



Student Advocacy Committee
 2018-2019

Student Advocacy Committee Agenda 19-04

February 22, 2019 2:30pm

USU Ballroom AC

Posted on February 19, 2019

Members

Michelle Tran

Vice President of Student & University

Affairs

Chair

Nick Brown

CoBA Representative

Naseli Fotoohi

CoBA Representative

Celeste Espindola

CHABSS Representative

Faith Garcia

CHABSS Representative

Mutula Kwangaba

CHABSS Representative

Hannah Shohara

CHABSS Representative

Mane Telpian

CSM Representative

Juan "Johnny" Aceves

CSM Representative

Ailed Torres

CEHHS Representative

Paulette Cruz

CEHHS Representative

Estefania Fraticelli

Sustainability Representative

Alexa Diaz

Diversity & Inclusion Representative

Mike Jones

Veterans Representative

Advisors

Jason Schreiber

Dean of Students

Annie Macias

Executive Director

Ashley Fennell

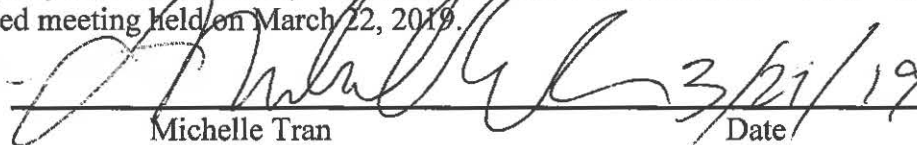
Asst. Director, Government Affairs & Initiatives

ITEM	SUBJECT	PRESENTER
01	Call to Order The meeting was called to order at 2:33pm	Michelle Tran Chair
02	Roll Call Present: Michelle Tran, Nick Brown, Naseli Fotoohi, Celeste Espindola, Faith Garcia, Mutula Kwangaba, Hannah Shohara, Mane Telpian, Juan Aceves, Ailed Torres, Paulette Cruz, Estefania Fraticelli, Alexa Diaz, Mike Jones, Jason Schreiber, Annie Macias Absent: Ashley Fennell	Michelle Tran Chair
03	Recognition of Guests Lucas Dias, Armando Zaragoza, Sam Baiza, Christian Myers, Alexis Van Pelt, Marina Flores, Karla May Pizano, Savana Doudar, Anna Rapada, Jessica Vazquez Quintero, Abrahan Monzon, Kalie Sabajo, Miguel Magana, Kim Peirce, Nick Krueger, Evan Nunez, Jake Northington, Serah Hervey, Mellie Nitunga, Inique Wilson, Camilla Kill, Kayla Osman, Alexandria Hernandez, Nayeli Gonzalez, King Burke, Gabrielle Garcia, Gary Scott, Jessica Wright, Samantha Caracciolo, Eliese Holt, Afomia Abraham, Shatera Ferrell, Natalie Amerson, Kristin Bates, Skyler Marshall, Quincy Gale, Sunni Bates, Dejah Rougely, Joe-Joe McManus, Bridget Blanshan, Sammie Deane Phinney, Vanessa Armenta, Ahmbra Austin, Louis Adamsel, Natalie Marshall	Michelle Tran Chair
04 Action	Approval of Agenda Motioned to approve agenda by Nick Brown Second by Hannah Shohara None opposed or abstained Motioned carries	Michelle Tran Chair
05 Action	Approval of Minutes Motioned to approve the 11/30/18 minutes by Celeste Espindola Second by Mutula Kwangaba None opposed or abstained Motioned carries	Michelle Tran Chair
06 Information	Open Forum Armando Zaragoza addressed how the Gender Equity Center (GEC) is a center on campus that has created 23 programs surrounding women this academic year. Savana Doudar stated Presentation Items 07 & 08 as resolutions violate Article 12 Section 6.1.8 and Article 11 Section 3.3 of the ASI Bylaws. Samantha Caracciolo stated we should work on a space that creates for students rather than take away and asked the members of Student Advisory Committee to consider the diversity of the committee that initiated the name change, how the specificity of changing the name to gender and sexuality takes away from women, and how often race and sexuality is discussed in Women's Studies classes.	Michelle Tran Chair

	<p>Jake Northington mentioned race and ethnicity is not discussed in Women's Studies classes and how the department name change is unnecessary since gender and sexuality is in their mission and programs.</p>	
<p>07 Presentation</p>	<p>Women's Gender and Sexuality Studies Department Description: Overview of the changes in the Women's Studies Department now Women's Gender and Sexuality Studies Fiscal Impact: None Dean Johnson gave overview of role and College of Humanities, Arts, Behavioral and Social Sciences. Presenter overviewed procedures to change the department name from Women's Studies to Women's Gender and Sexuality Studies. The change occurred on 10/3/18. Concerns focused on race or women not being centralized in department, oversight of name changes, and student involvement in name change. Further conversation focused on better ways to disseminate information and policies and reasoning related to name changes. Further conversation focused on enrollment numbers of department and the interdisciplinary nature of the major. Additional conversations discussed that departments are required to teach classes in the curriculum and if something is not taught in a class then it should be reported in course evaluations.</p>	<p>Michelle Tran Chair</p> <p>Dean Johnson Dean of College of Humanities, Arts, Behavioral and Social Sciences</p>
<p>08 Presentation</p>	<p>Resolution to Support the Women's Studies Department Description: Presenters will introduce the Resolution to Support the Women's Studies Department Fiscal Impact: None See attached for presentation and resolution Presenters asked to bring back the Women's Studies Department name, create a minor of within the program, and create a Women's Center on campus. They are asking ASI to taking a stance to support these changes. Presenters reviewed history of the resolution. They believed there has not been transparency within the Women's Studies department and their changes. Presenters discussed concerns that women are decentered by the department name change. Presenters reviewed history of former student experiences on campus, Executive Order 1097, University Curriculum Committee Duties, and a previous ASI resolution to support a LGBTQI+ as a minor within the Women's studies department. Presenters further discussed efforts on campus to gather student feedback about name change including a petition signed by 147 students and letters from students and student organizations on campus who are concerned with the department name change. Committee discussion focused on clarifying that the name change went through Academic Senate. Guests had concerns related to petition and letters and outreach efforts. Students leading efforts had concerns about retaliation.</p>	<p>Faith Garcia CHABSS Representative</p> <p>Mane Telpian CSM Representative</p>
<p>09 Presentation</p>	<p>Resolution to Support the Women's Center Description: Presenters will introduce the Resolution to Support the Women's Center Fiscal Impact: None See attached for presentation and resolution Presenters reviewed a CSSA resolution (May 2018) that prohibits retaliation against students advocating for change. Presenters reviewed the name change of the Women's Center changed to Gender Equity Center. They also presented the SDSU Women's Center mission statement about centering women and followed the CAS standards. Presenters reviewed statistics of Centers within the CSU and UC systems - 10 of 23 California State Universities</p>	<p>Faith Garcia CHABSS Representative</p> <p>Mane Telpian CSM Representative</p>

	<p>and 7 out of 9 Universities of California have a Women's Center, LGBTQA Center, and a Gender Center.</p> <p>Concerns and questions focused on centers collaborative efforts at other campuses, CAS standards within the Gender Equity Center (GEC) and shift to gender equity due to the complexity of terms and inclusion.</p> <p>Focused discussion focused on encouraging the guests to provide their feedback on the resolutions to the committee members.</p>	
<p>10 Information</p>	<p>Lobby Corps Report Description: Overview of advocacy efforts in relation to Lobby Corps, CSSA, and the CSU Fiscal Impact: None Karla May Pizano reported members of Lobby Corps attended CSSA over the past weekend and passed support of AB 13, SB 14, AB 140, and assigned AB 540 Competitive Cal Grant Access. Discussion focused on more communication from the Student Advisory Committee and time constraint concerns.</p>	<p>Michelle Tran Chair</p> <p>Karla May Pizano Director of Internal Operations, ASI Lobby Corps</p>
<p>11 Information</p>	<p>Announcements Michelle Tran asked for collaboration on resolutions. She emphasizes the importance for the committee chair to meet with resolution authors and for the committee to understand resolutions prior to the committee meeting.</p>	<p>Michelle Tran Chair</p>
<p>12 Action</p>	<p>Adjournment Motioned to adjourn by Hannah Shohara Second by Paulette Cruz Meeting was adjourned at 4:01pm</p>	<p>Michelle Tran Chair</p>

I, Michelle Tran 18/19 ASI Vice President of Student and University Affairs and Chair of Student Advocacy Committee, hereby certify that the above minutes were approved by Student Advocacy Committee of Associated Students, Inc., at a regularly scheduled meeting held on March 22, 2019.



Michelle Tran

Date

Introduction

Handouts

First Handout: Letters of Support

- Letters from Students
- Letters from Staff
- Letters from Faculty
- Letters from Student Organizations

Presentation for Support of the Women's Studies Department

By: Faith Garcia, Mane Telpian

What is Women's Studies?

According to the Women's Studies Association:

"Women's studies has its roots in the student, civil rights, and women's movements of the 1960s and 70s. In its early years the field's teachers and scholars principally asked, "Where are the women?" Today that question may seem an overly simple one, but at the time few scholars considered gender as a lens of analysis, and women's voices had little representation on campus or in the curriculum.

Today the field's interrogation of identity, power, and privilege go far beyond the category "woman." Drawing on the feminist scholarship of U.S. and Third World women of color, women's studies has made the conceptual claims and theoretical practices of **intersectionality**, which examines how categories of identity (e.g., sexuality, race, class, gender, age, ability, etc.) and structures of inequality are mutually constituted and must continually be understood in relationship to one another, and **transnationalism**, which focuses on cultures, structures and relationships that are formed as a result of the flows of people and resources across geopolitical borders, foundations of the discipline." <https://www.nwsg.org/womensstudies>

Retaliation within the Women's Studies Department against students

- In 2015, students went to the Women's Studies department protesting the name change, and the removal and erasure of women.
- Within weeks of this protest 4 of the 7 women who protested were charged with Title IX lawsuits for 'man-hating'.
- Those 4 women, are all women of color.
- One of these women, still does not have her diploma.

If this is the reaction to women protesting and fighting to be named in their education, what does this say about the efforts and focus of the name change?

Transparency

- All of the information presented here today has never been made transparent to women's studies majors or minors within the department.
- ASI has become the first source of information for students access to understanding their own education.

Executive Order 1097 from Chancellor Timothy White

1. **Retaliation. Retaliation against a Student for exercising any rights under this policy or for opposing Discrimination or Harassment because of a Protected Status, Sexual Misconduct, Dating and Domestic Violence, and Stalking, or for participating in any manner in any policy-related investigation or proceeding is prohibited.**
2. **No victim or witness in related investigations or proceedings will be subject to disciplinary sanctions by the University for related violations of conduct policies occurring at or near the time of the incident unless the University determines the violation was egregious, including but not limited to plagiarism, cheating, academic dishonesty or conduct that places the health and safety of any other person at risk.**

Bylaws of Academic Senate on Curriculum Change and Name Changes

- **"ARTICLE 6.14.1: University Curriculum Committee Duties:** The University Curriculum Committee shall have general oversight of all issues related to the review of proposed curriculum. The committee shall review stateside and self-supported proposals for new and revised curricula, courses, and degree programs, and teacher preparation programs and it shall make recommendations to the Senate regarding their approval. Through the review of proposed curriculum, the committee is charged with oversight for the academic soundness and quality of the curriculum. As directed by the Senate, the committee shall review articulation agreements with community colleges for consistency with established graduation requirements. In pursuit of these duties, the committee may create ad hoc subcommittees."

The Proposal for the Name Change: Catalog Documents

- Program Change Proposal - Form P-2
- P-2 Form Catalogue Description
- Program of Study

Resolution of Support for LGBTQI+ Students 2010/2011

- In 2010/2011 Academic Year resolved. (Page 3, Line 7)
- "Resolved, That the Women's Studies Department make a commitment to developing a Sexuality Studies minor and promote courses addressing LGBTQI identities and contribution; and be it further"

Petition to "Keep the WMST Name"

- 147 Students signed to keep the WMST name
 - Signing this is the recognition that the Discipline of Women's Studies is necessary for knowledge production on campus.
-

Wrapping up the need for the Resolution

- We as ASI should uphold our goals of focusing on Transparency to the students
- We as ASI should uphold our roles of listening to students concerns and focusing on making this campus a better and safer campus for ALL
- We as ASI should realize that there must be centered focus on specific groups that NEVER get the opportunity to get named.
- We as ASI should fight for students equitable education.

Presentation on Resolution for Support for the Women's Center

By: Faith Garcia and Mané Telpian

CSSA Resolution, Supporting Civil Disobedience and Social Action at all CSU's

- Every forum of Advocacy is a forum of protesting
- Every forum of protesting should be supported by this board and by every CSU within the system
- "Resolved, that CSSA will encourage social justice oriented campaigns to seek and advocate for CSU students who report inequities and forms of systematic discrimination on their campuses in order to find adequate resolutions, and let it be further"

Powerpoint on the Proposal for the Name change of the Women's Center

- The proposal of the name change was introduced with only 5 slides
- Social Justice Centers to Community Centers
- After, the director of the original Women's Center was pushed out of CSUSM within months of the name change of the Center.

