members are required to attend (prepared and on time) for the entire duration of all meetings of the Board of Directors which take place every Tuesday from 1:15 - 3:45 P.M.

2. Board members are required to sit on an Associated Students, Inc. standing committee and be a liaison to at least one of the following: the Association for Inter Cultural Awareness (AICA), Community Service Inter-club Council (CSICC), Sports Club Inter-club Council (SCICC), Mesa Cooperativa, the Black Student Union (BSU), the Resident Student Association (RSA), the Inter Fraternity Council (IFC), the National Pan-Hellenic Council (NPHC), PanHellenic Council (PHC), and the Multicultural Greek Council (MGC).

3. Directors of the Board are required to attend their college's Inter-club council meetings. If scheduling conflicts arise, the director(s) shall

have regular contact meetings with their Inter-club council chair, Inter-club council members, and their assistant dean.

4. Directors of the Board shall establish and maintain weekly office hours (at least one hour a week and by appointment). These hours shall be posted on their respective college's bulletin board and outside the Board of Directors' office.

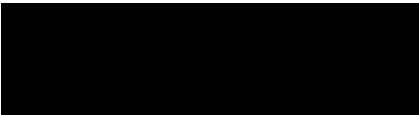
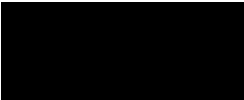
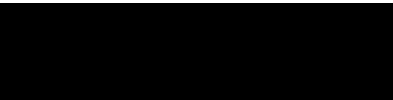

5. When time permits, the Board Chair may schedule ASI promotional events for the Board to carry out after the adjournment of Board Meetings.

6. Directors of the Board are required to keep in contact with their constituents, college-based Deans or Assistant/Associate Deans, and report to the Board on issues and concerns from their college. Two reports will be given each week during regularly scheduled Board of Directors meetings beginning the third week of the fall semester. The reports will be given in alphabetical order, with respect to the college's names.

7. No member of the ASI Board of Directors shall serve as an officer or director of an ASI program, funding council, or board.

8. No member of the ASI Board of Directors shall be employed by the Associated Students Inc.

ANY INFRACTION OF THESE ABOVE AGREEMENTS MAY RESULT IN MY IMMEDIATE REMOVAL FROM OFFICE/POSITION

Applicant Name *	Morgan Diaz
Applicant Address *	
Primary Phone Number *	
Secondary Phone Number	
Student Email Address (@csu.fullerton.edu) *	
Secondary Email Address	
Applicant CWID *	
CSUF Major(s) (and Minor(s), if applicable) *	Fine Arts
Which Board of Directors position are you applying for?: *	College of the Arts
Semesters Completed at CSUF *	3
Overall CSUF GPA *	3.760

Units Completed at CSUF: *	46
Units In Progress at CSUF (this semester) *	15
CSUF Class Level *	Junior
Expected CSUF Graduation Date (MM/YY) *	06/23

What do you believe is the role of ASI on our campus and how does that role relate to this position? *

I believe the main role of ASI is to ensure a student's experience is the best it can be; whether it comes in relation to programming, representation, or policy, a student and their wellbeing to CSUF and ASI should be top priority. Students should feel that they are accurately represented and that their voice and opinion matter, because in fact it does. While ASI may make the decisions, it is not without the warrant of the students they represent. In addition, I give credence to the idea that problems do not have to be just told to their representative, BOD, or ASI friend, I believe it should be up to the BOD, to follow through and ask students what ASI is doing right, what can be improved on ASI or otherwise at CSUF, or what they believe we can do for them. Since we are representatives, I find it fully important that the student voices and concerns are heard first and foremost. I believe the position of the College of The Arts Board of Directors is meant to act as that representation of the Arts student to ASI, any problem they may feel should be fixed, is one that the BOD should address and do their best to solve within COTA and ASI.

Tell us about any relevant past involvement or work experience that you have and how it will help you as a Director for your college. *

As a first year, I was hired on as the Arts Inter Club Council's Event Coordinator for Arts Week 2020, unfortunately due to COVID-19, Arts Week had to be cancelled but regardless I had learned a lot. Communicating with the clubs regarding their event is something I would do regularly; it allowed me to gauge their progress, assist them whenever they needed, and supplemented them with answers to any questions. If I didn't happen to know the answer, I never shied away from asking someone else, as their questions should get the most accurate answer they could get. In addition, it allowed me to work together in a team with not only my fellow Arts Week Coordinators and Graduate Student Advisor, but at the COTA Executive Board as well. Tina for instance, had really helped me when I was a coordinator as I at times got stressed, or didn't know what the right course of action was, Tina taught me to take it one step at a time and mistakes would happen, but so long as I own up to it and did my best to resolve it, that's all I can do. After becoming a part of the AICC team for a year, I saw Tina lead the meetings, list out resources for everyone to use, resolve any conflict and so much more. Because of Tina, I decided to run for AICC Chair and was given that honor by the student representatives. As the AICC chair for the 2020-2021 academic year, my main focuses contained that each student felt their voices were heard and were relayed to Tina and Ramon, that the representatives felt appreciated as many people do not know the full extent to which the AICC Representatives work hard towards, as well as fine tuning our funding proposal process to ensure it was fair and equal for everyone. Additionally, I know how to run a meeting using Robert's Rules of Order which are utilized for Board of Directors meetings.

Why are you applying to the ASI Board of Directors? What do you hope to accomplish and/or get out of the experience? *

I saw Tina and Ramon work hard to not only act as ASI Board of Directors, but to also build and maintain that relationship with AICC and the COTA students. When I saw how big of a role they played in ensuring the student's voices were heard, I was instantly intrigued. Especially as I got to know them and their responsibilities throughout the year at the AICC meetings and what they would relay to us of what occurred at the ASI Board of Directors Meetings. My reason for applying is to accurately represent the student's voices; their concerns, problems, and experiences as that is what is important to me. While I understand that Ramon is a Visual Arts student like myself, if selected I may not know what's occurring in the Performing Arts curriculum, student life, or experience. Nonetheless, I felt it necessary that I would personally, outside of my roles, attend as many AICC Recognized Club Meetings, visual and performing arts, to ask what they believe and how we can make it better. As I do not have too much knowledge on non-recognized clubs, I do tend to ask the recognized clubs if they may know other clubs I could reach. To more accurately represent the students you are meant to, is to better understand the students. Their interests, their problems, their concerns, because while they pay tuition and more to be at CSUF, I truly believe that ASI's meaning is to fully represent our students as they are the reason

ASI stands, without them, who would we govern and represent? My main goal is to better understand the COTA student body as a whole and this includes the rest of the student body, all 41,000 of them. I wish to know how to better understand the people I would represent, listen to their voices, and vote and act accordingly, nothing would sway my vote unless it is the student's voice as that is what matters most to me. In addition, I would like to better understand how ASI runs more as I know students outside of ASI, even myself, don't fully know the true extent of what ASI does and how it is ran, which sometimes causes some misconceptions. Another goal of mine is to become more transparent to students, and not just AICC, let them know what is going on in ASI, what is being brought up, and what is being voted on, and how they believe the Board of Directors should vote. The most important aspect for me, should I be elected, is to truly represent the students of the College of The Arts, and ensure I can do the best I can to make their experience at CSUF the best it can be.

Please state any other information that you believe should be considered in this application.

*

As I don't have a lot on my plate, ASI and my potential position will hold priority, of course, this does not mean I would put my academics to the side, as to me, my academics hold utmost priority to me. However, besides my academics, ASI would get the rest of my efforts and time.

Please upload your resume in PDF format. If you need help learning how to save a file as PDF visit <http://www.adobe.com/products/acrobat/print-to-pdf.html>

*

Associated Students, CSUF, Inc.
California State University, Fullerton
Voluntary Authorization for Educational Record Disclosure

• I hereby acknowledge that I have read, understand, and agree to the preceding statement.

A. University Policy

University policy prohibits the release of personally identifiable information from the educational records of students without their prior written authorization. Exceptions to this policy include: a) release of such information to a specified list of officials with legitimate educational interest in the record, b) the release of such information in response to a court order, health or safety emergency, or approved research project, or c) the release of public directory information which has not been previously restricted by the student.

B. Associated Students, CSUF, Inc. Authorization

I authorize Associated Students, CSUF, Inc. to access my academic transcript/record to verify my eligibility for its programs and/or positions. I understand that the information accessed may include, but not be limited to, semester and/or overall/cumulative/CSUF grade point averages, unit totals, number of semesters completed, and/or conduct/disciplinary records.

I understand the purpose of this disclosure is to ensure that I meet the minimum requirements established by the university and the ASI. I understand that this authorization will remain in effect as long as I remain involved with a position or program of the ASI and/or do not

submit a revocation of this authorization to ASI
Leader and Program Development. *

Digital Signature of Authorization and
Certification of Application
Enter Your Name *

Morgan Diaz

Enter Your CWID *



Date *

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Morgan Diaz



Summary

I am an enthusiastic and creative person who loves to work with anyone. I work with kids yearly in a volunteer opportunity through Girl Scouts where I help teach and care for a class size of girls ages ranging from 7-13 and have learned many entrepreneur skills through the Girl Scout Cookie Program to which I have participated for over 11 years. Previously, I was a part of a team that collaboratively planned events for a weekly university-wide event.

Education

High School Diploma

Pacific High School
San Bernardino CA

Graduated 2019

Bachelor of Arts, Major: Art

California State University, Fullerton
Major GPA: 3.77 Overall GPA: 3.77

Expected Graduation May 2023

Experience

California State University, Fullerton CA

10/2019 - Present

Arts Inter-Club Council Arts Week Event Coordinator

- Requested and filed invoices
- Collaborated with AICC recognized organizations
- Reserved vendors and services via phone

Girl Scouts of San Geronio Camp WI-WO-CA Yucaipa, CA

06/2016 - Present

Girl Scout Camp Program Aide

- Lead scouts through activities according to supervisor's orders
- Cared for 15+ kids independently while supervisor was away
- Resolved conflicts with kids in a peaceful and successful manner

Skills

- First Aid trained
- Excellent verbal and communication skills. Have delivered a speech to my graduating class.
- Works well in a team and individually. Worked with representatives for Arts Week to coordinate club events and individually to coordinate Arts Week main events.
- High entrepreneurship skills obtained through 10+ years of participating in the Girl Scout Cookie Program.

ASI Board of Directors Vacancy Application 2021–22

#1

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Current units enrolled in: 6 or more

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Current units enrolled in: 3 or more

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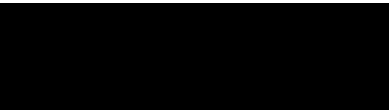
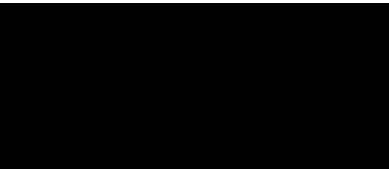
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8. No member of the ASI Board of Directors shall be employed by the Associated Students Inc.

