



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 fourth day of May in the year two thousand twenty-one.


Maria Linares (May 17, 2021 11:33 PDT)

Selene Hanna

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

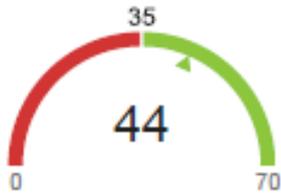
Building upon the placement at stage 3, the Compliance Organization, the working group developed an internal assessment with qualitative and quantitative survey measures based on the MCOB stage descriptors, which contained conditions or experiences with a presence or lack of: discrimination, exclusion, 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.

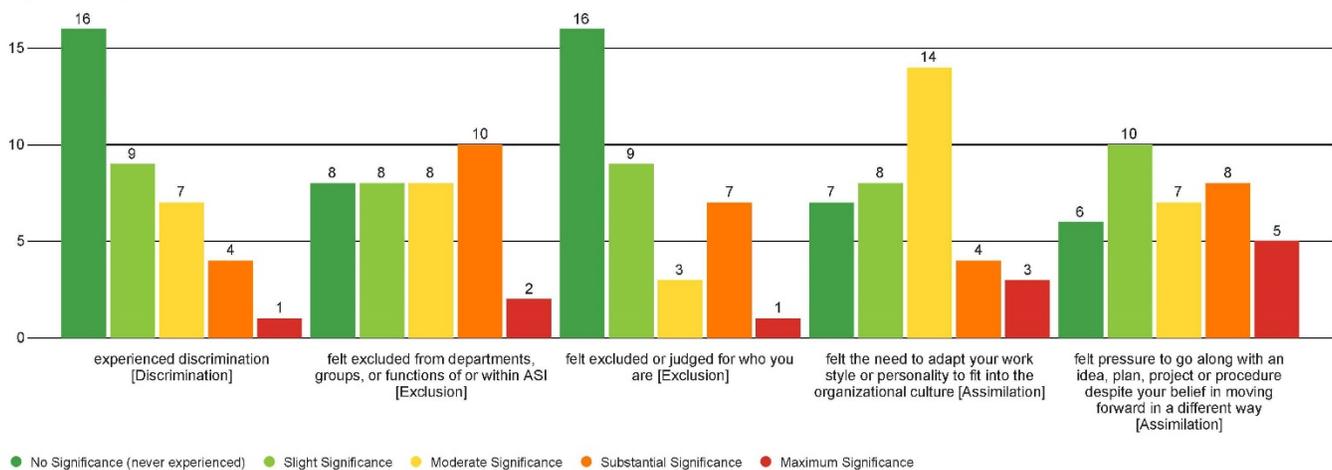
1. **Lack of Trust** - After receiving the survey, several ASI Staff shared significant verbal feedback with ASI Anti-Racism & Diversity, Equity, & Inclusion working group members about a lack of trust in the anonymity and confidentiality of survey response data. While the feedback may impact the validity 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



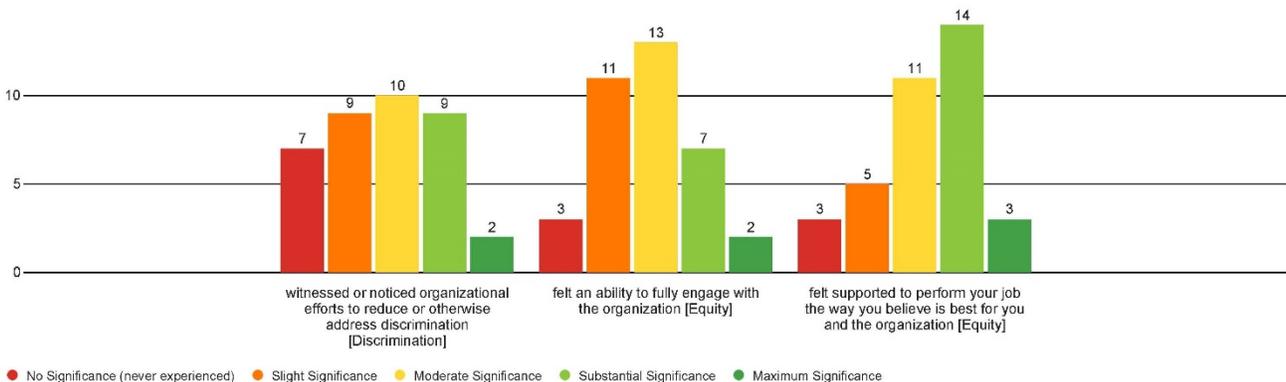
- The Titan Student Union, Children's Center, and Titan Recreation areas provided response rates to sufficiently represent each area.
- The Accounting, Administration, Building Engineering, Human Resources, Information Technology, Executive Offices, Leader and Program Development, and Marketing & Communications 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)