Code 503: Official Change from the Women's Center to the Gender Equity Center

- This code, is the official document on the role of the Gender Equity Center as a center on campus
- Page 2, Section J of the Associated Students Inc, codes of governance is line.

"J. Pursue gender equity for all women on campus through support, programming, advocacy, and discussion."

- We would like to point out the specific exclusion of pursuing all women's gender equity is excluded from the role of the Gender Equity Center, in its creation.

Review of Women's Center Staff Manual

The Mission Statement of the Women's Center

"The Women's Center is the collective voice for gender equity and justice at CSUSM. Serving as a catalyst for ending gender oppression and violence, we advocate for women and transgender individuals, using a social justice frame to provide education and foster Inclusive, empowering communities for all students."

The Vision Statement of the Women's Center

"Our vision is a CSUSM community with gender equity and justice, in which students of all genders and diverse identities feel safe, valued and respected."

CAS Guidelines

- **"WSPS (Women's Student Programs and Services) must advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities include diversity, equity, and access initiatives within their strategic plans foster communication that deepens understanding of identity, culture, self-expression, and heritage."**

SDSU's Women's Center Mission Statement

"The Women's Resource Center at San Diego State University strives to provide a vibrant, brave, and inclusive space that educates, empowers, and advocates for women's rights and issues. The Women's Resource Center (WRC) endeavors to establish a campus culture that values all women's intersecting identities and experiences, and acknowledges the diversity of genders in a just environment and changing world. The WRC aims to engage all students in discourse and programs that help create a feminist gender-conscious campus climate and helps to provide the tools and resources necessary to cultivate socially responsible campus and community leadership while enhancing students' academic, personal, and professional success."

- We should look to our sister campus, serving similar communities as our own campus, in how they have advocated for women on their campus and the mission they have to serve them.

Campuses with a Women's Center

CSU's

- Dominguez Hills
- Fullerton
- Humboldt State
- Los Angeles
- Northridge
- Cal Poly Pomona
- Sacramento
- San Bernardino
- San Diego
- San Francisco

UC's

- San Diego
- Log Angeles
- Santa Barbara
- Irvine
- Davis
- Santa Cruz
- Riverside

Wrapping Up on the Resolution

- It is ASI's Mission to serve, engage, and empower students
- It is ASI's duty to uphold resolutions passed through CSSA
- It is ASI's duty to advocate for all students and all communities on this campus
- It is ASI's duty to make sure we allocate resources for all communities

February 14, 2019

Attn: Associated Students, Inc. at CSUSM

I am writing in support of the students bringing forth resolutions proposing an on-campus Women's Center and addressing issues around the Women's Studies Department name change. As a faculty member working in the Women's Studies Department here at CSUSM since 2006, I have witnessed the changes the students outline in their resolutions, and share many of their concerns. I am writing from the position of a CSUSM Lecturer Faculty member who attempts to embody the following from our university's mission and values statements in her teaching philosophy:

- **Mission:** A focus on the student as an active participant in the learning process.
- **Integrity:** respect, honesty, trust, fairness, academic freedom and responsibility.
- **Inclusiveness:** individual and cultural diversity, and multiple perspectives
- **Communication and Collaboration:**
 - We communicate with respect even when we disagree;
 - We work with a spirit of collaboration and inclusion so that activities and initiatives flow through all divisions;
 - We consider the impact on others and seek input before making decisions, whenever possible;
 - We clearly and transparently communicate decisions and how they were made.

The resolutions being put forth make an excellent case for the re-establishment of a woman-identified space on campus, as well as amplified support for existing initiatives around advocacy for sexual assault survivors. I note the following from the resolution on the need for a Women's Center:

We as Associated Students Inc, at California State University San Marcos, understand that in naming women we acknowledge the multiple frames, experiences, dynamics, identities and communities that women are within.

Resolved, While in these multiplying backgrounds, the Women's Center will be a space to celebrate and represent all Women.

San Diego State Universities' Women's Resource Center mission statement states, "...strives to provide a vibrant, brave, and inclusive space that educates, empowers, and advocates for women's rights and issues... establish a campus culture that values all women's intersecting identities and experiences, and acknowledges the diversity of genders in a just environment and changing world."; and

California State University San Marcos will support the re-implementation of the Women's Center to serve as a resource for students who are Women or Womxn identified people, as well as educating allies of Women and Womxn.

It is my view that students are looking to their sister school in the region as a model for how to properly support woman-identified students on campus, and are doing so in recognition of the various subject positions that women occupy. This goal is in line with and a clear expression of the CSUSM mission to create an inclusive environment.

On the topic of the upcoming Women's Studies Department name change, there are many factors to consider, but I feel that the students are focusing correctly on the issue of including student voices and transparency in their resolution. I note the following from their resolution on the name change:

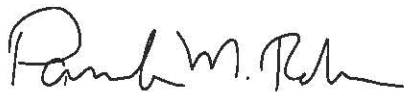
Associated Students Inc, at California State University San Marcos will encourage the California State University San Marcos Academic Senate to create a Gender and Sexuality Studies Minor as previously resolved in 2010/2011 under the Women Studies Department.

Resolved, Associated Students Inc, at California State University San Marcos will work With the Women's Studies department to encourage transparency and active communication between administration, the department and the students.

Resolved, Associated Students Inc, at California State University San Marcos will work to protect the integrity of the Women's Studies discipline as we center women's experiences in our work and advocacy for the communities that we serve on this campus.

Given the thoughtful and thorough gathering of information and input from various student groups and organizations, I hope that ASI will seriously consider the concerns stated in these resolutions. I am very proud of these students for standing up for what they believe, for advocating for their education, and for using all avenues at their disposal to search for solutions to the issues they confront.

Thank you for your consideration,



Pamela Redela
Lecturer, CSUSM Women's Studies Department
predela@csusm.edu

Kristin Gazallo
February 21, 2019


ATTN: Letter of Support

To Whom it May Concern:

As a woman, student, and member of this campus, I support the resolution of having a Women's Center on campus. Being a woman and a woman of color myself, I can understand and relate to the struggle and great needs of being a woman. As a student and member of this campus, I would love to see a Women's Center co-exist with the rest of the centers on campus.

I would utilize the center myself and I know many students, staff, mothers, and members of this campus will as well regardless of their gender. I hope to see the Women's Center in the future here at CSUSM. With the growing amount of students and women on this campus, I see having the Women's Center not only beneficial, but a necessity. I know it would just add to the already great of number of centers that we have and make CSUSM a better campus than it already is.

Thank you for your time and consideration.



Kristin Gazallo

To whom it may concern:

This letter is to respond to the support of bringing back the CSUSM Women's center. As president of the Black SistaHood on campus and holding roughly over fifty women in the organization, it is essential to have a space that Black women can go to and feel comfortable. Considering all the trauma, abuse and sexual violence that women face regularly, having a safe space for women to regularly meet will only bring an extra sense of positivity to the CSUSM student body.

Being a Black woman and having a space such as the Black Student Center, has given me more than a sense of gratitude but it has brought me to feeling like I am at a home away from home. Since the Black students only make up 3% of the campus population, having a space where people look like me, recognize and relate to the same struggles that I face, it has been easy for me to call a place like the Black Student Center my home. Though, this home is a place that is amongst my people, where we share struggles with being Black in society. The oppressions that me and the ladies within the SistaHood, face separate struggles, that of being a woman. In addition to the struggles, some of these ladies are a mixture of different nationalities and have to struggle with identity as well as crude and harsh comments.

Having a Women's center will give the ladies on campus, not only of African descent but all women, the opportunity to learn and grow with each other. The ability to learn of those who survived from tragic and unfortunate moments of their lives and how the victim was able to get through it. The Women's center will give students who are expecting the chance to feel comfortable with nursing their child, in the comfort of other women who can relate and understand how they feel. Bringing the Woman's center back will allow different entities on campus such as the Black SistaHood, Feminist Collective, female sororities as well as other organizations that are made up of women. Some of these women have faced rape, have become impregnated by men on campus who left them and/or been put in a situation where she was not able to find a safe place to get resources and dropped out of school all together. Having a Women's center is vital to the campus and it should be reinforced immediately. Finally, I would like to respond to leaving the name of the Women's Studies as opposed to Women's Gender and Sexuality Studies. In seeing that there is already a center such as the LGBTQA+, there is so much opportunity for those who dealing with gender and sexuality identities, this center provides plenty of resources, help and support for the nature of the struggle that the student is facing. In addition, rather than changing the name of the department and considering that there is apparently a need for those with learning of their gender and sexuality, Women's studies should remain while ADDING a completely different department and study program for those that are requesting such an imperative desire for the study. Women have been facing struggles against their oppressor for hundreds of years and it is only right to accommodate the women and their battles by continuing their education studies and bringing back the Woman's center as it once was.

Sincerely,



Sunni Bates



Transitions Collective
California State University San Marcos
333 S. Twin Oaks Valley Rd. San Marcos CA 92096

To whom it may concern,

My name is Sterling Briggs, a graduate student currently enrolled in the Masters of Arts in Sociological Practice (MASP) at California State University of San Marcos (CSUSM) and the CO-Chair of CSUSM student organization Transitions Collective. On behalf of my peers here at CSUSM, I would like to endorse the resolution authored by the College of Humanities, Arts, behavioral, and Social Sciences (CHABSS) representative Faith Garcia and College of Science and Mathematics (CSM) representative Mane Telpian to support the Women's Studies Department and Women's Center for the school year 2019-2020.

The value of women on the CSUSM campus is undeniable, and should be celebrated on a daily basis. Women among the CSUSM campus has exemplified true leadership ability by spear heading many student events, student organizations and student government. As student leaders, women on the CSUSM campus embodies what it means to be called a "Cougar" by showing their integrity, innovation, and intellectual engagement on a daily basis in and outside of the campus community of San Marcos. Their contribution to the goals and core values of CSUSM are exemplary and exceed the expectation of a campus that is home to many commuting students.

The discipline of Women's Studies was crucial in my developmental process as an advocate for the inclusion of marginalized communities, especially the oppressive conditions that women have historically faced. Historically women have been excluded within society, especially within academia and it would be a communal discrepancy not to support a space that shows love and appreciation for women among the CSUSM campus. The resolutions authored by Faith Garcia and Mane Telpian represents inclusion and encourages an environment that fosters femininity that is currently under the attack of hegemonic patriarchal ideology. Women here at CSUSM should be celebrated in a manner that propels them side by side with their male peers, and for reasons above which is why I endorse the Women Studies department and Women's Center Resolution of 2019-2020.

All the best,



Sterling Briggs

CO-Chair Transitions Collective CSUSM

This letter represents the voices of women, once students at CSUSM, who experienced first hand the benefits of having a Women's Center and the Women Studies Department. A message to the readers of this letter: These student alumni share their experiences and their unyielding support for the Womxn Studies Department, the Womxn's Center, and to student feminists and survivors at CSUSM.

These are our voices....

CSUSM is a unique gem within the CSU system. I treasure the ability for students to make CSUSM feel like a place where they can be themselves and feel supported. I had the distinct pleasure of being a black woman in a predominantly white institutional setting that both nurtured and challenged my very identity. I found that love and reassurance within CSUSM's Women's Center. Here I was able to be validate as a young woman of color, especially during a time where there was no other Center that addressed the intersectionality within my identity. Having the Women's Center was critical in providing guidance in how I would move through the world. The center equipped myself and others alike with a fundamental foundation of diversity, equity, inclusion, and social justice. Originally, The Women's Center was founded through student action and resistance with the support of multiple stakeholders within the campus community, most importantly the Women's Department. Most feminists with various gender identities were products of the Women's Studies Department and the curriculum that was being taught was directly translated into the Women's Center. Hiring the right leadership and professors are key the success of both the center and the department. The relationship between the department and the center created this senergy that revitalized the campus and the social justice centers (including the Cross-cultural Center and Pride Center). Having a Women's Center and a Women's Studies Department trained and educated in theoretical feminist research at CSUSM is not a want - it is a necessity. As an alumna and former executive of Associated Students Inc., I implore you to consider your full support in bringing these women spaces back to CSUSM.

With our sacred spaces being under attack on the daily it is important that those that already exist don't suffer the same consequences. Being a mujer and knowing that i have a space in an institution that I wasn't supposed to be in means so much. And as current students or past students we must not take that away from each other. We like to talk about equality and diversity and being civil but that does not foster change instead it makes us complacent. We are the voices for our next generation we are lucky enough to have this campus as our stage, lets make sure everyone has the same opportunity. Changing the name of the women studies department would again erase, put to the back, and ignore the fact that our herstory and experiences are important. As we already see that reflected in society, we need a space a department a place to call our own, where we have the space and platform to talk about or educate who we can. This place is for the students by the students and we should be each other's biggest fans, encouraging any betterment of ourselves and this campus. Yall wanna talk about inclusivity and safe spaces but at the same time get rid of the very spaces that feel safe to

some people. You wanna promote and get everyone to get safe space certified but safe spaces for who? On the backs of who? And ignoring who?