ANY INFRACTION OF THESE ABOVE AGREEMENTS MAY RESULT IN MY IMMEDIATE REMOVAL FROM OFFICE/POSITION

Applicant Name *	Dania Wareh
Applicant Address *	
Primary Phone Number *	
Secondary Phone Number	
Student Email Address (@csu.fullerton.edu) *	
Secondary Email Address	
Applicant CWID *	
CSUF Major(s) (and Minor(s), if applicable) *	
Which Board of Directors position are you applying for?: *	College of Engineering and Computer Science
Semesters Completed at CSUF *	1
Overall CSUF GPA *	4.0

Units Completed at CSUF: *	6
Units In Progress at CSUF (this semester) *	6
CSUF Class Level *	Graduate
Expected CSUF Graduation Date (MM/YY) *	05/23

What do you believe is the role of ASI on our campus and how does that role relate to this position? *

I believe the role of ASI at CSUF is to enrich students' college experience and establish cultural diversity on campus. I also feel that ASI's presence at CSUF allows for a trusted channel where students may voice their concerns and interests. ASI truly is the voice of the student body. I feel that the role of a representative on the Board of Directors directly relates to ASI's mission, where the representative is the support channel.

Tell us about any relevant past involvement or work experience that you have and how it will help you as a Director for your college. *

In my undergraduate study at California State University, Long Beach, I was active in student organizations and clubs, including the Association for Computing Machinery (ACM), Society of Women Engineers (SWE), and I-EEE. I was elected for the leadership role of Corresponding Secretary with I-EEE Eta Kappa Nu (HKN), an honors society for electrical engineering and computer science. In this position, I served as the liaison between the HKN board and the honors society students. I assisted with coordinating events for the year, given the allocated budget for our honors society. These events included resume-building workshops, industry panels, and networking events, and entertainment outings. I was also the source of communication for these events to the students. This position truly provided me with the leadership experience that I enjoyed.

After my years of undergraduate studies, I currently enjoy volunteering in my community to encourage young students to continue in the field of STEM. For example, this past March marks my third year participating in the Orange County Science and Engineering Fair as a category judge. I began participating in this event the year I graduated from college, and I intend to participate every year if my time permits. I yearn to provide young students with the confidence to continue their endeavors in science and engineering. Every year I request to be placed as a judge in the Software/Mathematics or the Electrical Engineering sections since both are my strongest fields of knowledge. The last two events have been virtual events due to COVID-19, so internally, I felt a strong need to contribute to the efforts to let young students feel heard and seen, especially during these hard and unprecedented times. I have had the privilege to see the spark in the student's eyes when I provide positive comments regarding their projects and also when I provide critical advice on how to continue their research. Perhaps my comments will have made a difference in one student's perspective and will have been a catalyst in their decision to continue in the STEM field.

Professionally, I work as a software engineer at the large tech company known as Siemens Digital Industries Software. In addition to developing and implementing software solutions utilizing my technical skills, I serve as my team's unofficial development leader. I communicate between project/process stakeholders and developers to ensure we implement our work in a timely fashion. I ensure all voices on the team are heard, and I also ensure I understand each member's top skills so that we may delegate tasks to allow each team member to showcase their skills to top management. Hopefully, this strategy would help team members to grow and excel in their careers at the company. All the folks on my team are bright and sharp in their technical skills, although some are shy and may not communicate with words in the best ways. I feel that my work has allowed the team's dynamic to foster great team spirit and has established strong trust between team members.

Why are you applying to the ASI Board of Directors? What do you hope to accomplish and/or get out of the experience? *

I am applying to the ASI Board of Directors to continue my mission to serve my community. As a representative of the College of Engineering and Computer Science, I want to enhance the student's experience on campus and be an advocate for their voices of others to be heard. I also hope to enhance my leadership skills to continue to serve my community in the future.

Please state any other information that you believe should be considered in this application. *

My goal in life, in general, is to put a dent in the universe. In other words, I want to make a net positive change in the world in any way possible. We live in a world where life is changing at an exponential rate due to factors like the constant technological advancements and also due to some unprecedented circumstances (like COVID-19). Sometimes these factors tend to cause division lines between societies. I believe there will always be a need for there to be a voice to underrepresented societies to ensure that they are getting equal access to the tools that the rest of the world has access to. That way, we can ensure that they are moving upwards along with everyone else. Additionally, I have a burning desire to ensure individuals' rights are protected and for policies and regulations to be implemented.

While my goals probably sound grandiose for this application, I believe that the greatest difference anyone can make is almost always made at the local level in one's own local community. If I can serve the people around me, I believe it will create a ripple effect and ultimately make a bigger difference later down the pipeline. I hope to utilize my sharp technical skills and my soft skills to represent the College of Engineering and Computer Science. What better place to plant the seeds of my work than at my own campus, where I can have the chance to interact with the student community directly and act as a liaison to the Board of Directors.

Please upload your resume in PDF format. If you need help learning how to save a file as PDF visit <http://www.adobe.com/products/acrobat/print-to-pdf.html> *



Associated Students, CSUF, Inc.
California State University, Fullerton
Voluntary Authorization for Educational Record
Disclosure

- I hereby acknowledge that I have read, understand, and agree to the preceding statement.

A. University Policy

University policy prohibits the release of personally identifiable information from the educational records of students without their prior written authorization. Exceptions to this policy include: a) release of such information to a specified list of officials with legitimate educational interest in the record, b) the release of such information in response to a court order, health or safety emergency, or approved research project, or c) the release of public directory information which has not been previously restricted by the student.

B. Associated Students, CSUF, Inc. Authorization

I authorize Associated Students, CSUF, Inc. to access my academic transcript/record to verify my eligibility for its programs and/or positions. I understand that the information accessed may include, but not be limited to, semester and/or overall/cumulative/CSUF grade point averages, unit totals, number of semesters completed, and/or conduct/disciplinary records.

I understand the purpose of this disclosure is to ensure that I meet the minimum requirements established by the university and the ASI. I understand that this authorization will remain in effect as long as I remain involved with a position or program of the ASI and/or do not

submit a revocation of this authorization to ASI
Leader and Program Development. *

Digital Signature of Authorization and
Certification of Application
Enter Your Name *

Dania Wareh

Enter Your CWID *

Date *

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DANIA WAREH



EDUCATION AND TRAINING

California State University - Fullerton

Expected in 2023

Master of Science: Computer Science

California State University - Long Beach

2018

Bachelor of Science: Computer Science

Martin Figoten Endowed Scholarship Recipient

Board Representative of IEEE-Eta Kappa Nu (IEEE-HKN, CSULB Chapter) as Corresponding Secretary

Member of Association of Computing Machinery-Women (ACM-W)

Member of Society of Women Engineers (SWE)

SKILLS

- Java
- Perl
- C++
- Operating Systems
- Vue.js/HTML/CSS/jQuery
- Database Management
- Front-End Development
- Program Management
- Jira & Confluence
- Ethical Engineering & Data Privacy
- Technical Documentation
- Artificial intelligence

VOLUNTEER WORK

Orange County Science and Engineering Fair - Category Judge

- Reviewed middle school student's science and engineering projects and provided constructive feedback.
- Participated in categories Astronomy, Mathematics, and Software category (2019 and 2020) as well as Electrical and Electronics Engineering Science category (2021)

Representative at Society of Women's Engineers Conference

- Chosen by Siemens Digital Industries Software to be a representative at the 2019 conference that took place in Anaheim, CA to speak about my experience transitioning from an intern to a full-time software engineer.

PROFESSIONAL EXPERIENCE

Software Engineer / Siemens Digital Industries Software - Cypress, CA

06/2018 - Current

- Work on a team to establish a new project tracking tool for the organization. This includes syncing data between multiple interfaces as well as syncing legacy project data from excel workbooks going back 20 years into a database (Postgres, SQL), establishing APIs (Java Spring Boot), and a front-end user interface (Vue.js/Javascript/HTML/CSS).
- Lead Scrum meetings for the internal tools team, which include daily stand-ups, design discussions, planning and retrospective meetings.
- Utilize agile methodology and produce work breakdown structures for the projects to ensure timely delivery of each tool using Confluence and Jira project tracking tools.
- Participate as the team's Local Quality Coordinator.
- ISO 9001:2015 trained.
- Organize and track the migration of Release Management's outdated process and procedure documentation to model CI/CD process to align with ISO 9001:2015 standards.
- Ensure team members are following the established process and procedures.
- Lead Release Management team through internal audits.

Student Intern / Siemens Digital Industries Software - Cypress, CA

09/2017 - 05/2018

- Created Perl scripts and processes for data integration and maintenance.
- Administered, supported and monitored databases by proactively resolving database issues and maintaining servers.
- Took detailed meeting minutes, prepared meeting rooms and compiled paperwork to support the team.
- Coordinated with project management staff on database development timelines and project scope.

Data Analytics Intern / California Resources Corporation - Long Beach, CA

06/2017 - 08/2017

- Contribute to the development and production of a data warehouse consisting of the integrated corporate data.
- Develop SQL Server Integration Services packages.
- Correct schema of tables in the database according to specifications.

ASI Board of Directors: Engineering and Computer Science

Applicant: Dania Wareh

A Little About Myself



- ★ Pronouns: She/Her
- ★ Second generation Arab-American
- ★ Graduated with a Bachelor of Science in Computer Science from CSULB '18
- ★ Currently a Master's student in Computer Science at CSUF
- ★ Working as a software engineer in the industry
- ★ Coffee connoisseur

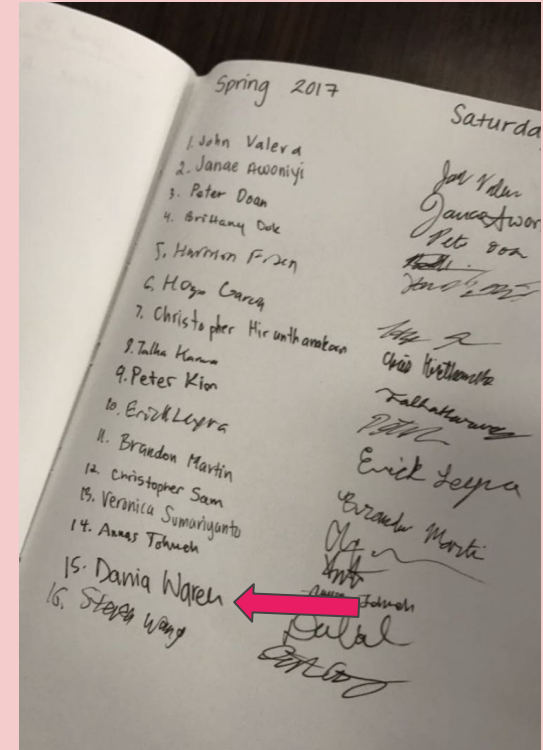
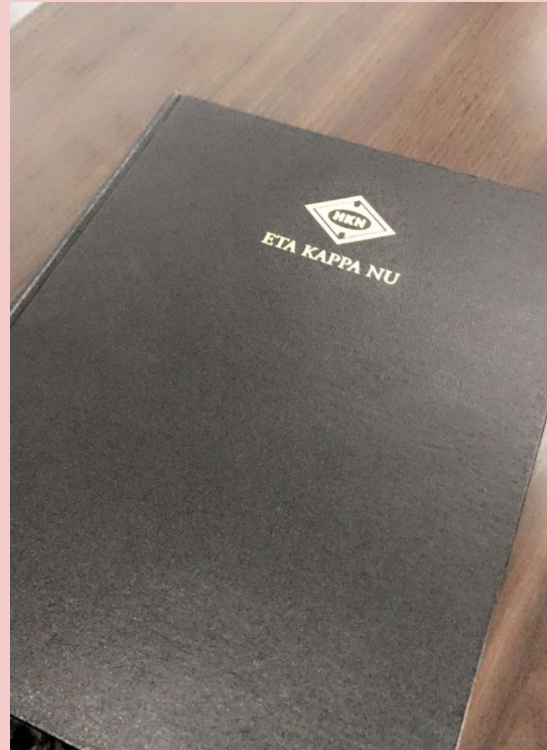
Past Relevant Experience - CSULB (2013 - 2018)

— — —

- ★ Active as a member in student organizations such as Association of Computing Machinery (ACM), Society of Women Engineers (SWE), and IEEE Eta Kappa Nu (HKN).