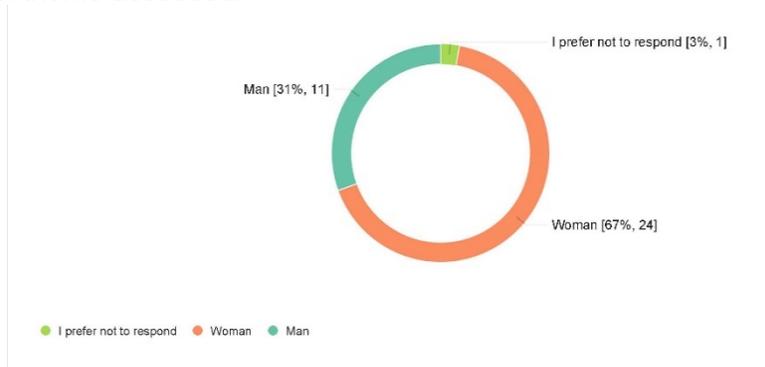
Notes: 'No Significance' (green) indicates counts of those who reported not having experienced anything associated with the MCOD theme. 'Maximum Significance' (red) indicates counts of those who reported having had the most significant experiences associated with the MCOD theme. Significant negative 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)



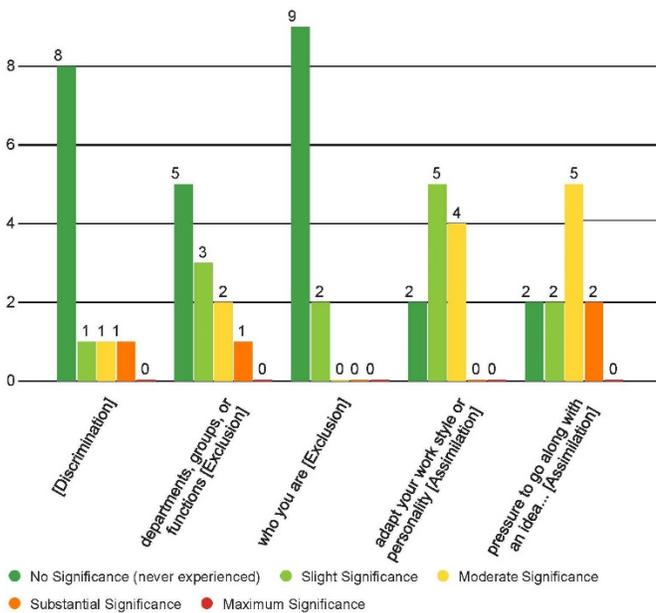
Gender

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

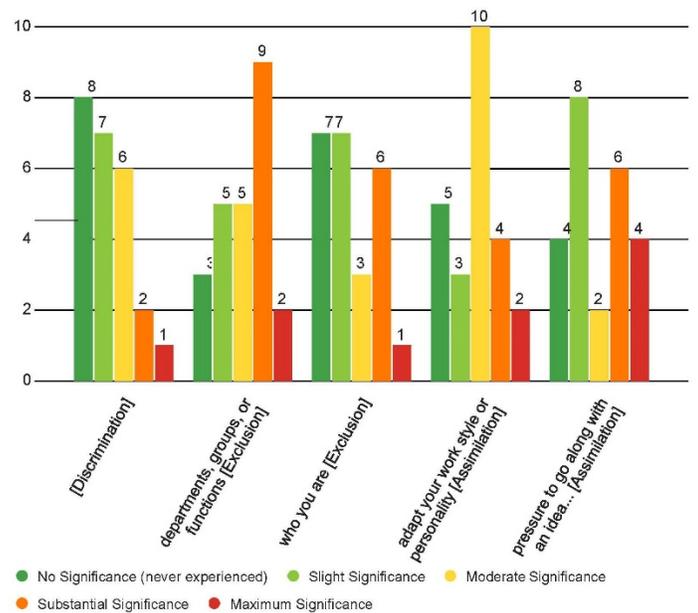


No survey respondents selected the 'Trans' or 'Other' gender response options; 8 respondents chose not to respond.

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.