I came to the Womxn Center as a need. As a first year student, I was dealing with incredible difficulties. It was summer and I was talking to police and investigators about being sexually abused and violated by men who lived in my home. I was homeless, had little communication or help from my family, and somehow had to figure out how to still be able to go to school. I began working at my university, having to tell my employer that if a man who fit a certain description showed up to the dorms to call the police. I couldn't concentrate in class and spent most of my time crying, hoping I could die, or finding ways to numb my pain. My life was falling apart, my academics were suffering, and while my employer and faculty knew about my situation, there was no concrete support that I was receiving. This is when I started going to the Women Center every single day. The first time I was given referrals, support, or even heard the words "I believe you, I see you, I love you," were there. The Womxn Center was a place for many survivors, like myself to know we had a reason to keep loving and to keep fighting. I went from being in a class with a professor who told me my situation was a sorry one but couldn't support me in my academics, to learning from other survivors what classes were empowering and what faculty had more consciousness around survivorship. To no surprise, many of these professors were Womxns Studies professors. I became a Womxn Studies major for the fact that it challenged me intellectually, because of the rich and global diversity of the curriculum, the pedagogy professors used, and for the fact that it provided the most empowering setting for survivors.

I urge students currently at CSUSM to reflect critically on where our country finds itself in. The campus community is a small representation of what happens nationally. Spaces like the Womxns Center are vital for students to thrive and have a real and equal opportunity at their education. The Womxn Center is needed for the chance to educate a future workforce who knows how to handle sexual assault, how to understand the rights womxn (cis, trans*, gnc), and marginalized communities, and how to be agents of change.

I reflect on my time at CSUSM, where survivors, Womxn of color, gender non conforming, and students actors the gender spectrum were able to build solidarity and make many changes on campus. We learned about movements that have now empowered the entire country, like #MeToo. The Womxns Center was able to empower survivors so that we could work to get a sexual assault victims advocate and join hundreds of survivors across the country who helped President Obama pass laws to support the rights of survivors on and off campus. Womxn of color on campus united to fight for centers, the office of diversity, and quality education. So many of these leaders came into their leadership at the Womxns Center, as WMST majors and minors, or at the mentor ship of these alumni. Our country needs more agents of change who inspire us to celebrate differences and can unite us for common good. Reinstate the Womxns Center and defense WMST.

February 22, 2019

Attn: Associated Students, Inc. at CSUSM

As a CSUSM current student, ASI member, future alumni, and masters student candidate at CSUSM. I feel the urgency to consider the resolutions that have been brought to your attention for the support of having a Womens center on campus as well as the name change to the women's studies department. Many students on this campus have given efforts to bring this to the table for your attention. After having the privilege to visit several women's center across CSU's and UC campuses I again see the need CSUSM has. As a women and a women of color myself, I see a lack of programming, advocacy and support on this campus for women across the board. I believe with the implementation of a women's resource center on campus we can make better strides on this campus not only as ASI to support the needs of the students but also our campus community and climate which makes efforts to be a diverse and inclusive environment. Centers on this campus have been made to fulfill the need for the student population on this campus and it saddens me that the women's center was taken away before I started my journey at CSUSM. I acknowledge and respect the efforts of all social justice centers on this campus, helping fit the need of the students and being accessible to all identities. I do note that social justice centers have come to be through similar paths like the resolution you are being presented. Without the advocacy of students on this campus, many of these centers would not be present today. As a university, we can do better, and move forward in its efforts with having a center targetted to aid individuals who identify as a woman, as well as allies, and the campus community and co-exist with other social justice centers. In my time here at CSUSM, I would like to see support given towards the implementation of a Womens Center on this campus to becomes a safer environment for women. CSUSM women's population is 61% of the campus, with that high number alone I see the need for students and others who do not identify as a woman.

As to the women's studies department name change, it saddens me that it was not presented to students. The efforts individuals made for the name change asked little to no students that are in the Wome Studies department today. I feel it does not fit the need of students to remove the women studies department instead will deprive them of their learning experience. Individuals who made the efforts for the name change never asked for the students perspective to my knowledge. As a women's studies minor myself I have seen the perspective my classes have had taking on a different role of women's studies at times. I feel I was privileged enough to be taught by some of the Women Studies department faculty under critical thought. While others I felt a patriarchal hegemony perspective present. As a student and future alumni of this department, I feel the name change will deprive students of coming on to this campus to be able to take classes under a Women Studies department. I feel Women Studies will be lost in the new name of the department, already having few faculty members who have curriculum through this lens. We are one in a few campuses that even offered Women Studies as a major in the CSU system and across California. I know many students on this campus came to CSUSM for the reason of majoring in Women Studies since it is not offered at many institutions. We can come to see that with making a lump some Women Studies curriculum may be lost along the

way and the needs of the students are not in this favor. It saddens me to know little to no efforts up to this point has been given to not make the name change of the department and it was brought to ASI's attention in different occasions. This resolution will be able to show student support to having the women's studies major offered as well as gender and sexuality studies offered. I feel with having both we will be able to meet the need of the student's undergraduate career and be able to have more academic success in these disciplines offered.

I ask that when looking at both resolutions you can take into account the needs of this campus and support as ASI can give. I ask that you see how they will impact the campus community in many different avenues through its efforts. As ASI's mission, vision, and values I hope they can be taken into account and seen to be fit for support for these resolutions. Please take careful considerations of these resolutions and I hope your decisions comes in favor of the student's needs.

Thank you for your consideration.

Respectfully,
Brittney Anda

To Whom it May Concern,

My name is Rylee Spencer and I am a 4th year transfer student from Palomar College. This is my second semester at CSUSM and so far I have had nothing but great experiences. I have already made great connections with students and professors and feel that my time here has already been so impactful on my future. I am a Social Science major with a primary field of study in Sociology and my secondary fields in Psychology and Women's Studies. Being a student taking classes across different fields of studies in CHABBS I really enjoy seeing the similarities and differences across my courses. Recently I found out that Women's Studies department will adopting a new name of "Women, Gender, and Sexuality Studies." As a student who is particularly interested in these three areas of study I found this a bit shocking. Although these areas of study are tied together in many ways, combining them into one major eliminates the individual importance of each field. It would be like combining Sociology and Psychology into one major. Although interconnected, the core foundations of these individual areas are very diverse and deserve to stand alone. I would actually be interested in seeing Gender and Sexuality added as stand alone majors as these are very important areas of study that I personally believe should be emphasized more. With that being said, the Women's Studies department should continue to be its own entity for the purpose of keeping the integrity of the major. Women's history is a large part of our curriculum that has not been emphasized until Women's Studies departments starting appearing in colleges. The Cal State system was actually the first to incorporate a Women's Studies program in college in 1970 at SDSU. Being tied so closely to the foundation of Women's Studies in colleges, I find it disappointing that our school would eliminate Women's Studies as its own major. This is a disservice to the major and importance it serves. Women's Studies deserves to stand alone and continue to educate students on women's issues without the completely different curriculum of gender and sexuality taking away from the core teachings in Women's Studies. While I understand the desire to make the major more inclusive, until we live in a world where women are equal to men, Women's Studies needs to be its own entity.

As a student, I urge you to think over this decision and analyze how this affects the intentions the Women's Studies department aims to serve on this campus.

Thank you for your time,
Rylee Spencer

Sara Cristina Garcia
Communications Major
February 19th, 2019

To Whom it May Concern,

My name is Sara Garcia, I am currently a second year here at California State University San Marcos.

I am writing this letter is in support of bringing back the Women's Center as well as in support to keep Women's Studies Department as Women's Studies. As a woman on this campus and knowing that there used to be a Women's Center I feel as if I have been pushed out of my own college. As a woman on this campus I do not have a space to be myself, because I feel this way I do not feel connected to my campus. I do not go to school unless I have class and I do not feel like I belong because all my spaces have been taken away from me. I believe it is this campuses duty to make sure that we are not ignored and erased from the present as we have been in the past. Having this space for me and for my fellow identifying woman would make this campus a better place for us all, where we could have a space to be ourselves and get help.

I would also like to point out that I am not a women's studies major or minor but have had to opportunity to take a Women's Studies class. I went into this class believing that I was going to learn about myself, learn about all the amazing women that have done things in the past that do not get talked about in any history class. Instead I went into a class and learned 45% of women and the rest about men and how we can make spaces better for men. As a woman, that was the

most disappointing class I took and because of that I do not want to take a Women's Studies class again. I feel it is necessary that we have a focus on Women in higher education, it is needed, we should not be crased from another space.

I hope you take my voice into consideration

Thank you,

-Sara Cristina Garcia

Gary Scott
Applied Physics Major, Arts and Tech Minor
February 19, 2019

To Whom It May Concern:

I am writing this letter to support the resolutions of keeping the name of Women's Studies Department unchanged, in addition to creating and instituting a Women's Center, that would be geared toward providing real and tangible resources and solutions for women on this campus and the surrounding community. By instituting these two resolutions, we would be on the right track to finally be recognizing women, and their inherently necessary and vital contributions to the wellbeing of this campus and its respective constituents.

When a large group of students bring forth an issue that they see occurring on the campus that they invest thousands of dollars every semester to, it is the job of ASI to listen to these concerns and actively do something to make sure that the concerns and issues are not only addressed, but ultimately resolved in some way or fashion. What I see, and what the other students see occurring in regards to this specific issue, is the complete opposite of what student government is supposed to do; there is gross misconduct and a clear erring on the side of the universities interests, as opposed to being a student run entity that cares for students and the issues they see. There is a clear disconnect between the ASI Board, and the students on this campus; when this occurs, no real progress gets done. What follows next is the old adage of bureaucracy and the lack of accountability takes hold to point where the students running ASI feel indebted to the faculty swaying their decisions, and that ultimately makes the students being represented feel left out in the cold. That has to change, and with these resolutions, we would finally begin to see some progress to a more safe, responsible, equal, and justice oriented campus and curriculum than the one in place right now.

To conclude, instituting these resolutions would allow for some healing to take place on this campus; the erasure of women and other oppressed groups needs to stop, and this would make some footprint to ensuring that we can once again find our true north, and allow for real change to take place on this campus. Thank you for your time reading this letter, and I hope that the correct resolutions take place.

-Best, Gary Scott

A handwritten signature in black ink, appearing to read 'Gary Scott', with a long horizontal line extending to the right.

To whom it may concern,

I am typing this letter in support of the efforts by many students on the CSUSM campus who want to bring back the Women's Center. I was a student at Palomar College in 2013-2015 before I transferred to CSUSM and I was able to visit the Women's center quite a few times. They offered so many programs geared towards each aspect of womanhood and femininity from various angles to include many cultures inside and outside of the United States. There was a nursing room for mothers and the place was just so welcoming to everyone. I particularly enjoyed all of the events they put on where everyone was given a place to speak and share their stories. The fact that college campuses all have issues with sexual and physical violence against women and walking onto CSUSM campus to see there was a safe space specifically for women gave me a great feeling that this school was taking a stance against violence against women and allowing there to be a space for women to feel safe and exist however they choose without the innumerable patriarchal oppressions. I came to many events on campus prior to transferring here in the Spring of 2016 and I was expecting to come support the Women's Center with my artwork and learn more about what we all can do to correct some social issues on this campus affecting women negatively. I learned a few months before I transferred that the Women's Center had been removed and I just cannot understand why a specifically marginalized group who has their own equitable needs and own struggle worldwide could be justifiably removed. That would almost set a precedent to remove any other social justice center due to them having similar to the same justification for their needs. The Black Student Center serves a specific need to Black students due to them being subject to issues and a stratification of colonial racial oppression that is sewn into the federal laws and infrastructure of society that they NEVER get a break from and that they don't share with other groups in totality to where all of their issues can be grouped up and presented together. For example, the issues of natural hair, American slavery, driving while Black, Dred Scott case, Black Wallstreet, Black children being in zoos until the 1960s and so much more deal with Black students and doesn't apply to other ethnic groups so that would be specific. This same ideology can be applied to each social justice center to include the Women's Center. If we don't have a Women's Center then why do we have any centers? We all were birthed into this world from women so if we truly believe in social justice and having centers then a Women's Center should exist on the CSUSM campus. My concerns extend to the Women's Studies department as well. I am a Women's Studies minor and I have not been pleased with a lot of my courses. I have seen a trend over the past two years of male views and storytelling from a patriarchal hegemony. I have not enjoyed the diversity in Women's Studies due to the entire course list in the catalog not even being offered. Each semester I'm searching to enroll in Black Feminist Theory, Power and Gender in the Muslim World, Folktales of Strong Girls and Women in the Middle East, Africa, and Asia and Chicana and Latina Feminist Thought. The issue is these courses are ALL on the catalog and since I have been here I have not been able to take any of them due to them not being offered enough or at all. I have not seen an adequate support of the Women's Studies Department as its own discipline. There has been a huge push to

Jake Northington
Visual & Performing Arts: Art and Tech
February 18, 2019

combine multiple struggles into one huge program and that again takes away from the specificity of the struggles of women and makes it a more general conversation. We are here to push and advocate for change and progressiveness. We will be taking leaps backwards to rid our campus of the Women's Studies department as its own. This school doesn't have a Black Studies department but if it did then it would take away from the Black specificity to call it the Black and Latino Studies department. Each one of those categories deserve their own department of courses that are specific to that culture and its peoples struggle. I think it would be a good idea to have a Black Student Center along with a Black Studies department, a Women's Center along with a Women's Studies department, a Latino Center along with a Latino Studies department, a Gender Equity Center along with a Gender Studies department and so on. We can serve all students properly and in doing so there should never be a place where a department or space built for one group is overtaken or supplanted by another. Make the space for everyone. Women as a whole are seemingly being deleted and replaced for the past three to five years on this campus and students have noticed it. I am typing this letter to say I have noticed it and I support the Feminist Collective and every student, faculty, and staff that understands the necessity for a specific space and department for women.