- ★ Board officer of IEEE-HKN as the Corresponding Secretary (2017-2018)
 - Assisted with coordinating events for the year such as resume-building workshops, industry panels, and networking events, and entertainment outings.
 - Source of communication for these events to the students
 - Liaison between members and board officers

Past Relevant Experience - CSULB (2013 - 2018)



Past Relevant Experience - CSULB (2013 - 2018)



Past Relevant Experience - Volunteer Work



- ★ Representative for Siemens Digital Industries Software at 2019 Society of Women Engineers Conference
 - Spoke about my internship experience and also my transition into a full-time software engineer.

Past Relevant Experience - Volunteer Work



- ★ Representative for Siemens Digital Industries Software at 2019 Society of Women Engineers Conference
 - Spoke about my internship experience and also my transition into a full-time software engineer.
- ★ Category judge at Orange County Science and Engineering Fair since 2019
 - Astronomy, Physics, Software
 - Electrical Engineering

What I Hope To Bring to the Table

- ★ Uplifting women.
- ★ Uplifting minorities.
- ★ Foster diversity and inclusion.
- ★ Be transparent and build trust with students so that there is a solid channel for communication.
- ★ Utilize our network at CSUF to solve issues that are brought forth.



Concluding Thoughts

— — —

- ★ In general, my goal in life is to put a dent in the universe. In other words, I want to make a net positive change in the world in any way possible.
- ★ One of my favorite quotes:

“ Anyone who thinks that they are too small to make a difference
has never tried to fall asleep with a mosquito in the room. ”

African Proverb

Questions?

Thank you!

End of presentation

ASI Board of Directors Vacancy Application 2021–22

#2

CERTIFICATION OF ACADEMIC PROGRESS REQUIRED FOR APPLICANTS

- I hereby acknowledge that I have read, understand, and agree to the preceding statements.

Applicants for office in the Associated Students, CSUF, Inc. must meet academic and university requirements to be to hold office. The form below is intended to present the majority of these requirements and to expedite the procedure whereby your application and continuing eligibility can be verified. For a complete statement of qualifications, please see Article X of the ASI Bylaws.

REQUIREMENTS OF APPLICANT:

All applicants must have been enrolled at CSUF for at least one semester, must be in good standing with the university, must not be on probation, and must have earned a CSUF semester grade point average of 2.0 in the past semester and have a CSUF cumulative grade point average of 2.5 for all classes at CSUF. In addition, all Board of Directors candidates must be enrolled in the college for which they are running or meet any special qualifications, as stated in the ASI Bylaws.

ACADEMIC REQUIREMENTS WHILE HOLDING OFFICE:

Undergraduate Student:

Minimum GPA per semester required: 2.0
Minimum CSUF cumulative GPA required: 2.5
Current units enrolled in: 6 or more

Graduate Student:

Minimum GPA per semester required: 2.0
Minimum CSUF cumulative GPA required: 2.5
Current units enrolled in: 3 or more

(The maximum units allowed while in office are 150 semester units, or 125 percent of the units required for a specific baccalaureate degree objective, whichever is greater. Graduate student officers are allowed to earn a maximum of 50 semester units.)

CERTIFICATION:

I certify that I am an eligible applicant based on the academic requirements listed above and that I will complete the required 6 units of credit for undergraduate student applicants or the required 3 units of credit for graduate student applicants while running for office.

I also certify that I fully understand the academic progress regulations and that I will be disqualified from office upon failing to meet these requirements. *

POSITION RESPONSIBILITIES AND COMMITMENT

- I hereby acknowledge that I have read, understand, and agree to the preceding statements.

Applicants must understand and agree to uphold the following responsibilities and commitments:

CERTIFICATION OF AGREEMENT:

I agree, if appointed to serve as a Board of Directors Member, to be available during the Fall and Spring semesters on Tuesdays and Thursdays between 1:00 PM and 4:00 PM in order to attend ASI Board of Directors meetings and committee meetings.

I agree, if elected, to be available for mandatory Training/Planning/Retreat programs tentatively scheduled for:

- April 16, 12pm–5pm, Position Orientation (if appointed in time)
- June 1, 8am–5pm, Installation Ceremony and First Board Meeting
- June 2 and 3, 8am–5pm each day, Student Government Training
- June 11– June 12, 8am–5pm, Overnight Offsite Leadership Retreat
- August 10, 11 and 12, 8am–8pm each day, August Retreat and Training Sessions
- January 5, 6, and 7, 8am–5pm each day, January Retreat and Training Sessions

I agree, if elected to serve as a member of the ASI Board of Directors, to incorporate the following responsibilities into my role, per ASI Policy Concerning Board of Directors Operations:

1. Board members are required to attend (prepared and on time) for the entire duration of all meetings of the Board of Directors which take place every Tuesday from 1:15 – 3:45 P.M.

2. Board members are required to sit on an Associated Students, Inc. standing committee and be a liaison to at least one of the following: the Association for Inter Cultural Awareness (AICA), Community Service Inter-club Council (CSICC), Sports Club Inter-club Council (SCICC), Mesa Cooperativa, the Black Student Union (BSU), the Resident Student Association (RSA), the Inter Fraternity Council (IFC), the National Pan-Hellenic Council (NPHC), PanHellenic Council (PHC), and the Multicultural Greek Council (MGC).

3. Directors of the Board are required to attend their college's Inter-club council meetings. If scheduling conflicts arise, the director(s) shall

have regular contact meetings with their Inter-club council chair, Inter-club council members, and their assistant dean.

4. Directors of the Board shall establish and maintain weekly office hours (at least one hour a week and by appointment). These hours shall be posted on their respective college's bulletin board and outside the Board of Directors' office.


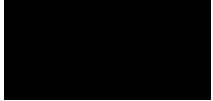
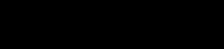
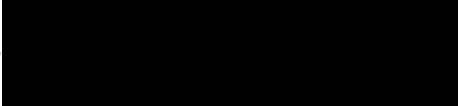
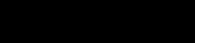
5. When time permits, the Board Chair may schedule ASI promotional events for the Board to carry out after the adjournment of Board Meetings.

6. Directors of the Board are required to keep in contact with their constituents, college-based Deans or Assistant/Associate Deans, and report to the Board on issues and concerns from their college. Two reports will be given each week during regularly scheduled Board of Directors meetings beginning the third week of the fall semester. The reports will be given in alphabetical order, with respect to the college's names.

7. No member of the ASI Board of Directors shall serve as an officer or director of an ASI program, funding council, or board.

8. No member of the ASI Board of Directors shall be employed by the Associated Students Inc.

ANY INFRACTION OF THESE ABOVE AGREEMENTS MAY RESULT IN MY IMMEDIATE REMOVAL FROM OFFICE/POSITION

Applicant Name *	Radhika Sharma
Applicant Address *	 
Primary Phone Number *	
Secondary Phone Number	
Student Email Address (@csu.fullerton.edu) *	
Secondary Email Address	
Applicant CWID *	
CSUF Major(s) (and Minor(s), if applicable) *	Electrical Engineering
Which Board of Directors position are you applying for?: *	College of Engineering and Computer Science
Semesters Completed at CSUF *	5
Overall CSUF GPA *	3.01

Units Completed at CSUF: *	82
Units In Progress at CSUF (this semester) *	16
CSUF Class Level *	Junior
Expected CSUF Graduation Date (MM/YY) *	05/22

What do you believe is the role of ASI on our campus and how does that role relate to this position? *

I believe the role of ASI is to represent the student body and be the voice of their needs so our university can be a more diverse, accepting and accommodating place for our students to thrive at!

Tell us about any relevant past involvement or work experience that you have and how it will help you as a Director for your college. *

My name is Radhika Sharma and I am a junior here at California State University, Fullerton majoring in Electrical Engineering. Throughout my academic career, whether that be in high school or college, I have always wanted to be more than just a student. Therefore, I decided to take my college experience a step further these three past years by involving myself with several student organizations. The following opportunities speak to both my social and academic sides.

I currently serve on the Board of Directors for College of ECS and on the Executive Board of the CSUF Indian Student Association as the Vice President. I have also served as the Marketing Director of the Association of Computing Machinery. These positions have broadened my professional and personal qualities. I have learned how to work effectively in a large organization and how to work with diverse age groups. These experiences have strengthened my leadership skills and have prepared me to take the next step with ASI.

Why are you applying to the ASI Board of Directors? What do you hope to accomplish and/or get out of the experience? *

If I were to be chosen as the Director of College of Engineering and Computer Science, I would be given the opportunity to understand and speak on behalf of my fellow engineers. All students and engineers deserve fair representation, and that starts with advocating for a population that is not always served in the STEM field.

Therefore, after looking at the male to female ratio in the STEM field, it is evident that women do not often get equal representation or sometimes even the chance to voice their opinions. I believe that taking on this position will allow me to make overdue changes with how our college recruits and retains women. This can be addressed by working with my college administrators to increase our recruitment of women from high schools. We can retain women by providing necessary resources, such as more female restrooms, and having career expos and events catered specifically towards women. For that reason, I would like to work alongside the campus Women's Center, Career Center, and the College Dean to make these goals a reality.

Please state any other information that you believe should be considered in this application. *

None.

Please upload your resume in PDF format. If you need help learning how to save a file as PDF visit <http://www.adobe.com/products/acrobat/print-to-pdf.html> *



Associated Students, CSUF, Inc.
 California State University, Fullerton
 Voluntary Authorization for Educational Record Disclosure

• I hereby acknowledge that I have read, understand, and agree to the preceding statement.