Jake Northington



Maria Del Cielo Esmeralda Figueroa Pacheco
Computer Science Major
February 19th, 2019

To Whom it May Concern,

I am a second year Computer Science major here at California State University San Marcos, a school which I feel I have been successful at, thus far.

My major is far from being close to Women's Studies, I have got the opportunity to take a Women's Studies class and I'm not completely sure of what I learned. In this Women's Studies class I took, we did not go over what Feminist Theory was, we did not talk about many women in history (Women in math or science history at all), we did not go over anything that I was expecting of such a class. Instead we talked about my race, who I was, and what class status I am; learning about myself wasn't the issue, the issue was not learning about the strong empowering women before me. This was disappointing to me, in the fact that I do not have a lot of opportunities to take class such as these and the one time I did, I didn't learn a lot.

One the subject of a Women's Center, I feel this is a necessity to this campus. Every center has a focus and one main focus should be women and all women. This gives opportunities to students like me to get that experience of Women's Studies, of learning about women in power, of getting resources needed specifically for women. I want to have the opportunity to learn about women in math, in science, in HERSTORY, the women that never get talked about in any history class on this campus, or any campus K-12.

I hope you all as representatives, take all of this into consideration

- Maria Del Cielo Esmeralda Figueroa Pacheco

Samantha Caracciolo
Major Women's Studies, minor Political Science
February 19th, 2019

To whom it may concern,

I am writing this letter in support of both resolutions, the Support for the Women's Center and Support for the Women's Studies Department. As a Woman and a Women's Studies student on this campus these two resolutions deeply impact myself, my livelihood, my education and my academic success. My story is not just my own this story is multiplied across this campus since the loss of the Women's Center and the loss of the integrity of the Women's Studies department. Women who have come before me have fought similar battles, in their push to keep the integrity of the Women's Studies department, 4 female students were sued, in a method of retaliation, for bring up concerns within the Women's Studies department due to the name change. The same people who have created this hostile learning environment and continued push towards a name change have taken every method to silence students. This is something ASI, as the voice for students, should stand directly against.

As a reminder: CSUSM's Associated Students Inc, Mission Statement

"To serve, engage and empower students. ASI is the official voice to express student opinions, foster awareness of student issues, and protect the rights and interests of students. ASI also delivers programs which promote a campus climate that meets the educational, social, and cultural well-being of all students."

Within this struggle against the name change of Women's Studies to Women's Gender and Sexuality Studies is the change of curriculum. Which in the last SAC meeting in November of 2018, the Department Chair of Women's Studies stated the reasoning for why there is a change in the department in response to my concern about the changing curriculum that usually follows a discipline change. Jodie Lawston expressed, 'The name change is not to change curriculum in the department but to better express the curriculum within the department'.

We now know this was a lie on the behalf of the department Chair of Women's Studies. In February through March of 2018 the entire Women's Studies curriculum and catalog went under review, learning outcomes were changed and descriptions of class outcomes and curriculum were altered with a different focus.

All of these changes happened without notice, conversation, emails, or discussion to students, and select faculty within the department.

Furthermore, since the announcement of contempt towards the Women's Studies department and concern for an inequitable and insufficient education presented in November of 2018, There has

been no concern for an apology, a clarification or a suggestion of a meeting to be able to work out these differences by the pro-staff and Department Chair.

Also, within the Women's Studies department there has been a long history of insufficient diversity of Faculty and professors teaching within the department. The department has never had a Black, Native American, Asian-Pacific Islander, or Muslim woman working in the department ever. This coupled with the inequity in what classes are taught or offered shows a deep bias within the department, that does not reflect the student populations that we serve, or the necessary intersections of race and ethnic identities that we serve on this campus.

A change in the department that does not have a major focus on the missing credentials in the discipline, is to ignore the importance, brilliance and success of Women who are **not** white. The resolution is a stance that ASI can take to say that women, and women of color on this campus will not be treated differently, in their ability to be taught the deep history, sociology, theology and powers of their communities.

The second resolution, in Support of the Women's Center. It is necessary to remember, we are not here to play the oppression olympics, but asking for equality and equity in the resources available for people served on this campus. There is an insufficient amount of space, time, energy and resources on this campus dedicated to women, and we will not stand for it any longer.

I am not here to be against any community on campus, I am simply asking to be recognized with importance and dignity as students who come to this campus. We are pointing out the important difference between racial justice, gender equity and women's rights. These frames are all very different, insinuating the necessity for different spaces for Women, because women historically never are allowed spaced for their own celebration.

The struggle for resources geared towards women have been long fought, the only reason we have a singular sexual assault advocate, is due to student activism, that was equally fought against. In looking for resources for my own needs as a woman and the women around me, the campus website directed me to "OFF CAMPUS" Women's Centers in order have my needs met. I am concerned for the students who do not have cars, the finances, or support to leave the campus. We should recognize the racism, and classism in the resources we provide and **do not** provide on this campus.

I hope ASI will stand as allies to women on this campus, and allow their community celebration.

Samantha Caracciolo,

A handwritten signature in black ink, appearing to read 'Samantha Caracciolo', with a long horizontal line extending to the right.

To whom it may concern,

I am a student at Mission Hills High School. As a young adult, more specifically, a young woman I value and strongly support the women's center at Cal State San Marcos along with the women's studies course being precisely that, WOMEN'S studies course.

When searching for a college campus that closely related to my own culture and identity, CSUSM instantly came to mind as there is a larger percentage of Latino students not to mention the 61% of women in an undergraduate program. A women's center could and should address the gender wage gap, education, sex and protection, as well as bringing up and empowering a historically underrepresented group in a social standard. Catering to the needs of all students is not only a brilliant idea, but one that should be put into action; instead of terminating a live and favorable center that supports the majority of this particular university. If indeed a women's center takes away from assisting males and other groups on campus, a stance of support must be reconciled to reach social equality on this constantly growing and prospering campus. However, it is not a motive nor a reason for women to be deprived, yet again, of a program in support of who we are and what we represent in this collective community. Cal State San Marcos needs to be inclusive to all students, yet that does not entitle a reactive decision of removing the center; moreso a proactive one should be implemented by creating and/or maintaining centers for males, LGBTQ, African Americans, Asian Americans etc.

Although I am not a student at Cal State San Marcos I recognize its ability to allow students to be creative and expressive in a setting where there are no boundaries. As seen in the mural in Kellogg's library, " In this Classroom there are no walls" and yet when there is undeniably a push to combine the studies of several groups, therefore creating a wall. As they are equally important to those of women, they are all rooted in different parts of history. The Civil Rights Movement most famously known to be led by Dr. Martin Luther King Jr and his fight for black equality was followed by several peaceful protests including education and women's protests. In all, the fight for black equality was a spark for all minority groups to ambitiously plead their cause. They could have all protested in the same manner but they had different requests and different voids that needed to be fulfilled. With this, I encourage and support the Women's studies department to be its own collection of history as it is not the place to learn about other groups, even though that option should still be provided. As we move forward In a strong and diligent manner for Women's rights, let this university be a place to learn, grow, create goals, and advocate for potential student like myself. It is crucial to be rooted in my own history and that of other women through the classes offered at Cal State San Marcos. Thank you.

Angie Mendoza

February 22, 2019

To my beloved California State University San Marcos,

My name is Gabrielle Garcia and I would like to share some background of who I am and why I chose to broaden my knowledge. I am a multi-racial, multi-ethnic woman who chose to go to this university to save my parents money and be closer to the best coast. What initially drew me to this campus was the diversity numbers published on the website. I always wanted to experience diversity and inclusivity within my academia. I even applied to schools that thrived on the diversity of the student to faculty ratios.

During my sophomore year here at San Marcos, I took Women's Studies 205: Women in Pop Culture to fulfill a General Education requirement. I will never forget the feeling I had on the first day of the semester. My professor was passionate, excited, and driven to broaden the knowledge of her students. I wanted to learn from her, share my stories with her, and open my mind to numerous possibilities of knowledge that I was oblivious to before. Throughout the semester, I was unsure of not only my choice in major, but the absence of a minor. Because of this professor, her passion, her intelligence, and the course alone, I added my Women's Studies minor before the name change was enacted.

I understood then, as much as I understand now, the importance and magnitude a simple name change does to the curriculum taught. To have a department that believes in the power of Women and watch it suddenly shift because it claims to be more inclusive for men is another repeat in history, a repeat in what I have been taught, and a dismissal of my people. I have never been able to experience a learning environment so healthy, encouraging, and beautiful before I walked into the doors of my first class.

Professors that have acknowledged the new name change have used it as an excuse to dismiss Black women from the conversation, have glossed over valuable parts of history, and have made it apparent to discuss men like every other course offered. I am not making this assumption. I would never dare to lie about such an issue so dear to my heart. I have felt this immense pressure on my soul with discomfort as I have watched professors pick areas of study that do not put women at the center of discussion. When women are no longer the focus, it is no longer inclusive. It becomes exclusive.

I would like to address that my curriculum matters to not only myself, but the people around me. It carries value throughout the halls of this campus. It personifies the significance of women as no longer inferior.

With all my best,

Gabrielle Garcia - Third-year Communication and Women's Studies student

October 5, 2016

MEMORANDUM

TO: CSU Presidents

FROM: Timothy P. White
Chancellor

SUBJECT: Systemwide *Policy* Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students and Systemwide *Procedure* for Addressing Such Complaints by Students
Executive Order 1097 Revised October 5, 2016

Attached is a copy of Executive Order 1097 Revised October 5, 2016, which supersedes Executive Order 1097 Revised June 23, 2015. This policy and procedure applies systemwide, in conjunction with Executive Order 1095 Revised June 23, 2015 (and any superseding related executive orders).

These revisions incorporate amendments to the Fair Employment and Housing Act (FEHA) Regulations. They are technical in nature, expand the use of gender neutral language, or clarify existing policy and procedure. Complaints filed on or after the effective date of this executive order shall be processed in accordance with the *procedures* outlined herein, utilizing the *policy (and definitions)* set forth in the executive order in place at the time of the alleged misconduct.

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

If you have questions regarding this executive order, please call systemwide Equal Opportunity and Compliance at (562) 951-4400.

TPW/Ih

Attachments

c: CSU Office of the Chancellor Leadership
Provosts
Vice Presidents, Administration and Finance
Vice Presidents, Student Affairs
DHR Administrators
Human Resources Officers
Title IX Coordinators

Executive Order 1097

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4400

Executive Order: 1097 Revised October 5, 2016

Effective Date: October 5, 2016

Supersedes: Executive Order 1097 Revised June 23, 2015

Title: Systemwide *Policy* Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students and Systemwide *Procedure* for Addressing Such Complaints by Students

Article I. Policy Statement

The California State University (CSU) is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect. We embrace and encourage our community differences in Age, Disability (physical and mental), Gender (or sex), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion (or Religious Creed), Sexual Orientation, and Veteran or Military Status, and other characteristics that make our community unique.^[1] All Students have the right to participate fully in CSU programs and activities free from Discrimination, Harassment, and Retaliation. The CSU prohibits Harassment of any kind, including Sexual Harassment, as well as Sexual Misconduct, Dating and Domestic Violence, and Stalking. Such misconduct violates University policy and may also violate state or federal law.

All sexual activity between members of the CSU community must be based on Affirmative Consent. Engaging in any sexual activity without first obtaining Affirmative Consent to the specific sexual activity is Sexual Misconduct and constitutes a violation of this policy, whether or not the sexual activity violates any civil or criminal law.

This policy is established in compliance with the California Equity in Higher Education Act, Title IX of the Education Amendments of 1972, the Violence Against Women Reauthorization Act of 2013 (which amends the Jeanne Clery Disclosure of Campus Security and Campus Crimes Statistics Act, commonly known as the Clery Act) (VAWA) under its Campus Sexual Violence Elimination Act provision (Campus SaVE Act), Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, among other applicable state and federal laws.