A. University Policy

University policy prohibits the release of personally identifiable information from the educational records of students without their prior written authorization. Exceptions to this policy include: a) release of such information to a specified list of officials with legitimate educational interest in the record, b) the release of such information in response to a court order, health or safety emergency, or approved research project, or c) the release of public directory information which has not been previously restricted by the student.

B. Associated Students, CSUF, Inc. Authorization

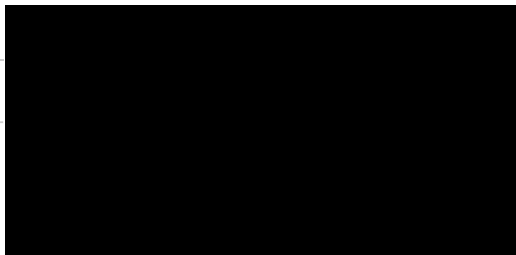
I authorize Associated Students, CSUF, Inc. to access my academic transcript/record to verify my eligibility for its programs and/or positions. I understand that the information accessed may include, but not be limited to, semester and/or overall/cumulative/CSUF grade point averages, unit totals, number of semesters completed, and/or conduct/disciplinary records.

I understand the purpose of this disclosure is to ensure that I meet the minimum requirements established by the university and the ASI. I understand that this authorization will remain in effect as long as I remain involved with a position or program of the ASI and/or do not submit a revocation of this authorization to ASI Leader and Program Development. *

Digital Signature of Authorization and Certification of Application
Enter Your Name *

Radhika Sharma

Enter Your CWID *



Date *

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Radhika V Sharma

EDUCATION

California State University, Fullerton
Bachelor of Science in Electrical Engineering (GPA: 3.11)

August 2018 – May 2022

SKILLS

- Microsoft Office Suite (proficient), NI Multisim (intermediate), MATLAB (intermediate) and VHDL (intermediate), Adobe Photoshop (proficient)
- Languages: English (proficient), Hindi (proficient), Spanish (intermediate)

PROJECT

Electrical Engineering 215 - MATLAB

March 2019 – June 2019

Game Suite in MATLAB

- Designed and presented a fully **functioning game suite of “Tic Tac Toe”** by using matrix and **“Guess The Number”** by using a random integer generator
- Incorporated game design using GUI where player could choose which game to play

EXPERIENCE

Associated Students Inc., Fullerton CA

June 2020 – Present

Board of Directors

- Elected student director for **College of Engineering and Computer Science** to represent **4,600 ECS students**
- Allocate funds and manage the policy changes for CSUF on behalf of Associated Students, Inc
- **Collaborated with College Dean** to enhance recruitment efforts for ECS Ambassador Program
- Proposed a **\$15,000 scholarship** dedicated to **International students each year**
- Created and distributed **survey for over 200 ECS students** regarding the **learning environment for international and female students**

Associated Students Inc., Fullerton CA

August 2020 – Present

Governance Council Member

- **Interviewed, elected, and appointed students** to vacant Board of Directors positions
- **Overlook and pass policy concerns** regarding CSUF council funding and facilities before presenting it to the Board of Directors

Associated Students Inc., Fullerton CA

August 2020 – Present

Community Engagement Committee Member

- Actively interacted with the campus and city community to build connections and promote titan pride
- **Built positive working relationships with community leaders** and residents by attending pertinent public and town hall meetings
- Worked with a team of 5 members to coordinate outreach events and tabling opportunities

Indian Student Association, Fullerton CA

June 2020 – Present

Vice President

- Represented South Asian community at campus wide events and administrative meetings
- Oversee and **assign tasks to executive board of 10 members**
- **Allocated \$5,000 of funding** to programmatic requests
- Introduced digital cultural programming utilizing zoom

Association for Computing Machinery, Fullerton CA

August 2019 – May 2020

Marketing Manager

- **World's largest educational and scientific computing** student-run organization
- **Organized** weekly coding and profession skills workshops such as **team projects, Linux instruction, technical interviews, and resume reviews by Boeing and Verizon Alumni**
- In charge of organization's social medias to market such events

Tutoring, Irvine CA

June 2019 – Present

Tutor

- Private tutoring and instruction to meet the need of dozens of diverse students from grades 1 through 8
- **Elevated student performance in English Literature and Mathematics** by guiding in test-taking strategies, notetaking, prioritizing assignments and studying for exams

Radhika Sharma



Fun Facts!

- ❑ Born in India, Brought up in Thailand & USA
- ❑ Hobbies: Dance and Resin Art
- ❑ Major: Electrical Engineering, Minor: Computer Science



Experience

Association of Computing Machinery

- ❑ **Marketing Director**
 - ❑ Organized weekly coding and profession skills workshops
 - ❑ Incharge of Social Media
 - ❑ Student Outreach

Indian Student Association

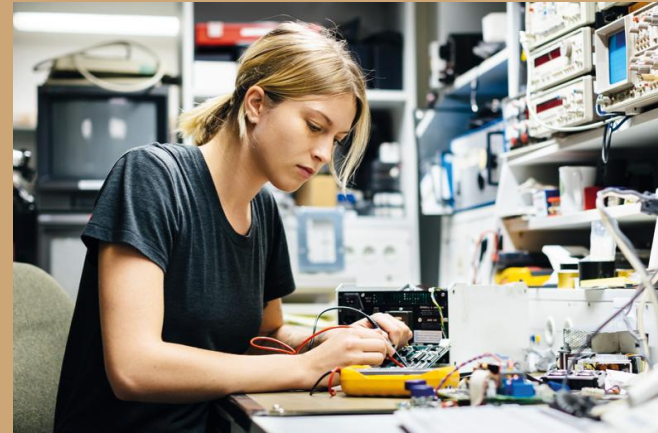
- ❑ **Undergrad Representative**
 - ❑ Student outreach
- ❑ **Vice President**
 - ❑ Overlooking E-Board
 - ❑ Allocated \$5,000 of funding to programmatic requests
 - ❑ Introduced digital cultural programming utilizing zoom

Associated Student Inc

- ❑ **Board of Directors**
 - ❑ Created & distributed survey for over 200 ECS students regarding the learning environment for international and female students
 - ❑ Collaborated with College Dean to enhance recruitment efforts for ECS Ambassador Program

GOALS

- ❑ **Women representation and recruitment** in College of Engineering and Computer Science
 - ❑ Advocating for female professors, career events specifically for women in STEM, and working with outreach to recruit more women from high schools & community colleges
- ❑ Northeastern granted financial award to College of ECS in order to recruit, retain and graduate women in ECS
 - ❑ Range of support services will be offered, such as tutoring & career planning, to female students their entire college journey
 - ❑ Mentorship program between upperclassmen and prospective community college transfer students



*THANK YOU
FOR LISTENING! :)*

—



CALIFORNIA STATE UNIVERSITY, FULLERTON™

A RESOLUTION ADOPTING THE ASI ANTI-RACISM, DIVERSITY, EQUITY AND INCLUSION PLAN

Sponsors: Seleena Mukbel

WHEREAS, The Associated Students, Incorporated (ASI) is a 501 (c)(3) nonprofit organization that operates as an auxiliary organization of California State University, Fullerton; and

WHEREAS, ASI is governed by ASI Board of Directors, sets policy for the organization, approves all funding allocations to programs and services, and advocates on behalf of student interests on committees and boards; and

WHEREAS, ASI's mission is to provide students and campus community members with important social, cultural, and recreational opportunities as well as a wide range of programs and services; and

WHEREAS, at the beginning of the fall 2020 semester, the ASI Executive Director, ASI President, ASI Vice President, and ASI Board of Directors Chair charged a working group of ASI staff to develop ASI's Anti-Racism, Diversity, Equity, and Inclusion Plan for the future; and

WHEREAS, in the fall 2020 semester, the ASI Anti-Racism/DEI working group completed a two-part diversity strategic planning training facilitated by the CSUF HRDI Diversity Inclusion and Equity Programs team; and

WHEREAS, the training was based on the Multi-Cultural Organizational Development (MCOD) framework of Bailey Jackson, Ed.D., and Rita Hardiman, Ed.D and helped the team identify the culture of the ASI organization and where ASI is relative to becoming an inclusive multicultural organization; and

WHEREAS, the working group developed an internal assessment that sought to understand individual experiences related to diversity, equity, and inclusion within ASI and how those individual experiences make up the current state of our organization; and

WHEREAS, the outcome of the working group's efforts and the completed assessment have been integral to and informed the development of the draft plan, therefore be it

RESOLVED, ASI approves of the adoption of the ASI Anti-Racism, Diversity, Equity and Inclusion Plan; and let it be

RESOLVED, ASI thanks Cathy Higa, Master Teacher, Children's Center, Veronica Rosas, Master Teacher, Children's Center, Stacey Wong, Lead Teacher, Children's Center, Kirsten

Stava, Operations Manager, TSU Operations, Leo Young, Manager, University Conference Center, Alison Wittwer, Aquatics & Safety Coordinator, Titan Recreation, Marcus St. Phard, Associate Director, Titan Recreation, Andrea Frausto-Zamora, Graduate Assistant, Leader and Program Development, Asha Nettles, Coordinator, Leader and Program Development, and Drew Wiley, Director, Leader and Program Development, for their service on the working group addressing and developing this plan; and let it be finally

RESOLVED, that this Resolution be distributed to the ASI Executive Director and applicable ASI departments.

Adopted by the Board of Directors of the Associated Students Inc., California State University, Fullerton on the DATE day of MAY in the year two thousand and twenty-one.

Maria Linares
Chair, Board of Directors

Selene Hanna
Treasurer/Secretary, Board of Directors

Introduction and Summary of Charge

At the beginning of the fall 2020 semester, the ASI Executive Director, ASI President, ASI Vice President, and ASI Board of Directors Chair charged a working group of ASI staff to develop ASI's Anti-Racism, Diversity, Equity, and Inclusion Plan for the future. This plan addresses training needs, organizational changes to processes and policy, and other meaningful ways ASI can respond in support of our diverse communities.

ASI Anti-Racism, Diversity, Equity and Inclusion Working Group Members:

- Asha Nettles (Co-Lead)
- Drew Wiley (Co-Lead)
- Andrea Frausto-Zamora
- Cathy Higa
- Veronica Rosas
- Marcus St. Phard
- Kirsten Stava
- Alison Wittwer
- Stacey Wong
- Leo Young

Workgroup Training with CSUF Human Resources, Diversity, and Inclusion (HRDI)

In the fall 2020 semester, the ASI Anti-Racism/DEI working group completed a two-part diversity strategic planning training facilitated by the CSUF HRDI Diversity Inclusion and Equity Programs ¹team. This training was based on the Multi-Cultural Organizational Development (MCO) framework of Bailey Jackson, Ed.D., and Rita Hardiman, Ed.D. The purpose of this training was to identify ASI's current organizational development stage from which the working group could begin to develop the plan identified in this document.