A. Prohibited Conduct. The CSU prohibits:

1. Discrimination, including Harassment, because of any Protected Status: i.e., age, Disability (physical and mental), Gender (or sex), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion (or Religious Creed), Sexual Orientation, sex stereotype, and Veteran or Military Status;
2. Retaliation for exercising rights under this policy, opposing Discrimination or Harassment because of a Protected Status, or for participating in any manner in any related investigation or proceeding;
3. Dating and Domestic Violence, and Stalking;
4. Sexual Misconduct of any kind, which includes sexual activity engaged in without Affirmative Consent; and,
5. Employees from entering into a consensual relationship with any Student over whom they exercise direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority. See Article I. F.

The University shall respond promptly and effectively to all complaints of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking, and shall take appropriate action to prevent, correct, and discipline conduct that violates this policy. This Executive Order is intended to protect the rights and privacy of both the Complainant and the Respondent, as well as other involved individuals.

Employees and Students who are found to have violated this policy shall be subject to discipline commensurate to the violation. If Employee discipline is warranted, it shall be administered in a manner consistent with applicable collective bargaining agreements, CSU policies, and legal requirements. Student discipline shall be administered in accordance with 5 Cal. Code Regs. § 41301 and Executive Order 1098, or any superseding executive order.

- B. **Discrimination.** The CSU strives to be free of all forms of Discrimination, including Harassment, because of a Protected Status. It is CSU policy that no Student shall be excluded from participation in, or be denied the benefits of, any CSU program or activity because of any Protected Status.
- C. **Retaliation.** Retaliation against a Student for exercising any rights under this policy or for opposing Discrimination or Harassment because of a Protected Status, Sexual Misconduct, Dating and Domestic Violence, and Stalking, or for participating in any manner in any policy-related investigation or proceeding is prohibited.

No victim or witness in related investigations or proceedings will be subject to disciplinary sanctions by the University for related violations of conduct policies occurring at or near the time of the incident unless the University determines the violation was egregious, including but not limited to plagiarism, cheating, academic dishonesty or conduct that places the health and safety of any other person at risk.

- D. **Dating and Domestic Violence, and Stalking.** The CSU prohibits Dating and Domestic Violence, and Stalking. Dating and Domestic Violence, and Stalking are often

Effective Date: 4/10/18

Prior Revisions: 4/11/17, 4/12/16, 11/9/15, 10/6/14, 4/16/14, 5/1/12, 3/8/12, 4/14/09, 3/9/09, 5/12/08, 9/29/05, 4/21/05, 5/1/03, 5/21/02, 3/20/2000, 4/30/98, 3/14/97, 3/29/96, 3/13/96, 11/30/95, 4/29/94, 3/23/93, 5/21/91

Originally Implemented: 8/21/90

Examples may include, but are not limited to, issues that emerge from the use of technology to support teaching and learning, research, faculty professional development, online instruction, accessibility, copyright, software licensing, the generation and use of electronic databases, email, systems and servers, networks and network security, the campus wireless environment, and emerging technologies. 4) Preparing an annual report on the state of technology, online instruction at CSUSM, and relevant emerging technologies and trends. This report should be 2-5 pages and may be based on, among other sources, a survey of faculty, information from Academic Programs, and college and campus strategic planning documents. This report is not a substitute for a year-end report to the Senate. In pursuit of these duties, the committee may create ad hoc subcommittees.

ARTICLE 6.14: University Curriculum Committee (UCC)

The University Curriculum Committee shall consist of voting faculty members drawn from the eligible faculty. The eligible faculty of each college-level unit shall elect representatives from the eligible faculty from each college-level unit to serve as members of the committee as follows: two faculty members each from the College of Science and Mathematics and from the College of Humanities, Arts, Behavioral and Social Sciences (from two separate disciplines in each College), two faculty members from the College of Education, Health and Human Services (from two separate departments or department equivalent) and one faculty member from each of the other college-level units. One additional faculty member shall be elected by the eligible faculty to represent the faculty at large. The membership of the University Curriculum Committee shall also include as non-voting members the Dean of Academic Programs, and the Associate Vice President for Enrollment Management Services or designee. One student representative appointed by the Associated Students Incorporated shall also be a non-voting member of this committee.

ARTICLE 6.14.1: University Curriculum Committee Duties

The University Curriculum Committee shall have general oversight of all issues related to the review of proposed curriculum. The committee shall review stateside and self-supported proposals for new and revised curricula, courses, and degree programs, and teacher preparation programs and it shall make recommendations to the Senate regarding their approval. Through the review of proposed curriculum, the committee is charged with oversight for the academic soundness and quality of the curriculum. As directed by the Senate, the committee shall review articulation agreements with community colleges for consistency with established graduation requirements. In pursuit of these duties, the committee may create ad hoc subcommittees.

ARTICLE 7: Parliamentary Authority and Rules

In all cases not provided for by other provisions, the most recent edition of Robert's Rules of Order, Newly Revised, shall govern the conduct of business of the Senate and its Standing Committees.

ARTICLE 7.1: Voting

All decisions of the Faculty or the Academic Senate, their committees and subcommittees, shall be made by majority vote except where parliamentary procedure or the Constitution and the Bylaws specify otherwise.

WMST P-2
change to WGSS

For Academic Programs Office Use Only
R. E. _____ Catalog _____ File _____

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE CHABSS CoBA CoEHHS CSM

TITLE OF PROGRAM Women's, Gender, and Sexuality Studies
Gender, and Sexuality Studies

Discipline Women's,

Check one: Change to Program Program Deletion

TITLE OF DEGREE PROGRAM: Women's, Gender, and Sexuality Studies

This form is the signature sheet for a change to, or deletion of, an existing program.
Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? Yes No If yes, obtain signature(s).
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Discipline/Unit _____	Signature _____	<input type="checkbox"/>	Date _____	Support _____	Oppose _____
Discipline/Unit _____	Signature _____	<input type="checkbox"/>	Date _____	Support _____	Oppose _____
Discipline/Unit _____	Signature _____	<input type="checkbox"/>	Date _____	Support _____	Oppose _____
Discipline/Unit _____	Signature _____	<input type="checkbox"/>	Date _____	Support _____	Oppose _____

1. JODIE LAWSTON and VERONICA ANOVER 10/25/17 2. Veronica Anover 10/25/17
Originators (Please Print) Date Program/ Department - Director/Chair Date

APPROVAL PROCESS

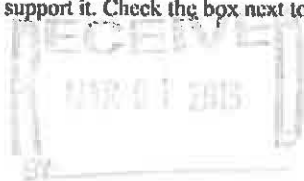
3. [Signature] 2/21/18 4. [Signature] 2/21/18
College Curriculum Committee^ Date College Dean (or Designee)^ Date

5a. _____ _____ 5b. _____ _____
University Curriculum Committee^ Date Budget and Long-Range Planning Committee (if applicable)^ Date

6. _____ Date 7. _____ Date
Academic Senate Date Provost (or Designee) Date

8. _____ Date 9. _____ Date
President Date Date to Chancellor's Office (if applicable)

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.



P-2 Form Catalogue Description

Women's, Gender, and Sexuality Studies (WGSS)

The field of Women's, Gender, and Sexuality Studies has become an important part of university education in the last four decades. Women's, Gender, and Sexuality Studies focuses on the social construction of gender and sexuality and explores the roles and contributions of women and men in societies around the world, past and present.

Women's, Gender, and Sexuality Studies also seeks to understand how gender and sexuality are related to other aspects of social identity and stratification, including race, ethnicity, culture, social class, nationality, religion, ability, and other factors that have dramatically shaped women's and men's lives.

Women's, Gender, and Sexuality Studies students receive a quality liberal arts education. They learn about a wide range of academic approaches that have emerged in such diverse areas as literature, psychology, economics, the sciences, sociology, history, anthropology, the arts, communication, and many others.

Women's, Gender, and Sexuality Studies students develop important skills in:

- Leadership
- Analytical thinking and problem solving
- Writing proficiency and expertise
- Applied learning
- Community involvement
- Public speaking
- Collaborative work with others
- A deeper understanding of diverse perspectives and cultural backgrounds

Women's, Gender, and Sexuality Studies majors pursue careers or graduate education in many different fields, including the law, education, social services, business, counseling, the arts, public administration, and medicine.

Please see attached SLOs.

Students who graduate with a B.A. in Women's, Gender, and Sexuality Studies will be able to:

WGSS Program Student Learning Outcomes:

- 1) Analyze critically the historical and present day construction of gender and sexuality.

*Bachelor of Arts in Women's, Gender, and Sexuality Studies
Comprehensive Assessment Plan*

Undergraduate Learning Outcomes (ULOs)

Students graduating with a Bachelor's degree from CSU San Marcos will be creative, empathetic, and engaged life-long learners who are:

- 1) Knowledgeable in their field of study. Students will be able to:**
 - a. Articulate, integrate, and apply theories and methods of a field of study to create professional, scholarly, and/or artistic work

- 2) Comprehensive and critical thinkers. Students will be able to:**
 - a. Identify key concepts and develop a foundation for future inquiry
 - b. Analyze complex problems and develop solutions by applying quantitative and qualitative reasoning, integrating knowledge and skills from a variety of disciplines
 - c. Construct well-reasoned arguments based on evidence

- 3) Globally and culturally intelligent. Students will be able to:**
 - a. Apply multiple perspectives to address local, regional, global, and cultural issues.
 - b. Demonstrate an intermediate proficiency in a language other than English

- 4) Skilled communicators. Students will be able to:**
 - a. Communicate clearly and effectively in both written and oral forms
 - b. Tailor communication to audience and context

Angela Baggett

From: Veronica Anover
Sent: Wednesday, February 28, 2018 3:54 PM
To: Angela Baggett
Cc: Veronica Anover
Subject: RE: one last thing for WGSS P-2 et. all

Hi Angie,

Yes, of course! As department chair, I have reviewed the WGSS P2 form and all accompanying course forms and I approve all the changes and edits made.

Please Angie, use this email as my electronic signature for approval.

Let me if you need anything else, OK?

And thank you again for all your help 😊. I could not have done it with you 😊.

Veronica

Dr. Veronica Anover
Professor, French and Spanish / Modern Language Studies Department
Chair / Women Studies Department
Interim Faculty Director / Office of Service Learning / Division of Community Engagement
Markstein Hall 224
California State University San Marcos
San Marcos, CA 92096

Tel: (760) 750-4143
Fax: (760) 750-3120
<http://www.csusm.edu/modernlanguages/>

"When I let go of what I am, I become what I might be." – Lao Tzu

Please consider making a tax deductible contribution to help students study abroad by donating to our recently endowed foundation, "The Lucas Dunn Memorial Scholarship": www.csusm.edu/donation Or you may contact me directly vanover@csusm.edu and I will assist you with your donation. Thank you very much. (For additional information, you may like to read these articles about the scholarship: <http://news.csusm.edu/memory-of-lucas-dunn-lives-on-in-french-study-abroad-scholarship/> and <http://csusmchronicle.com/15108/features/living-a-life-to-remember/>)

From: Angela Baggett
Sent: Wednesday, February 28, 2018 2:14 PM
To: Veronica Anover <vanover@csusm.edu>
Subject: one last thing for WGSS P-2 et. all

Veronica,



P-2 Form Catalogue Description

Women's, Gender, and Sexuality Studies (WGSS)

The field of Women's, Gender, and Sexuality Studies has become an important part of university education in the last four decades. Women's, Gender, and Sexuality Studies focuses on the social construction of gender and sexuality and explores the roles and contributions of women and men in societies around the world, past and present.

Women's, Gender, and Sexuality Studies also seeks to understand how gender and sexuality are related to other aspects of social identity and stratification, including race, ethnicity, culture, social class, nationality, religion, ability, and other factors that have dramatically shaped women's and men's lives.

Women's, Gender, and Sexuality Studies students receive a quality liberal arts education. They learn about a wide range of academic approaches that have emerged in such diverse areas as literature, psychology, economics, the sciences, sociology, history, anthropology, the arts, communication, and many others.

Women's, Gender, and Sexuality Studies students develop important skills in:

- Leadership
- Analytical thinking and problem solving
- Writing proficiency and expertise
- Applied learning
- Community involvement
- Public speaking
- Collaborative work with others
- A deeper understanding of diverse perspectives and cultural backgrounds

Women's, Gender, and Sexuality Studies majors pursue careers or graduate education in many different fields, including the law, education, social services, business, counseling, the arts, public administration, and medicine.

Please see attached SLOs.

Students who graduate with a B.A. in Women's, Gender, and Sexuality Studies will be able to:

- 1) Analyze critically the historical and present day construction of gender and sexuality.

Program Student Learning Outcomes

Women's Studies faculty employ innovative and varied pedagogical practices to deliver a curriculum that:

- Acknowledges women's past and present contributions to culture and society in the United States, the region, and around the world;
- Offers both interdisciplinary and multi-disciplinary approaches to the fields of women's and gender studies;
- Centers the study of women with attention to racial and cultural differences, class, sexual identities, religion, disabilities, and geography;
- Fully explores the diversity in women's experiences, past and present, using the concept of gender to identify progress and problems, and thereby problematizes our understandings of those experiences; and
- Values the relationships between theory, social action, and the quest for change.

Students who graduate with a B.A. in Women's, Gender, and Sexuality Studies will be able to:

1. Recognize and explain women's role in and contributions to the economy, politics, the arts, culture, and society in the United States and around the world.
2. Analyze critically the historical and present day construction of gender in diverse cultural contexts.
3. Integrate the analysis of race and ethnicity, class, sexual identities, culture, religion, ability, and geography into explanations of women, gender, and power relations in the contemporary world.
4. Use effective oral and written communication skills to communicate information and arguments about women and gender relations.
5. Use the research skills needed to find, analyze, and apply multiple sources of information about women and gender across an array of research topics and academic disciplines.
6. Apply knowledge of multiple feminist approaches to analyze and evaluate the basic assumptions and arguments used in the study of women and gender construction.
7. Discover, interpret, and imagine the relationship of women's and gender studies scholarship to problem solving and activism in the real world.

1. Analyze critically the historical and present-day construction of gender and sexuality.
2. Recognize and explain women's role in and contributions to the economy, politics, the arts, culture, and society in the United States and around the world.
3. Integrate the analysis of race and ethnicity, class, sexual identities, culture, religion, disabilities, and geography into explanations of women, gender and power relations in the contemporary world.

Special Conditions for the Bachelor of Arts in Women's, Gender, and Sexuality Studies

All courses counted toward the Minor and the Major, including Preparation for the Major, must be completed with a grade of C (2.0) or better.



Respectfully submitted to the Associated Students, Inc. of California State University, San Marcos.

A Resolution in Support of the Lesbian Gay Bisexual Transgender Queer Intersex (LGBTQI) Students of California State University, San Marcos (CSUSM)

- Whereas** The Associated Students, Incorporated of California State University, San Marcos, here after known as ASI of CSUSM, is the official recognized voice of students at California State University, San Marcos, which will be known here after as CSUSM; and
- Whereas** The mission of The LGBTQ Pride Center of ASI includes sustaining and strengthening an open, inclusive, safe, and affirming environment for lesbian, gay, bisexual, transgender, intersex, queer, questioning, and ally communities. As an entity of Associated Students Inc., the Pride Center is grounded in commitments to social justice, student-centered advocacy, and student-empowered leadership; and
- Whereas** In response to the increasing number of student suicides in the LGBTQI community including, but not limited to, the tragic death of Rutgers University student Tyler Clementi, Johnson & Wales University student Raymond Chase, and the recent reported suicides of teenagers Asher Brown, Billy Lucas and Seth Walsh, the LGBTQ Pride Center identified, discussed, and reached consensus on the severity of the issues and dangers that LGBTQI Students face on and off campus; and
- Whereas** The January 2010 issue of the Journal of Adolescent Health suggested gay and lesbian teens get bullied two to three times more than their heterosexual peers, and some of them may take their lives because of it. It is impossible to know the suicide rate of LGBTQI youth because sexuality and gender minorities are often hidden and even unknown, particularly in this age group. Further research is currently being done to explain the prevalence of suicide among LGBTQI youths; and
- Whereas** A U.S. government study published in 1989, titled "Report of the Secretary's Task Force on Youth Suicide," found that LGBTQI youth are four times more likely to attempt suicide than other young people. This higher prevalence of suicide and

overall mental health problems among gay teenagers compared to their heterosexual peers has been attributed to minority stress; and

Whereas Lesbian, gay, and bisexual youth are up to four times more likely to attempt suicide than their heterosexual peers (Massachusetts Youth Risk Survey 2007). More than 1/3 of LGB youth report having made a suicide attempt (D'Augelli AR - *Clinical Child Psychiatry and Psychology* 2002) Nearly half of young transgender people have seriously thought about taking their lives and one quarter report having made a suicide attempt. (Grossman AH, D'Augelli AR - *Suicide and Life Threatening Behavior* 2007) LGB youth who come from highly rejecting families are more than 8 times as likely to have attempted suicide than LGB peers who reported no or low levels of family rejection (Ryan C, Huebner D, et al - *Peds* 2009;123(1):346-352); and

Whereas Increasing dangers associated with cyber bullying, taunting, and invasion of privacy, leave students of the LGBTQI community susceptible to relentless treatment and cruelty resulting in students needing further assistance and support throughout their campus communities; and

Whereas The variety of services and resources that The LGBTQ Pride Center provide are a community of understanding, support, and mentorship for LGBTQI students, staff, faculty and allies; a voice of advocacy fostering a positive campus climate for LGBTQI and ally communities by confronting prejudice and challenging barriers to student success; a convener and facilitator of programs, events and services which reflect the diversity within LGBTQ communities; and an institutional resource for enhancing communication, awareness, and knowledge across lines of sexual orientation and identity, gender identity and expression, race, ethnicity, and culture; and

Whereas The LGBTQ Pride Center received an overall Campus Climate Score of 2.5 out of 5 stars from the LGBT-Friendly Campus Climate Index which is owned and operated by Campus Pride, the leading national nonprofit organization for student leaders and campus groups working to create safer, more LGBT-Friendly learning environments at colleges and universities; and

Whereas The LGBTQ Pride Center recognizes that it needs to work towards improving the Sexual Orientation Score and its Gender Identity/Expression Score for the CSUSM Campus, especially in the areas of LGBTQI Policy Inclusion, LGBTQI Academic Life, LGBTQI Housing & Residence Life, and LGBTQI Recruitment & Retention Efforts to receive the "five-star" rating for the CSUSM Campus; and

Whereas The LGBTQ Pride Center must maintain a level of consistency regarding services provided to students of the LGBTQ community and to those who have received

recognition and appreciation throughout the LGBTQ community; now, therefore be it

- Resolved** That the ASI of CSUSM acknowledge and support the LGBTQI community in its struggle to improve LGBTQI campus life and ultimately shape the educational experience to be more inclusive, welcoming and respectful of LGBTQI and Ally people; and be it further
- Resolved** That the ASI of CSUSM urge the CSU Board of Trustees and University Presidents to work towards the goal of creating a CSU system that is more inclusive, welcoming and respectful of LGBTQI and Ally people; and be it further
- Resolved** That the CSUSM University President demonstrate support and advocacy for LGBTQI students by using and encouraging her senior administrators to use inclusive language such as "sexual orientation," "gender identity," and "Lesbian, Gay, Bisexual, Transgender" when discussing campus climate, diversity, and social justice issues on campus; and be it further
- Resolved** That the University make a commitment to ensuring the provision of safe, gender-neutral / single occupancy restroom facilities in all new buildings constructed on campus, and that the signage of current single occupancy restroom facilities be changed to reflect gender-neutral facilities; and be it further
- Resolved** That the Associate Vice President for Diversity & Educational Equity and Ombudsperson appoint a task force with the authority to issue recommendations to Executive Council for increasing CSUSM's score on the national LGBT-Friendly Campus Climate Index from its current score of 2.5 of 5 Stars , such that CSUSM's score is in line with other institutions of higher education in Southern California; and be it further
- Resolved** That the University administration demonstrate a commitment to providing new staff and faculty training opportunities for learning about issues of sexual orientation and gender identity/expression; and be it further
- Resolved** That the Women's Studies Department make a commitment to developing a Sexuality Studies minor and promote courses addressing LGBTQI identities and contributions; and be it further
- Resolved** That the ASI of CSUSM actively bring awareness to the issues facing LGBTQI students. Furthermore, ASI of CSUSM is urged to answer any calls for help from any fellow student throughout their campus communities; and be it finally

Resolved

That copies of this Resolution be distributed widely, including, but not limited to the CSU Board of Trustees; CSU Chancellor Charles B. Reed; the Academic Senate of CSUSM; CSUSM President Karen Haynes; Campus Climate Advocate Scott Gross; Vice President of Student Affairs Eloise Stiglitz; Dean of Students Bridget Blanshan; Director of the University Village Apartment; and the San Marcos University Corporations Executive Director.

So far:


Petition to keep "WMST" name

The Women's Studies program here at California State University San Marcos was first created in 1993, with the focus creating courses that examine gender in relation to race, class, sexuality, and other identity markers, in national and international contexts. For the past 25 years, the Women's Studies department has created an academic culture that focuses on all aspects of women. The department has produced many successful women and men and the proposed name change would be a disservice to both past and future Women's Studies students.

We The Students, are starting a petition to keep the Women's Studies major name the same as it is, "Women's Studies." We The Students, do not agree with the proposed name change of "Women's, Gender and Sexuality Studies."

1. The name inherently complicates the studies to be about the slow erasure of Women.
2. The proposed name change excludes the mention of race in the major title, which is a core component of intersectionality.
3. When there is a name change, what must follow is a proposed curriculum change, which has not yet be addressed and We The Students do not want to see any of the classes or in class curriculum change from the "Women's Studies" Major program.

Name	Email Address	Signature
[Redacted] Cavacento	[Redacted]	[Signature]
[Redacted] Rosendale	[Redacted]	[Signature]
[Redacted] Kill	[Redacted]	[Signature]
[Redacted] Garcia	[Redacted]	[Signature]
[Redacted] Abraham	[Redacted]	[Signature]
[Redacted] Bates	[Redacted]	[Signature]
[Redacted] Plair	[Redacted]	[Signature]
[Redacted] Heney	[Redacted]	[Signature]
[Redacted] Tharp	[Redacted]@cougars.csusm.edu	[Signature]
[Redacted] Reyes	[Redacted]@cougars	[Signature]
[Redacted] Silva	[Redacted]@cougars.csusm.edu	[Signature]
[Redacted] Alpkheri	[Redacted]@cougars	[Signature]
[Redacted] Sierra	[Redacted]@cougars	[Signature]
[Redacted] Sanchez	[Redacted]@cougars.csusm.edu	[Signature]
[Redacted] Chamberlin	[Redacted]@cougars.csusm.edu	[Signature]

[REDACTED] Martinez	[REDACTED] @cougars.csus.edu	ym
[REDACTED] Bazar	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Contreras	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Cain	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Calderon	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Garcia	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Memahan	[REDACTED] dememahan@gmail	Jwanah Memahan
[REDACTED] Aragon	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Boggest	[REDACTED] @cougars.csusm.edu	Hardy Boggest
[REDACTED] DeBrosse	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Venegas	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Vargas	[REDACTED] @cougars.csusm.edu	Sarah Vargas
[REDACTED] MONSIEUR	[REDACTED] B.....	[REDACTED]
[REDACTED] salmon	[REDACTED] @COUGARS	[REDACTED]
[REDACTED] Yi	[REDACTED] @gmail.com	[REDACTED]
[REDACTED] SIMIN	[REDACTED] @cougars.csusm.edu	Mielmin
[REDACTED] whitaker	[REDACTED]	[REDACTED]
[REDACTED] Nolasco	[REDACTED] @cougar	[REDACTED]
[REDACTED] Espin	[REDACTED]	Janelle
[REDACTED] Hernandez	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Kuske	[REDACTED] @cougars....	[REDACTED]
[REDACTED] Cardenas	[REDACTED] @cougars.csusm.edu	Elira Cardenas
[REDACTED] Okazaki	[REDACTED] @cougars.csusm.edu	[REDACTED]
[REDACTED] Bender	[REDACTED]	[REDACTED]
[REDACTED] Garcia	[REDACTED]	[REDACTED]
[REDACTED] Leal	[REDACTED]	[REDACTED]
[REDACTED] Fogel	[REDACTED]	[REDACTED]
[REDACTED] Torres	[REDACTED]	[REDACTED]
[REDACTED] Ward	[REDACTED]	[REDACTED]

Print name

email

signature

[redacted] Sneed

[redacted]

Cameron Sneed

[redacted]

[redacted]

Kevin Benitez

[redacted] McKinney

[redacted]

William McKinney

[redacted] Chinrapong

[redacted]

[redacted]

[redacted] Cedeno

[redacted]

Ahmed

[redacted] Ferrell

[redacted]

Shirley Ferrell

[redacted] NORTHWATER

[redacted]

[redacted]

[redacted] Castellano

[redacted]

A

[redacted] On

[redacted]

On

[redacted] Fotonji

[redacted]

Nazli Fotonji

[redacted] Diaz

[redacted]

Blanca Diaz

[redacted] Garcia

[redacted]

[redacted]

[redacted] Jones

[redacted]

nj

[redacted] Paschall

[redacted]

[redacted]

[redacted] On

[redacted]

On

[redacted] Pucero

[redacted]

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[redacted] Doize

[redacted]

[redacted]

[redacted] Ramirez

[redacted]

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[redacted] Mendoza

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[redacted] Sticks

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[redacted] Leitzel

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[redacted] Carasco

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[redacted] Cedros

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[redacted] Estrabillo

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[redacted] Lewis

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[redacted] Lopez

[redacted]

[redacted] Dorn

[redacted]

[redacted] Prochey

[redacted]

[redacted] Waltemeyer [redacted]
[redacted] Crawford [redacted]
[redacted] Low [redacted]
[redacted] Flores [redacted]
[redacted] Bernal [redacted]
[redacted] Krueger [redacted]
[redacted] Husher [redacted]
[redacted] Landry [redacted]
[redacted] Comacho [redacted]
[redacted] Prah [redacted]
[redacted] Angeler [redacted]
[redacted] Telpian [redacted]
[redacted] Kimbrough [redacted]
[redacted] Barallo [redacted]