Multicultural Organization Development (MCO) Framework:

Jackson and Hardiman² theorized that in order to achieve the vision of an inclusive multicultural organization (MCO), it is necessary to view the organization as the target of the change. The organization itself is the client. In order to utilize the MCO framework, there are a few key starting assumptions:

1. *Individual consciousness raising and training activities for individuals in organizations may be necessary but are not sufficient to produce organizational change.* Organizations must also change the policies and practices that support the status quo around diversity issues.
2. *Organizations are not either "good" (multicultural) or "bad" (mono-cultural).* Organizations exist on a continuum and understanding their specific place on the continuum is key to developing change goals and intervention plans.
3. *The change process needs to be pursued with a clear vision of the "ideal" end state, or the multicultural organization, in mind.*
4. *The picture of the real should be derived from an internal assessment process.* A structured assessment that can be used to identify and describe the current state of diversity and social justice in the organization should be used to establish the baseline or current state of what "is" in the organization.
5. *Ownership of the MCO process is a key to success.* In order for an MCO initiative to be successful, organization members must acknowledge the need for change and own the change goals and intervention plans.
6. *Significant organizational change in social justice and diversity will occur only if there is someone monitoring and facilitating the process.*

¹ <https://hr.fullerton.edu/diep/>

² <https://equitydiversity.cals.wisc.edu/wp-content/uploads/sites/39/2017/11/Theory-and-Practice-of-Multicultural-Org-Dev-1.pdf>

MCOD Development Stages

The MCOD Development Stage Model identifies six points on a developmental continuum, each describing the consciousness and culture of an organization regarding issues of social justice and diversity and where an organization is relative to becoming an inclusive MCO.

Stage 1: Exclusionary: The exclusionary organization is defined by a single culture and deliberately restricts membership. An organization at this stage openly maintains the dominant group's power and privilege through intentional design. It does not address discriminatory, exclusionary, and harassing actions and creates an unsafe/dangerous environment for subordinated group members. The exclusionary organization does not provide diversity, equity and inclusion learning opportunities or resources.

Stage 2: Club: The club maintains privilege for those who have traditionally held power and influence. The dominant culture is institutionalized in policies, procedures, services, etc and is upheld through norms or "business as usual." The club has a limited number of "token" members from other social identity groups allowed in if they have the "right" credentials, attitudes, behaviors, etc. An organization at this stage engages issues of diversity and social justice only on the dominant culture members' terms and within their comfort zones.

Stage 3: Compliance: The compliance organization is committed to removing some of the discrimination inherent in the club and provides some access to some members of previously excluded groups. An organization at this stage makes some efforts to diversify workforce demographics, particularly at the bottom of the organization. The behavior of token hires is typically restricted (ex: must be team players, cannot make waves, must not offend or challenge dominant group members, must assimilate into the organizational culture, must not challenge the system or "rock the boat," must not raise issues of sexism, racism, classism, heterosexism, etc.).

Stage 4: Affirming: The affirming organization has demonstrated commitment to eliminating discriminatory practices and inherent advantages. An organization at this stage actively recruits and promotes members of groups that have been historically denied access and opportunity. The organization provides ongoing support and career development opportunities to increase success and mobility. Employees are encouraged to be non-oppressive through awareness trainings but are asked to assimilate to organizational culture.

Stage 5: Redefining: The redefining organization actively works toward developing a diverse organization and to move the organization beyond being merely "non-discriminatory" and "non-oppressive." An organization at this stage works to create an environment that values and capitalizes on diversity and works to ensure full inclusion of a diverse workforce to enhance the growth and success of the organization.

Stage 6: Inclusive: The inclusive organization ensures that its mission, values, operations, and services reflect the contributions and interests of a wide diversity of cultural and social identity groups. The inclusive organization acts on its commitment to eradicate all forms of oppression across all identity groups and makes decisions with the full participation of those group members. An organization in this stage implements continuous improvement strategies and actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create inclusive organizations.

It is important to note that while the goal is to be an inclusive organization, that goal is not a fixed and permanent arrival point. It takes continuous work to maintain that standard and more work to address incidents that speak to stages 1-5 in the future.

Initial Placement

The working group was given the preliminary task of identifying a current continuum stage for our organization. The working group identified ASI CSUF to likely be at stage 3, the Compliance Organization.

ASI Baseline Assessment

Survey Design

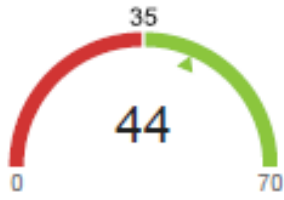
Building upon the placement at stage 3, the Compliance Organization, the working group developed an internal assessment with qualitative and quantitative survey measures based on the MCOB stage descriptors, which contained conditions or experiences with a presence or lack of: discrimination, exclusion, assimilation, diversity and equity. This survey sought to understand individual experiences related to diversity, equity, and inclusion within ASI and how those individual experiences make up the current state of our organization. The working group used the collected data to establish a baseline understanding of ASI's current organizational DEI state. This understanding has shaped the development of ASI's DEI plan and will provide direction for stewarding ASI toward becoming a more diverse, equitable, and inclusive organization.

Summary of Findings

While a detailed analysis of all quantitative and qualitative data is essential to make effective, sustainable improvements with the diversity, equity, and inclusion within ASI, the summarized findings below do support the working group's initial placement in Stage 3 of the MCOB model.

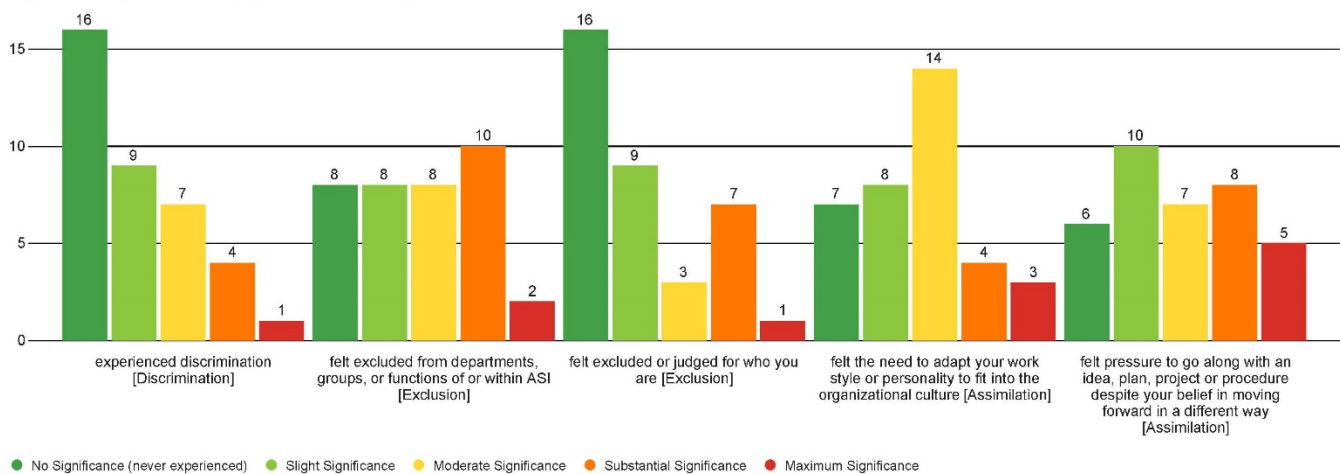
1. **Lack of Trust** - After receiving the survey, several ASI Staff shared significant verbal feedback with ASI Anti-Racism & Diversity, Equity, & Inclusion working group members about a lack of trust in the anonymity and confidentiality of survey response data. While the feedback may impact the validity of aggregated survey responses in ways that we cannot directly identify or quantify, the feedback informs our assessment of the current state of ASI CSUF.
2. **Lacking Representation of All ASI Departments** – The response data indicates statistically representative response rates from the Titan Student Union, Children's Center, and Titan Recreation. The Accounting, Administration, Building Engineering, Human Resources, Information Technology, Executive Offices, Leader and Program Development, and Marketing & Communications areas lacked sufficient responses to validly represent those areas with this data.
3. **Validation of MCOB Stage 3** – The significant negative experiences reported for each of the MCOB themes surveyed supported the working group's preliminary identification of ASI CSUF at MCOB Stage 3. The most significant negative experiences reported were related to the themes of Assimilation and Exclusion.
4. **Potential Gender-Based Oppression** – The response data identified significantly more negative experiences reported by staff who identified as women as opposed to staff who identified as men. Qualitative data revealed this disparity may have resulted from a limited number of experiences/incidents. Overall, the data suggests a potential need to address issues of inclusion based on gender. More data is needed to confirm and further clarify these potentially recurring, pervasive issues.
5. **Positive Experiences with Equity & Discrimination** – A significant number of positive experiences were reported for the themes of equity and addressing discrimination. The ASI staff sees steps being taken to address diversity, equity and inclusion.
6. **Organizational Structure, Positions, & Leadership** - A significant amount of qualitative responses mentioned issues seemingly rooted in/tied to the organizational structure, positions, and leadership within ASI CSUF.

Response Rate



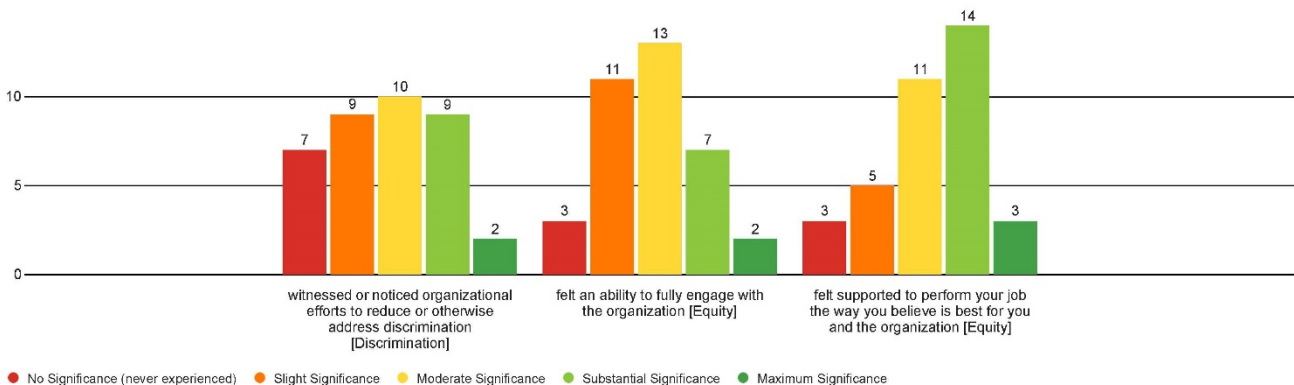
- The Titan Student Union, Children's Center, and Titan Recreation areas provided response rates to sufficiently represent each area.
- The Accounting, Administration, Building Engineering, Human Resources, Information Technology, Executive Offices, Leader and Program Development, and Marketing & Communications areas lacked sufficient response rates to validly represent each area.
- Information about representation from these areas has been included to reiterate the importance of the lack of representative participation.