Dustin Waltemeyer
Crawford
~~A~~
Ramon A. Flores
B
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~~A~~
Austin Comacho
A Prah
Angeler
Kimbrough
Barallo



Resolution Supporting Civil Disobedience and Social Action at all CSU's

May 6, 2018

WHEREAS, the California State Student Association (CSSA) is the single recognized voice of the 470,000 students in the California State University (CSU); and

WHEREAS, the purpose of CSSA is to represent all students of the CSU system and advocate for them on issues of higher education pertaining to access, affordability, quality, and the student experience; and

WHEREAS, the mission of the CSU system is to prepare significant numbers of educated, community driven members of society, to contribute to California's schools, economy, culture, and success;¹ and

WHEREAS, to prepare significant numbers of educated students, social justice initiatives and actions should be high priority in order to maintain or progress civil and constitutional rights on university grounds; and

WHEREAS, when collective action and social justice initiatives are not supported, suppression and inequity has a negative impact on student communities; and

WHEREAS, when the mistreatment of people within historically marginalized communities turns into systematic oppression, whether it be it racist, patriarchal, or cultural, it can have a strong and negative impact on the health and sense of self of individuals within said group especially when it is supported and enforced by society and its institutions²; and

WHEREAS, historically marginalized communities on college campuses still claim within their respective collectives that they still experience levels of systematic oppression and biases; and

WHEREAS, to prepare significant numbers of educated students, social justice initiatives and actions should be high priority in order to maintain or progress civil and constitutional rights on university grounds; and

WHEREAS, when collective action and social justice initiatives are not supported, suppression and inequity has a negative impact on student communities; and

WHEREAS, when the mistreatment of people within historically marginalized communities turns into systematic oppression, whether it be it racist, patriarchal, or cultural, it can have

¹ <https://www2.calstate.edu/csu-system/about-the-csu/Pages/mission.aspx>

² Portland therapy Center, Cultural and Systemic Oppression
<http://www.portlandtherapycenter.com/psychological-terms/cultural-and-systemic-oppression>



an negative impact on their individual selves and their community in which has led to acts of community civil disobedience to gain justice¹⁰; and

WHEREAS, students who identify within historically marginalized communities within the CSU express their concerns over lack financial stability due to increasing campus based fees and university tuition rates¹¹, which have led to acts of community civil disobedience to gain justice¹²; and

WHEREAS, in 2011, researchers found that campaigns of nonviolent resistance were more than twice as effective as their violent counterparts in achieving their stated goals, for they attract impressive support from citizens, whose activism takes the form of protests, boycotts, and other forms of nonviolent noncooperation which all define as acts of civil disobedience, these efforts help separate regimes from their main sources of power and produce remarkable results¹³, and

WHEREAS, in 2011, researchers found that though members of historically marginalized communities have experienced negative impacts on their mental and physical health when perceptions of discrimination and systematic oppression occur, however, such perceptions are also associated with increased levels of activism¹⁴; and

WHEREAS, in 2016, researchers found that students who engage in forms of activism, including civil disobedience, experience increasing levels of confidence for they have found ways to cope and create structural change through forms of community solidarity¹⁵; and

WHEREAS, in 2018, ASI at CSU Los Angeles approved a letter of solidarity written by their Executive Officers in order to support student Naim Reece who is being criminally charged for participating in two on campus protests including a protest against provocateur speaker Ben Shapiro, and an on campus walk-out opposing the election of Donald J. Trump;¹⁶ and

¹⁰ LGBTQ+ Community at CSUF demands more space and resources

<https://www.ocweekly.com/cal-state-fullertons-lgbtq-community-demands-more-space-and-resources-on-campus-7965788/>

¹¹ Statistics and fees relevant to the CSU, <http://www.calstate.edu/budget/student-fees/fee-rates/>

¹² CSUF President Milton Gordon Signs Declaration

<https://www.ocweekly.com/updated-president-gordon-signs-declaration-cal-state-fullerton-students-camp-out-in-fee-related-protest-6478497/>

¹³ CHENOWETH, E., & STEPHAN, M. (2011). *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. Columbia University Press.

¹⁴ Cronin, T. J., Levin, S., Branscombe, N. R., van Laar, C., & Tropp, L. R. (2012). Ethnic identification in response to perceived discrimination protects well-being and promotes activism: A longitudinal study of Latino college students. *Group Processes & Intergroup Relations*, 15(3), 393-407

¹⁵ DeAngelo, L., Schuster, M. T., & Stebleton, M. J. (2016). California DREAMers: Activism, identity, and empowerment among undocumented college students. *Journal of Diversity in Higher Education*, 9(3), 216.

¹⁶ CSULA ASI Letter of Solidarity for student student Naim Reece

<https://asicalstatela.org/sites/default/files/content/attachments/2018/04/executive-officer-public-statement-support-naim-reece.pdf>



RESOLVED, that this resolution be distributed widely, including, but not limited to the California State Legislature, the CSU Board of Trustees, Chancellor Timothy P. White, the CSU Statewide Academic Senate, statewide student associations, and campus Associated Students.

PROPOSAL FOR NAME CHANGE





PROPOSAL

- **Revise Department Code 503**
- **Rename “Women’s Center” to “Gender Equity Center”**
- **To be announced for Fall 2013**

Why?

- **Signal greater inclusivity**



Why?

- **Education & inclusion of Men & Transgender folks**



Why?

- **More accurately** reflect diverse visitors of the Center





Program & Service Impact

- **Current programs & services will still be offered**
- **New programs w/ male, masculinity, and transgender focus**
- **Could increase reach**

Questions?

The image shows a green background with faint, stylized floral and leaf patterns. On the left side, there are three white circular binder holes. The word "Questions?" is written in a bold, white, sans-serif font, oriented vertically in the center of the page.

ASSOCIATED STUDENTS, INC.

CODES OF GOVERNANCE

CODE 503	WOMEN'S GENDER EQUITY CENTER DEPARTMENT CODE
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<p>NEW/REVISED PROCEDURE: (Insert BOD approval date of changes)</p> <p>EFFECTIVE DATE: February 9, 2006</p>

I. NAME

This document shall be called the ~~Women's Center~~ Gender Equity Center Department Code.

II. AUTHORITY

This Center shall be established by the authority given in Article ~~17-14~~ of these the Bylaws of Associated Students, Incorporated of California State University San Marcos.

III. PURPOSE

The purpose for this Center is to provide a facility that is dedicated to gender equity, equality, and supports and provides resources for all members of the campus community. It shall educate, advocate, and empower ~~women and men~~ CSUSM students by offering programming, education, and a safe environment. This code is to define the role of the ~~Women's Center~~ Gender Equity Center.

IV. DATE OF EFFECTIVENESS

This code shall be effective immediately upon the signature authority of this document by the ASI President, subject to the approval of the Board of Directors.
Date of effectiveness: February 9, 2006

V. AMENDMENTS

This code may be amended by a majority vote by the Rules Committee with the signature approval of the ASI President, subject to approval by of the Board of Directors by a two-thirds majority vote. Date of Amendment: (Insert BOD approval date of changes)-

VI. EMPLOYEES

The ~~Women's Center~~ Gender Equity Center shall consist of the following student employees and may change pending the ASI Budget and necessity. Descriptions of job roles may be found in the Job Description Resource Manual.

A. ~~Operations Coordinator~~ Communications Coordinator

~~The Communications Coordinator increases the visibility of the Center's services and events through online, print, and in person promotion, advertising, and community building.~~

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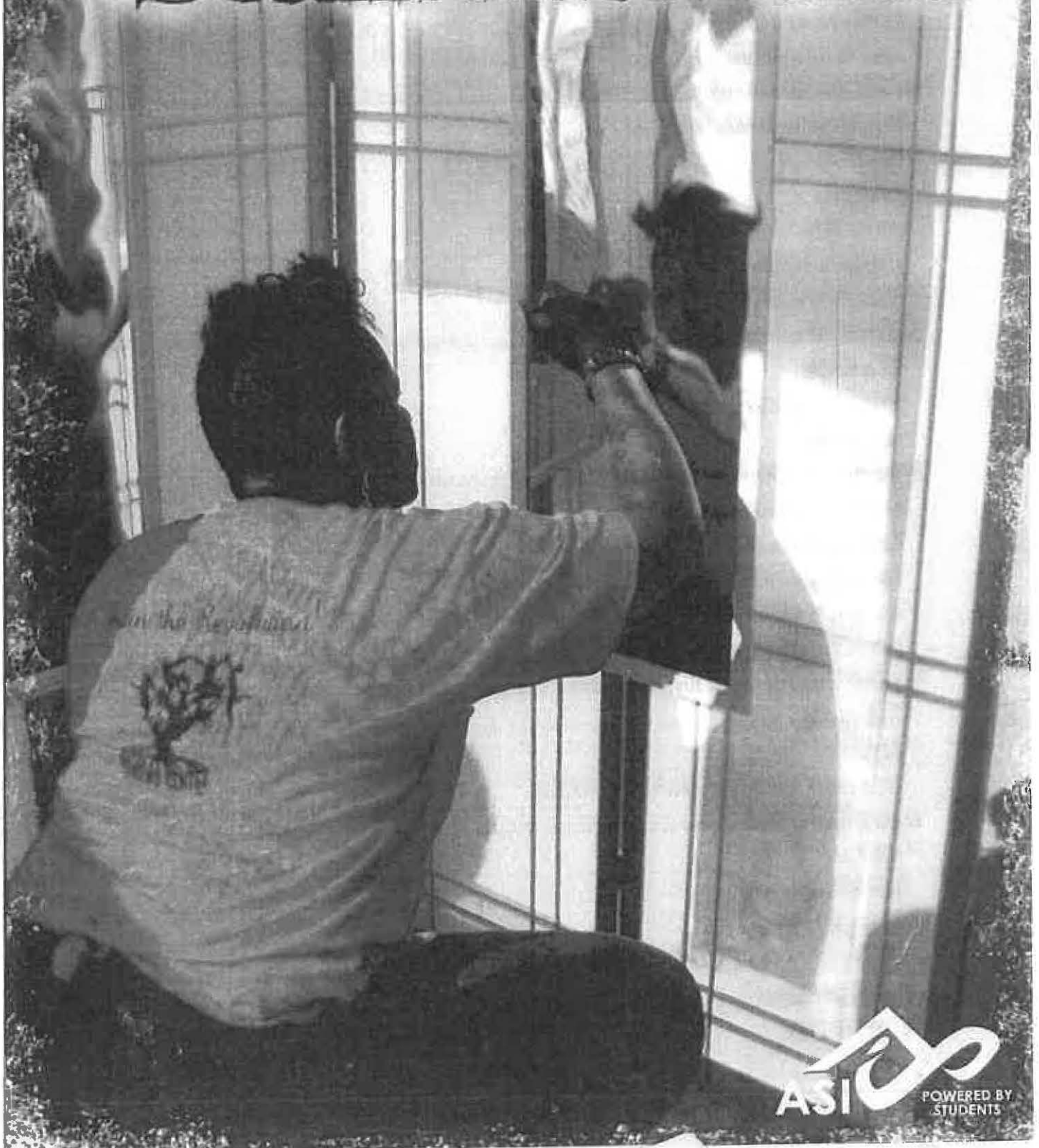
CODE 503 ~~Women's Center~~ Gender Equity Center Code approval date of changes)

Revised: (Insert BOD

All duties and responsibilities may be subject to change as deemed necessary by the Center Director, in consultation with the ASI Executive Director. Changes which significantly alter the scope of duties and responsibilities of the Center require amendment of this code through the process noted in Section V, when needed by the Board of Directors or Rules Committee. These Duties and responsibilities of the Women's Center Gender Equity Center shall include:

- A. Shall conduct ~~all~~ education programming specifically focused on ~~Sex~~sex, ~~Gender~~gender, and ~~Sexuality~~sexuality.
- B. Shall provide up-to-date information for students.
- C. Shall keep the center open for at least 30 hours a week.
- D. Shall coordinate Women's Herstory month.
- E. Shall conduct at least 8 events per semester.
- F. Shall ensure that all events are spread out over the course of days and times.
- G. Abide by all ASI Resolutions, Policies, and Procedures when operating on behalf of ASI
- H. Improve collaboration and relationships between various gender, ethnic, and sexual orientation groups on campus.
- I. Increase awareness on issues that primarily affect women and transgender students on campus.
- J. Pursue gender equity for all women on campus through support, programming, advocacy, and discussion.
- K. Provide resources for women's intellectual, professional, and personal success.
- L. Serve as a liaison for students to existing campus services.

Women's Center Staff Manual



ASI  POWERED BY
STUDENTS

The Women's Center "101"

WOMEN'S CENTER MISSION STATEMENT

The Women's Center is the collective voice for gender equity and justice at CSUSM. Serving as a catalyst for ending gender oppression and violence, we advocate for women and transgender individuals, using a social justice frame to provide education and foster inclusive, empowering communities for all students.

VISION STATEMENT

Our vision is a CSUSM community with gender equity and justice, in which students of all genders and diverse identities feel safe, valued, and respected.

CORE VALUES

The Women's Center serves the students of Cal State University San Marcos by combating gender oppression, celebrating diverse women's leadership contributions, and creating a safe and affirming campus community. To accomplish our mission, we base our strategic decisions and actions on the following core values.

FEMINISM

Feminism - the movement for social, political, and economic equality for all people regardless of gender – is the lens through which we view our work. Feminism embodies the values of equal access to resources, equal representation in leadership positions across all sectors, personal agency and choice, and psychological and physical safety. We recognize women's common and diverse experiences – honoring and celebrating all women's intersecting identities - and stand in solidarity with women both locally and globally.

SOCIAL JUSTICE

Social justice guides our framework and is deeply connected with our feminist values. Our practice of social justice is actively and mindfully working to eliminate all forms of oppression and inequity, grounded in the belief that there is no hierarchy of oppression. Our process is participatory, inclusive, and affirming of human agency and individual capacities for working collaboratively to create change. We commit to self-exploration of our targeted and privileged identities, and challenge ourselves to grow as agents of change through our actions, behaviors and relationships. We are deeply committed to our collaboration with the CSUSM LGBTQ Pride Center and Cross-Cultural Center, collectively known as the Social Justice Centers.



COMMUNITY

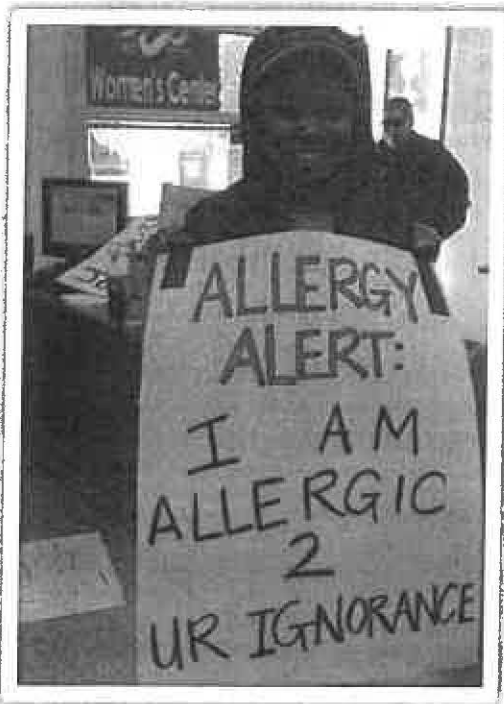
We creatively work to build and celebrate community based on inclusiveness, support, the affirmation of all identities, and diversity. We strive for safe space created through respectful dialogue, collaborative

Expectations & Norms

This section of the manual reflects the expectations and norms for all Women's Center staff. Based on our guiding values and vision, these expectations guide us in creating and sustaining a learning organization and respectful community.

WORK CULTURE

Working at the Women's Center is unlike many typical jobs. Our "bottom line" is achieving our mission, which is working towards equity and building empowering communities. This is only possible by practicing respect, compassion, and trust with each other. Spreading gossip or back-talk is harmful to



individuals and to the organization, and will not be tolerated. This type of negativity is counteracted through honest communication and empathy.

The culture of the Women's Center is also rooted in self-initiation, creativity, and accountability. Women's Center staff has a great deal of personal responsibility as well as personal autonomy. You will not always be handed a set of "simple" tasks to complete each shift. Rather, you will be expected to do high-level critical thinking in analyzing your end goal and creating tasks to achieve that goal. Staff work collaboratively on most projects, which means that follow-through is essential. We all depend on one another to achieve our mission and vision.

Just as with any family or community, we will create expectations, boundaries and norms with one another. Supporting one another is a priority, and together we will develop systems for doing so in a formal way throughout the year.

CREATING AN INCLUSIVE SPACE

In an effort to accomplish our mission, staff is expected to be sensitive and knowledgeable about the issues we address in order to create a bias-free environment in our Center. Training will be incorporated into our staff meetings, specifically addressing issues pertinent to your work here. You will also be given articles to read in preparation for discussion at staff meetings. Some topics we will discuss in staff meetings or through articles are:

- Violence against women
- Homophobia and Heterosexism
- Racism
- Team building/Leadership

Working with the Social Justice Centers

The Women's Center (ASI), LGBTQ Pride Center (ASI), and Cross-Cultural Center (SLL) are collectively known as the Social Justice Centers. We work collaboratively to provide social justice education and create safer campus communities, built on understanding and celebration of diversity, for all students. The Social Justice Centers works together to create campus-wide programming, education, and centers staff development training.



PROGRAMMING

In addition to original, one-time programs, the Social Justice Centers collaborate on three signature events.

Café la Paz

A monthly event that is planned by a team made up of one staff member from each of the Centers. The location rotates between the centers.

Staff Roles/Expectations:

1. Work with staff of Pride Center and C3 to develop a program around a heritage/history/awareness month.
2. Complete program planning form and submit to Director.
3. Connect program to how this month intersects with multiple aspects of identity.
4. Program should include name game, icebreaker, and educational components.

The Social Justice Summit

An annual, weekend retreat for 40 CSUSM students, which takes place every February at an off-campus location.

Staff Roles/Expectations:

1. One staff member will be selected to serve on planning committee to help organize and advertise. Selection will be made based on interest, job performance, and project load.
2. Staff who have attended are highly encouraged to apply to serve as Peer Facilitator, taking a lead role at the summit.
3. Staff who have not previously attended the summit are required to do so.

Women's Herstory Month (March) is a time when the Women's Center coordinates with campus departments and organizations to develop various programs and events relating to the history and future of women. It takes place in March every year, and is a culmination of many different types of programs.

Types of programs

Active programs:

- ✧ Take place at a particular time, date, and location
- ✧ Require facilitation so participants can engage with the group leader and/or each other
- ✧ Ex: workshops, discussion groups, fairs, mural painting

Passive programs:

- ✧ Take place at a particular location and has an end date, *but not* at a particular time where folks gather together
- ✧ Does not require facilitation; participants engage on their own and/or with each other
- ✧ Ex: bulletin board displays, "post-secret", staking around campus

Take Back the Night (April) is a protest against sexual and domestic violence that happens every April. It includes entertainment, speak out circles, the Clothesline Project, educational information, and a march across the university.

All People's Celebration (May) is a collaborative event with the LGBTQ Pride Center and the Cross-Cultural Center that honors individuals and organizations from CSUSM who contribute their time, effort, and energy to increase multi-cultural and social justice understanding at CSUSM. It occurs around graduation, and includes a dinner and recognition award ceremony.

Student Staff Programs

Student staff are responsible for organizing additional programs throughout the year in order to build community, provide education, and empowering opportunities for historically marginalized groups on campus. Our goal is to provide at minimum one program on each of the below topics/communities per year.

Sexual Assault and Domestic Violence

Organized by Women's Center Coordinator

Other than Take Back the Night and the Clothesline Project, these programs will primarily be educational in nature. They may include presentations and workshops to campus groups and departments, as well as passive awareness-raising campaigns.

Women of Color

Organized by Diversity Peer Educator

Educational, social, and passive programs that focus on the intersection of race and gender and address the double-bind of racism and sexism. These programs also help to build inter- and intra- group community building opportunities on campus.

LBTQ Women

Organized by Diversity Peer Educator

Educational, social, and passive programs that focus on the intersection of sexual orientation and gender

*Council for the Advancement of Standards
in Higher Education*

CAS Self-Assessment Guide for
Women Student Programs and Services



One Dupont Circle, NW, Suite 300, Washington, D.C. 20036-1188

August 2012

- d. Identify responsible parties to complete the action steps.
- e. Set tentative start-up date for initiating a subsequent self-study.

Part 1. Mission Overview Questions

- A. What is the program mission?

- B. How does the mission embrace student learning and development?

- C. In what ways does the program mission complement the mission of the institution?

Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

Women Student Programs and Services (WSPS) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, WSPS must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:

Domain: knowledge acquisition, integration, construction, and application

- **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**

Domain: cognitive complexity

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

Domain: intrapersonal development

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

Domain: interpersonal competence

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership.**

2.5.2	staff members who can address questions and concerns	
2.5.3	counseling, advising, or other forms of assistance	
2.6	WSPS staff address the needs of undergraduate and graduate women students by incorporating aspects of identity through programs and services	
2.7	The WSPS promotes unrestricted access for full involvement of women in all aspects of the collegiate experience	
2.8	The WSPS provides programs and services that address educational issues of significance to women	
2.9	To address the institutional environment, the WSPS	
2.9.1	advocates for a campus culture that eliminates barriers, prejudice, and bigotry, and creates a hospitable climate for all women	
2.9.2	assesses and monitors the campus climate for women and collaborates with partners to eliminate violence against women	
2.9.3	advocates for assessment of the campus environment for gender bias	
2.9.4	advocates for the elimination of institutional policies and practices that result in an inequitable impact on women	
2.9.5	promotes awareness of ways in which gender bias intersects with racism, classism, and homophobia	
2.9.6	serves as a resource in helping campus constituencies identify and create equitable practices	
2.10	The WSPS advances social justice through opportunities for involvement in global, national, state/provincial, and local action initiatives related to improving women's lives	
2.11	The WSPS addresses the provision of campus support services including	
2.11.1	advocacy, resources, and referrals related to sexual assault, sexual harassment, cyber-harassment, stalking, and relationship violence	
2.11.2	academic support that addresses concerns such as flexible scheduling, the environment for women students in traditionally male-dominated disciplines, and gender equity in the classroom	
2.11.3	resources and referrals for prevention, counseling, medical services, healthcare, disordered eating, physical and mental health, and equitable access to wellness, fitness, and health services	
2.11.4	resources and referrals for under-represented or under-served communities	
2.11.5	the need for adequate, accessible, affordable, and flexible child and family care	
2.12	The WSPS facilitates networking opportunities that	
2.12.1	create support systems and communication networks for women students	
2.12.2	identify role models by recognizing and celebrating the accomplishments of women on and off campus	
2.12.3	encourage liaisons between global, national, state/provincial, and local women's organizations and campus-based women student programs and services	
2.13	The WSPS provides educational programs that promote awareness of the way in which gender is constructed and shapes social structures and individual experiences	
2.14	The WSPS offers experiential opportunities that explore oppression, privilege, and racism	

Part 2. Program Overview Questions

A. What are the primary elements of the program?

B. What evidence exists that confirms the contributions of the program to student learning and development?

Part 3. Organization and Leadership Overview Questions

- A. In what ways are program leaders positioned and empowered to accomplish the program mission?
- B. How do program leaders advance the organization?
- C. How are program leaders accountable for their performance?
- D. What leadership practices best describe program leaders?

Part 4. HUMAN RESOURCES

Women Student Programs and Services (WSPS) must be staffed adequately by individuals qualified to accomplish mission and goals.

Within institutional guidelines, WSPS must

- **establish procedures for staff recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **assess the performance of employees individually and as a team**
- **provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

WSPS should be staffed by persons with the credentials and ability to forge gender equity on campus to promote the integrity of the unit.

WSPS staff positions must be classified and compensated on a level commensurate with equivalent positions in other units.

WSPS must maintain position descriptions for all staff members.

To create a diverse staff, WSPS must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.

WSPS must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.

To further the recruitment and retention of staff, WSPS must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.

WSPS professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

4.4.1	hold earned graduate or professional degrees in fields relevant to the position or possess an appropriate combination of educational credentials and related work experience	
4.4.2	engage in continuing professional development activities	
4.5	Degree- or credential-seeking interns or graduate assistants in the WSPS	
4.5.1	are qualified by enrollment in an appropriate field of study and by relevant experience	
4.5.2	are trained and supervised adequately by professional staff members	
4.6	Supervisors of WSPS interns or graduate students adhere to all parameters of job descriptions, work hours, and schedules	
4.7	Student employees and volunteers	
4.7.1	are carefully selected, trained, supervised, and evaluated	
4.7.2	are educated on how and when to refer those in need of additional assistance to qualified staff members and have access to a supervisor for assistance in making these judgments	
4.7.3	are provided clear job descriptions, pre-service training based on assessed needs, and continuing development	
4.8	All WSPS staff members, including student employees and volunteers,	
4.8.1	receive specific training on institutional policies pertaining to functions or activities they support	
4.8.2	receive specific training on privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information	
4.8.3	receive training on policies and procedures related to the use of technology to store or access student records and institutional data	
4.8.4	are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts and in safety and emergency procedures for securing and vacating facilities	
4.9	WSPS staff positions are classified and compensated on a level commensurate with equivalent positions in other units	
4.10	The WSPS leadership has knowledge of gender issues and their impact on learning and development	

Part 4. Human Resources Overview Questions

A. In what ways are staff members' qualifications examined?

B. In what ways are staff members' performance judged?

Part 5. ETHICS

Women Student Programs and Services (WSPS) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

WSPS must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.

WSPS must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.