Negative Experiences (by staff members)



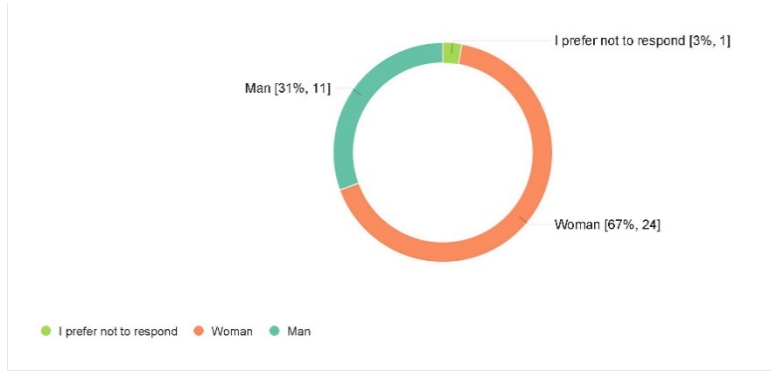
Notes: 'No Significance' (green) indicates counts of those who reported not having experienced anything associated with the MCOD theme. 'Maximum Significance' (red) indicates counts of those who reported having had the most significant experiences associated with the MCOD theme. Significant negative experiences were reported for each of the MCOD themes surveyed. The most significant negative experiences reported were related to the themes of Assimilation and Exclusion.

Positive Experiences (by staff members)



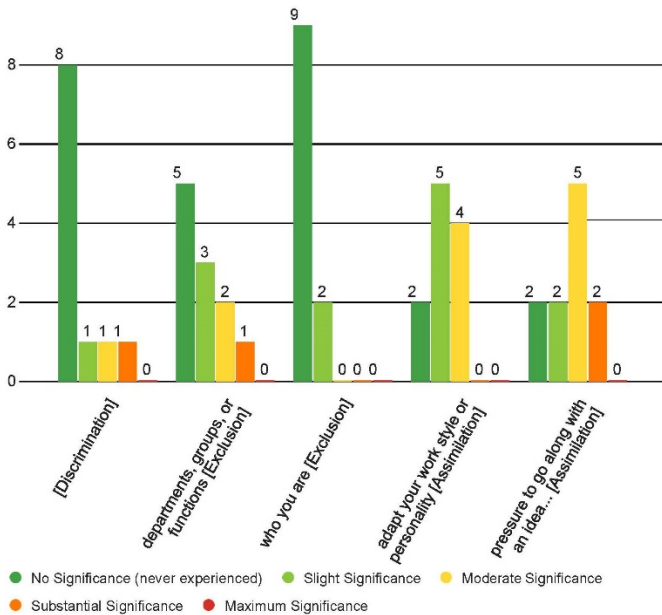
Gender

Respondent data demonstrated a statistically significant disparity between differing genders' negative experiences with each theme assessed.

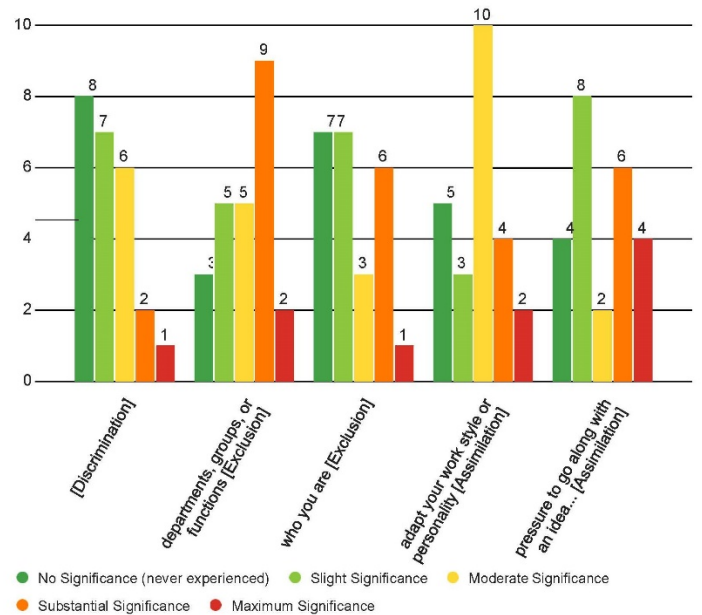


No survey respondents selected the 'Trans' or 'Other' gender response options; 8 respondents chose not to respond.

Men's Negative Experiences (by staff member)



Women's Negative Experiences (by staff member)



Qualitative Themes: Themes that emerged through the working group's analysis of the qualitative (open-ended) responses are listed below.

- Varied identities-based sense of not belonging and having to try to "fit in" (assimilation)
- Desire/need for organization/leadership to better address prevalent/national instances of racism which impact our community and work
- Organizational structure/leadership-based exclusion
- Gender-based discrimination
 - Individual experiences of discrimination toward staff who identify as women.
 - Experienced exclusion from a "boys club" which seems to give privilege to certain staff who identify as men.
- Feeling valued for one's contribution/work (most often by departmental team)
- Feeling supported to do one's work (most often by departmental team)

While there are some survey theme areas that are not identified as statistically significant, that does not mean that ASI CSUF does not forwardly include those measures within our organization's work. ASI remains in a unique place to be able to build and capitalize on what we know so far alongside the organizational standard we set in moving toward an inclusive organization.

ASI's Anti-Racism, Diversity, Equity and Inclusion Recommendations

According to the MCOB framework, the goal of the compliance organization is to build and implement a data-based strategic plan, increase the numbers of staff, managers and administrators from subordinated groups (those groups who lack power compared to the dominant group), and create structures to ensure they are welcomed and embraced within the organization and local community. These identified goals help move the organization through the continuum toward being an inclusive organization. The challenge at this stage is to guard against using individual experiences or incidents to generalize the whole organization, and instead use experiences to reveal stress points within the organization that are not being addressed. The recommendations below were developed utilizing MCOB strategic actions associated with ASI CSUF's current stage as well as what the working group learned from the internal assessment.

Recommendation 1: Establish ASI Anti-Racism, Diversity, Equity and Inclusion Committee

Phase 1

1. ASI will form a Committee to carry out the work of the DEI plan. The composition of this Committee will include a wide range of staff members from all ASI departments.
 - a. Each member of the Committee is responsible for facilitating discussion within their respective departments about the Committee's work to incorporate perspectives and input throughout the larger organization into the Committee's work.
2. This Committee will identify and implement strategies to engage all staff and overcome challenges.
3. This Committee will define and measure what success looks like for each area and item of the plan. In the development of these measures, it is important to set a standard of success that is attainable to all employees and that challenges the organization to progress forward.

Phase 2

1. Building on the recommendations identified in this plan, the Committee will implement a long-term inclusion strategic plan (ISP) in consultation with ASI Senior Staff. A long-term inclusion strategic plan would include future recommendations to support ASI's progress toward being an inclusive organization.

Recommendation 2: Organizational Social Justice & Inclusion Competencies

Phase 1

1. In collaboration with ASI student leaders, the Committee will identify social justice & inclusion competencies, for all professional staff and student staff and develop an implementation plan that includes integration into annual training and development plans, evaluations, etc.

Phase 2

1. Integrate social justice & inclusion competencies into ASI Human Resources programs and all other training sessions.

Phase 3

1. Revise ASI performance evaluation with ASI Human Resources to hold staff accountable for demonstrating these social justice & inclusion competencies in their daily work activities.

Recommendation 3: Professional Development Opportunity

Phase 1

1. Continue development and training to increase depth of commitment and consistent demonstration of foundational social justice & inclusion competencies.

Phase 2

1. Create developmental opportunities for members of dominant groups to examine their privilege, the dominant culture, and explore their role in partnering to drive change.
2. Create meaningful opportunities for members of across the organization's diverse identity group to meet/interact.
3. Create a cross mentoring program for ASI staff to connect with members of other identity groups with the goal to facilitate the staff members development of social justice & inclusion competencies and promote ...

4. Stay informed on current social justice & inclusion efforts of peer institutions and other organizations.
5. Develop productive networks with other community leaders and campus partners and meet as needed to review current plans, progress towards goals, and give receive feedback on plans for next steps.

Phase 3

1. Implement a comprehensive training and development initiative to increase more advanced social justice & inclusion competences of all ASI professional staff and student staff.

Recommendation 4: Organizational Development and Policy

Phase 1

1. Create meaningful dialogue among top ASI professional staff leaders and members of subordinated groups and key allies. This recommendation includes identifying the patterns of communication that will allow intentional time and focus for meaningful dialogue throughout our various staffing levels and across functional units.
2. Examine and revise ASI policies, practices, and structures through a lens of inclusion and equity, applying social justice & inclusion competencies expected of ASI professional staff. These may include, but are not limited to, job descriptions, department/division mission statements, decision-making processes, protocol to respond to grievances, hate crimes and sexual assaults, performance evaluations, reward structures, marketing materials, recruiting practices, hiring practices, promotional processes, and career development processes.
3. Require all ASI search committees to participate in equity, diversity, and inclusion workshops designed to eliminate discriminatory practices and increase the hiring of candidates who demonstrate core social justice & inclusion competencies.
4. Examine and revise, as needed, all on-boarding and orientation/training programs of ASI professional staff and student staff to address issues of inclusion.

Recommendation 5: Programs and Services

Phase 1

- Clarify, communicate, and uphold clear expectations for the quality of client-focused programs and services. Create an organizational standard for programs and services based on our social justice & inclusion competencies.
- Clarify, communicate, and uphold clear expectations for the quality of workplace climate for all ASI professional staff.

Phase 2

1. Require Diversity/Inclusion Plans from each ASI department that identify measurable strategies to meet Diversity Goals, carry out the organizational mission, and uphold our values.

Recommendation 6: Assessment Needs

Phase 1

1. Collect, analyze, and compare comprehensive data on organizational climate and status quo. In phase 1, the assessment needs are focused on the support of the development of the social justice & inclusion competencies, policy development and programs and services.

Phase 2

1. Collect, analyze, and compare comprehensive data on recruitment and promotions. In phase 2, the assessment needs are focused on the support of recommendations made for programs and services.

Phase 3

1. Collect, analyze, and compare comprehensive data on retention and professional development opportunities. In phase 3, the assessment needs are focused on the support of the recommendations tied to professional development and opportunity.

Conclusion

The working group enthusiastically addressed the charge of drafting the ASI Anti-Racism, Diversity, Equity, and Inclusion Plan. While working through the details and processes, it became abundantly clear that this type of work carries enormous emotional and intellectual weight. Yet that weight did not and will not hold the group back from moving forward, as this work is preeminently important to the development and success of the students, the organization, and the institution. As Titans, ASI seeks to eradicate oppression and more equitably serve this collective community. Work toward achieving these goals will require resiliency and agility from all engaged individuals and this plan was constructed so as to sustainably support and fuel those efforts.

As ASI evolves into an inclusive organization, this plan will spur the development of another – a long-term Inclusion Strategic Plan (ISP) that is perpetually embedded into ASI's regular strategic planning cycle. The ISP will guide ASI navigate our journey toward becoming an inclusive organization, marking the checkpoints of the 'affirming' and 'redefining' organizational stages through which we will progress. With the resolve already garnered and the commitment to continuously analyze and reevaluate our progress, the working group is confident that ASI and the entire Titan community can become the inclusive organization that embraces and supports all identities as we act to eradicate all forms of oppression.



CALIFORNIA STATE UNIVERSITY, FULLERTON™

RESOLUTION ON THE DIVESTMENT FROM UNIVERSITY POLICE TOWARD INVESTMENT IN CSUF CAMPUS SAFETY AND MENTAL HEALTH

Sponsors: Maria Linares, Seleena Mukbel, Martalinda Leiva, Lauren Loeb, Janica Torres

Co-Sponsors: Ileana Lugo (Students for Quality Education), Daniela Hernandez (Students for Quality Education), Ash Hormaza (Women, Gender & Queer Studies Student Association), Leaonna Duran (Women, Gender & Queer Studies Student Association), Nick Henning (Secondary Education Department, CFA Fullerton), Mei-Ling Malone (African American Studies Department), Rebecca Dolhinow (Women & Gender/Queer Studies Department)

WHEREAS, The Associated Students, Incorporated (ASI) is a 501(c)(3) nonprofit organization that operates as an auxiliary organization of California State University, Fullerton; and

WHEREAS, ASI is governed by ASI Board of Directors, who set policy for the organization, approve all funding allocations to programs and services, and advocate on behalf of student interests on committees and boards; and

WHEREAS, ASI is recognized as the official voice of over 40,000 ¹CSUF students and tasked with expressing and protecting their rights and interests. ASI works with and checks CSUF administration as part of shared governance in determining if the efforts and initiatives of campus administrators align with the needs and the interests of the student body; and

WHEREAS, Stated in their mission and values², CSUF UPD is committed to providing quality service to the university to facilitate its academic and community service mission, and will successfully meet this challenge by upholding professional standards that embody values of service orientation, effective leadership, and empowerment; and

WHEREAS, The CSU mandates all 23 California State University campuses operate a police department³, whose peace officers are sworn and certified by the California Commission on Peace Officer Standards and Training (POST), and each police safety department is charged with maintaining a safe campus environment by enforcing federal and state laws, CSU regulations, and the establishment of crime deterrence and prevention-related programs; and

¹ <https://www.collegetuitioncompare.com/edu/110565/california-state-university-fullerton/enrollment/>

² <https://police.fullerton.edu/ourteam/Default.php>

³ <https://www2.calstate.edu/systemwide-campus-safety-security/Pages/university-police-departments.aspx>

WHEREAS, The police killings of historically marginalized persons have increased⁴ especially those of unarmed Black and Latinx community members who are killed at a disproportionate rate in California. The Black population is 6.5%, yet the percentage of police killings of unarmed Black persons is 19.6%. In addition, the Latinx population is 39.4%, yet the percentage of police killings of unarmed Latinx persons is 46.4%; and

WHEREAS, American Indian and Alaskan Native peoples face a higher risk of being killed by police than whites⁵. American Indian men are 1.7 times more likely to be killed by police than white men and American Indian women are 2.1 times more likely to be killed than white women; and

WHEREAS, It was announced on June 12th, 2020, that all 23 of the CSU Police Chiefs⁶ pledged to implement recommendations from President Obama's Task Force on 21st Century Policing to take action and implement accountability, equity, and justice; and

WHEREAS, The guide to assisting students in distress for CSUF states that the policies of the campus police supersede that of CAPS⁷ in cases where a student is perceived to be disorderly, reckless, threatening, or a “danger” to self or others, or any other case of perceived potential risk to safety; and

WHEREAS, Such cases are subjective and open to harmful conscious and unconscious racial bias where the policy is to contact campus law enforcement. Additionally, research and history indicate that police unnecessarily escalate conflict situations and mishandle distressing events that would be better served by mental health professionals; and

WHEREAS, In 2018, approximately 25% of fatal shootings⁸ perpetrated by police officers involved persons with preexisting mental illnesses; and

WHEREAS, There is no training for UPD on how to reduce risk of serious injury or death during an emergency interaction between persons and/or students with mental illness. CSUF’s UPD only receives training on de-escalation, awareness, and Title IX; and

WHEREAS, Faculty and staff who are untrained and ill-equipped to handle mental health crises are guided to complete a lengthy online referral form for students in distress⁹, which may take one to three business days for said student to receive a response and support in finding adequate resources, though they may be in need of urgent support; and

⁴ <https://calmatters.org/explainers/california-police-shootings-deadly-force-new-law-explained/>

⁵ <https://www.pnas.org/content/116/34/16793>

⁶ <https://www2.calstate.edu/csu-system/news/Pages/CSU-Police-Chiefs-Pledge-to-Implement-Recommendations-from-The-Presidents-Task-Force-on-21st-Century-Policing.aspx>

⁷ <http://www.calstate.edu/red-folder/?campusSel=Fullerton>

⁸ <http://jaapl.org/content/early/2019/09/24/JAAPL.003863-19>

⁹ <http://www.fullerton.edu/caps/pdfs/HSID%20Guide%20FINAL.pdf>

WHEREAS, UPD's budget for the 2019-2020 year was \$6,339,939.90 according to the UPD Revenue/ Expense Summary Report¹⁰. UPD's budget for the 2019-2020 year was \$4,146,188 according to the 4th quarter Operating Fund Budget/ Expenditure Summary Report¹¹. Wherein the numbers for the UPD budget according to different official sources do not align with each other and lack transparency as to why they don't align; and

WHEREAS, UPD has a higher budget than most student-focused departments and resources such as the Student Engagement 2019-2020 budget according to the 4th quarter Operating Fund Budget/ Expenditure Summary Report¹². This includes funding for the Women's Center (\$235,026), Diversity Initiatives and Resource Centers (\$479,563), Title IX (\$419,019), and more. As well as the Student Retention 2019-2020 budget which includes the Disability Support Services (\$1,187,566), Student Health and Counseling (\$1,618,609), Student Academic Services (\$820,982), Veteran's Resource Center (\$199,753); and

WHEREAS, Historically, law enforcement agencies receive either inadequate or no training in responding to crimes of gender-based sexual violence such as sexual assault, harassment, domestic violence, and stalking; and

WHEREAS, It is not required for campus police to be trained on how to handle sexual assault cases specifically involving victims undergoing stress or trauma immediately after the incident, especially folks from the LGBTQ+ community.

WHEREAS, "Justice" processes through law enforcement do not center nor comprehensively support survivors in their healing, nor do they address the root causes of harm to truly prevent it from happening in the future; and

WHEREAS, UPD is armed with department issued firearms¹³: Glock 22, 40 caliber, Glock 17, 9., AR-15 platform, 223; department issued MP5' and authorized secondary weapons such as .38.380, 9mm, .40 and .45 caliber firearms. Furthermore, officers assigned with the Critical Response Unit are armed with 37/38mm Shoulder GAS Gun; 40mm Launcher; Shotgun, loaded with lethal and non-lethal ammunition, MP5 A2 or A3; and AR-15 rifle and shall not fire warning shots; and

WHEREAS, these weapons are incredibly costly with AR- 15 rifles priced at \$1,200 - 2,000. Furthermore, four 30-round AR-15 magazines per officer and ammunition cost \$15 for each magazine and handguns cost around \$350-500. Hundreds are spent on body armor (around \$500) including ballistic helmets and visors. Costs for tasers and holsters (\$40-50),

¹⁰ https://drive.google.com/file/d/1-uV1-dlYrY_bpEQUBxINIOPcHY5MKW1t/view

¹¹ https://resourceplanning.fullerton.edu/documents/reports/budget_reports/quarterly/19_20/4th%20Quarter%20Report.pdf

¹² https://resourceplanning.fullerton.edu/documents/reports/budget_reports/quarterly/19_20/4th%20Quarter%20Report.pdf

¹³ <https://www2.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Documents/unit8-supra/SUPA-2015-2018.pdf>

batons (\$100-150), baton ring or collapsible/expandable baton holder (\$20-\$30) also take away from potential funds that could be diverted to support students wellness. Finally, each CSU Police Department also has ballistic shields which cost around \$2000. In total, the funding directed towards weaponry is astoundingly excessive and alarming, not only unnecessary but also deeply harmful; and therefore let it be

RESOLVED, ASI shall address systemic racism embedded in policing and establish a culture of well-being and harm reduction by calling upon Cal State Fullerton to significantly limit ties and/or sever contracts and trainings with local, county, and state police departments; and let it be further

RESOLVED, ASI calls upon CSUF to publish all existing contracts, memoranda of understanding, and other agreements with local, county, state, and federal agencies for transparency; and let it be further

RESOLVED, ASI calls for banning all aggressive police tactics, lethal firearms, and excessive use of force during student protests, student events, and any other campus situations.

RESOLVED, ASI calls for a divestment from UPD in order to sincerely invest funding in life-affirming resources for all students and those disproportionately harmed by policing and the carceral system; and let it be further

RESOLVED, ASI calls for the hiring of more mental health counselors to represent CSUF's diverse student body reflected in the American Psychological Association student ratio guidelines¹⁴ to a minimum ratio of 1 counselor to every 1,000 students on campus; and let it be further

RESOLVED, ASI calls for the hiring of more QTBIPOC mental health counselors as racial representation aids student wellness and inclusion; and let it be further

RESOLVED, ASI calls for reallocating funding from vague police budget areas such as "temporary help," "other expenses," "equipment non-instructional," and "general supplies" to ensure the hiring of more QTBIPOC counselors on campus in order to provide adequate and meaningful mental support for our diverse student population; and let it be further

RESOLVED, ASI calls for CAPS and mental health professionals to be the first to determine whether a student is a danger to self and others instead of UPD. Protection and rehabilitation should be at the forefront as first steps for student mental health, not punishment; and let it be further

RESOLVED, ASI calls for Student Affairs to decrease their relationship with policing and do community outreach for restorative and transformative resources instead, as well as receive training in transformative justice values, principles, and practices; and let it be further

¹⁴ https://www.calfac.org/sites/main/files/file-attachments/counseling_in_the_csu_handout_final.pdf

RESOLVED, ASI calls for Campus Housing to decrease their relationship with university police. Resident advisors, staff, and administration shall be required to take consistent unconscious bias training, as well as training in and implementing practices of restorative and transformative justice; and let it be further

RESOLVED, ASI calls for CSUF to be more transparent and accountable to students by frequently and accurately reporting and publishing all important data and budget allocations of the police budget, line by line on a yearly basis, with accessible language for folks outside of these departments to understand; and let it be further

RESOLVED, ASI calls upon CSUF's Academic Senate to pass a resolution to divest from UPD and invest in campus safety in an effort to support students and provide more leverage to the issue; and let it be further

RESOLVED, That in efforts to stand in solidarity with state and nationwide movements of defunding the police and establish true support and campus safety for our entire student body, ASI calls upon CSUF to implement such changes outlined by a three-year timeline specified by Students for Quality Education (SQE); and let it be further

RESOLVED, ASI calls for CSUF to update on their progress of the resolution and report annually to the Board of Directors and SQE; and let it be further

RESOLVED, ASI calls for SQE to be invited to the Chief Advisory Board once a semester to receive updates on the progress of the resolution; and let it be further

RESOLVED, ASI thanks Students for Quality Education (SQE), the Women, Gender, and Queer Studies Student Association (WGQSSA), the Women and Gender/Queer Studies Department (WGST/QS), the Black Student Union (BSU), the Afro-Ethnic Students Association (AESA), Movimiento Estudiantil Chicanx de Aztlan (MEChA), Central Americans for Empowerment (CAFE), Bayanihan Collective (BK), Student Association for Asian American Studies (SAAAS), Students for Justice in Palestine (SJP), Inter-Tribal Student Council (ITSC), Alianza Chicanx (AC), Xhercis Méndez (WGST/QS), Karyl Ketchum (WGST/QS), Moe Miller (Criminal Justice Department), California Faculty Association (CFA) Fullerton Chapter, Undocumented & Ally Faculty Staff Association (UAFSA), and Researchers and Critical Educators (RACE) for supporting the resolution and signing in solidarity for its passing; and let it be finally

RESOLVED, That copies of this resolution will be distributed to: the students of CSUF; University President Framoze Virjee; Office of the Provost and Academic Affairs; Vice President of Student Affairs Dr. Tonantzin Oseguera; Interim Director of Student Life & Leadership Alisa Flowers; the Office of the Dean of Students; Vice President and Chief Financial Advisor for the division of Administration and Finance Danny C. Kim; Director of Diversity Initiatives & Resource Centers Sofie Leon; Title IX and Gender Equity Coordinator Sarah Bauer; the CSUF Academic Senate; the California Faculty Association (CFA); the Cal State Student Association (CSSA) and all 23 CSU Student Governments;

Chief Raymund Aguirre of the University Police Department (UPD); CSU Chancellor Joseph I. Castro; and the California State University Board of Trustees.

Adopted by the Board of Directors of the Associated Students Inc., California State University, Fullerton on the ___ of May in the year two thousand and twenty one.

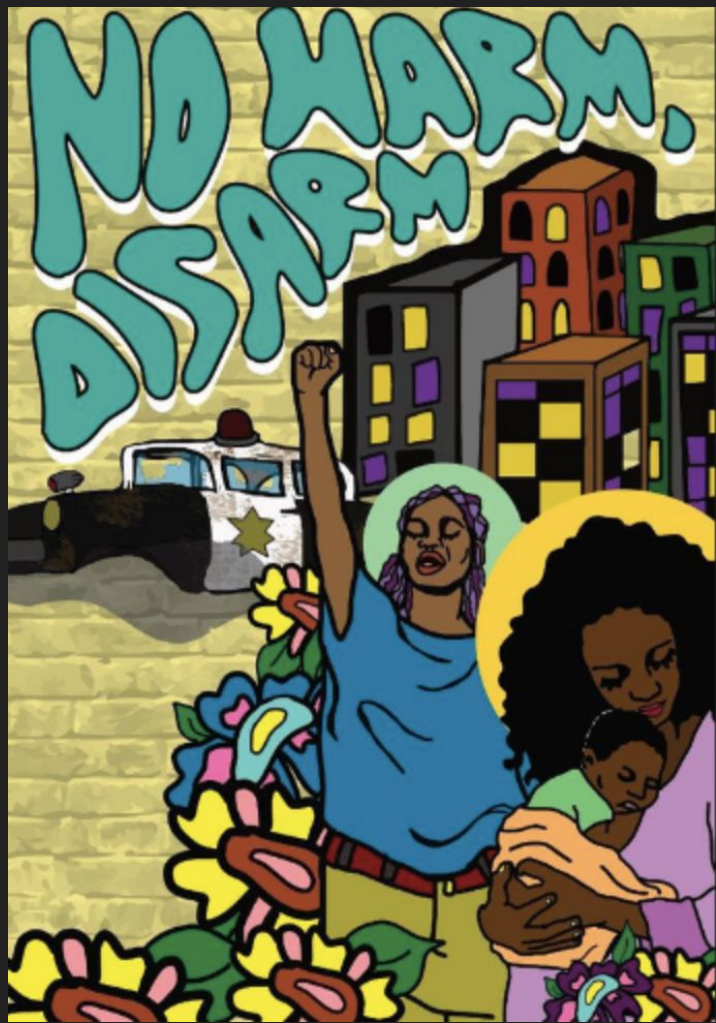
Maria Linares
Chair, Board of Directors

Selene Hanna
Treasurer/Secretary, Board of Directors

Resolution On The Divestment From University Police Toward Investment In CSUF Campus Safety And Mental Health

Co Sponsors

Ileana Lugo, Daniela Hernandez, Ash Hormaza, Leaonna Duran, Nick Henning
(Secondary Education Department, CFA Fullerton), Mei-Ling Malone (African
American Studies Department), Rebecca Dolhinow (Women & Gender/Queer Studies
Department)



Background



In light of recent movements, such as BLM & No Harm Disarm, people are calling for divestment from police in order to focus on community based measures for safety. Many students of color do not feel safe with police presence as we have lived with them as a threat to our communities.

- **WHEREAS**, The guide to assisting students in distress for CSUF states that the policies of the campus police supersede that of CAPS in cases where a student is perceived to be disorderly, reckless, threatening, or a “danger” to self or others, or any other case of perceived potential risk to safety; and
- **WHEREAS**, *Such cases are subjective and open to harmful conscious and unconscious racial bias* where the policy is to contact campus law enforcement. Additionally, research and history indicate that police unnecessarily escalate conflict situations and mishandle distressing events that would be better served by mental health professionals; and
- **WHEREAS**, In 2018, approximately 25% of fatal shootings perpetrated by police officers involved persons with preexisting mental illnesses; and

- **WHEREAS**, Faculty and staff who are untrained and ill-equipped to handle mental health crises are guided to complete a lengthy online referral form for students in distress, which may take one to three business days for said student to receive a response and support in finding adequate resources, though they may be in need of urgent support; and

To feel safe with the police is a privilege, and as we continue to see reports of police brutality ending in the murder of black and brown people, it is unfair to ask students of color to trust our campus PD as if they do not work for the same system that works to criminalize us.

WHEREAS, UPD's budget for the 2019-2020 year was \$6,339,939.90 according to the UPD Revenue/ Expense Summary Report. UPD's budget for the 2019-2020 year was \$4,146,188 according to the 4th quarter Operating Fund Budget/ Expenditure Summary Report. Wherein the numbers for the UPD budget according to different official sources do not align with each other and lack transparency as to why they don't align; and

Law enforcement agencies should also establish a culture of transparency and accountability to build public trust and legitimacy.” - President Obama’s Task Force on 21st Century Policing

WHEREAS, UPD has a higher budget than most student-focused departments and resources such as the Student Engagement 2019-2020 budget according to the 4th quarter Operating Fund Budget/ Expenditure Summary Report. This includes funding for the Women's Center (\$235,026), Diversity Initiatives and Resource Centers (\$479,563), Title IX (\$419,019), and more. As well as the Student Retention 2019-2020 budget which includes the Disability Support Services (\$1,187,566), Student Health and Counseling (\$1,618,609), Student Academic Services (\$820,982), Veteran's Resource Center (\$199,753); and

WHEREAS, It is *not required* for campus police to be trained on how to handle sexual assault cases specifically involving victims undergoing stress or trauma immediately after the incident, especially folks from the LGBTQ+ community.

Those in policing are aware of what they are not prepared to face, such as the situations listed above. Police should not be the end all resolution to safety, especially in cases of trauma and abuse. Investing in mental health services and professionals would ensure actual care and solutions be made for victims.

WHEREAS, “Justice” processes through law enforcement *do not* center nor comprehensively support survivors in their healing, nor do they address the root causes of harm to truly prevent it from happening in the future;

“Justice” as it is practiced, focuses on punishment and reaction, not prevention and rehabilitation. To develop a system that genuinely focuses on justice, we must center community based practices and care to hold one another accountable in a way that addresses issues firsthand with the aim of rehabilitation, not punishment.

Our Central Demands

- **RESOLVED**, ASI shall address systemic racism embedded in policing and establish a culture of well-being and harm reduction by calling upon Cal State Fullerton to significantly limit ties and/or sever contracts and trainings with local, county, and state police departments; and let it be further
- **RESOLVED**, ASI calls for banning all aggressive police tactics, lethal firearms, and excessive use of force during student protests, student events, and any other campus situations.
- **RESOLVED**, ASI calls for a divestment from UPD in order to sincerely invest funding in life-affirming resources for all students and those disproportionately harmed by policing and the carceral system; and let it be further
- **RESOLVED**, ASI calls for the hiring of more mental health counselors to represent CSUF's diverse student body reflected in the American Psychological Association student ratio guidelines to a minimum ratio of 1 counselor to every 1,000 students on campus; and let it be further

In outlining the limited capability of UPD in assisting trauma, mental health crisis, victims of abuse, and prevention overall, we call to divest from their overinflated budget and reinvest into life affirming services.

- **RESOLVED**, ASI calls for reallocating funding from vague police budget areas such as “temporary help,” “other expenses,” “equipment non-instructional,” and “general supplies” to ensure the hiring of more QTBIPOC counselors on campus in order to provide adequate and meaningful mental support for our diverse student population; and let it be further

The UPD budget lacks transparency. The amounts spent in several departments lack detail and could include hundreds or thousands of dollars that could be used to better student health and wellness instead.

Resolved

- **RESOLVED**, ASI calls for CAPS and mental health professionals to be the first to determine whether a student is a danger to self and others instead of UPD. Protection and rehabilitation should be at the forefront as first steps for student mental health, not punishment; and let it be further
- **RESOLVED**, ASI calls for Student Affairs to decrease their relationship with policing and do community outreach for restorative and transformative resources instead, as well as receive training in transformative justice values, principles, and practices; and let it be further
- **RESOLVED**, ASI calls for CSUF to be more transparent and accountable to students by frequently and accurately reporting and publishing all important data and budget allocations of the police budget, line by line on a yearly basis, with accessible language for folks outside of these departments to understand; and let it be further

Professors and faculty should NOT have to fill out a form for their distressed students or be expected to resolve the issue. Not only is this a lengthy process, but the emotional labor to do this without any expertise is more than a staff member should be expected to endure.

Furthermore, there are countless other practices that enforce safety and do not require police presence. We call for the implementation of mental health professionals for crisis calls and the hiring of more QTBIPOC to accurately represent our student body. Additionally, we call for more community outreach to implement transformative and restorative justice practices on campus and for this expense to be taken from UPD's 6 million+ budget.

“Prisons do not disappear social problems, they disappear human beings. Homelessness, unemployment, drug addiction, mental illness, and illiteracy are only a few of the problems that disappear from public view when the human beings contending with them are relegated to cages.” - Angela Davis