

Campus Climate Committee
Notes

Wednesday November 9, 2022 @ 2:00 – 3:30p.m.
ZOOM

Call to order (2:04pm, we wait several minutes until we have quorum)

Attendance/Quorum: Mitra Baghdadi, Pei-Feng Hung, Lily House-Peters, Judy Jou (guest presenter), Angela Locks, Shae Miller, Katherin Toscano, Varenka Lorenzi, Brooke Winder

Approve Minutes: 10/12/2022 (Pei-Feng moves to approve, Shae and Mitra second, MSA)

Approve Agenda (Katherin motions, Shae seconds, MSA)

Ongoing business:

- a. Open Forum regarding HERI report to be held via Zoom during CCC meeting time on December 14th, 2:00-3:00pm
 - i. Brooke and Shae give update, what follows are comments and questions on the update.

Brooke: This would be a campus-wide Zoom, would be scheduled for one hour during our regular CCC meeting, open to anyone in our campus community. All would be invited to ask questions about the HERI report.

Angela: Use consistent language and call it an Open Forum (and not a Focus Group, so as not to confuse it with the Focus Groups that Shametrice Davis and others are holding).

Brooke: Shae and Brooke are preparing for this Open Forum.

Brooke: Requesting support for preparations for the Zoom Open Forum, from an organizational/logistics framework.

Noah volunteers to support these logistics, Katherin asks what this entails. Katherin offers to help, and Pei-Feng offers to help as well.

Angela: The HERI report will be shared soon, and Angela shares that there is an opportunity to promote the 12/14 Open Forum in an email from the President.

Brooke: The forum would be in Webinar format, and this is to make sure that participants are protected from triggering or inappropriate comments in the chat. It would be a webinar link sent out.

Angela: The campus may or may not read/react to the report. Despite this, it will be a useful report to guide our actions and work. People are already trying to use this. The reaction does not equate its value to the campus.

Pei-Feng: The president made a comment on the great work, time, and effort of this committee. Secondly, the president mentioned that she will send out the report soon, and finally, the president would like a more formal way to work closely with this group. Collaboration is the goal. The work and time has been recognized.

Angela shares the surveys website with the CCC: <https://www.csulb.edu/campus-climate>. The president is becoming more aware of the important work of this committee.

Pei-Feng, we can figure out a way to formalize the report process. The CCC chair or vice-chair might report to the Senate on a more regular basis, and circle back to the campus community as well. We need to figure out ways to disseminate our work.

Angela: As the campus does not have a Chief Diversity Officer, we have an opportunity to leverage the power that we do have, and Angela recommends us to take advantage of this. There is an opportunity to engage in authentic leadership that honors the diversity of the campus. Shae did a great job of honoring the shared governance and structures of the campus. We have power we can utilize and grow on behalf of advocating for the campus.

Pei-Feng: It will be great to have any members of the committee members share a summary of the report. We need to let people know how much time and energy went into the report. We may be able to talk about this and schedule the time to create better communications between the CCC and upper operations/administration.

Shae: The reports and where they go... 1) It seems that we have the opportunity to be more strategic in terms of recommendations, and 2) If the president's office is receiving these annual reports, then how does the president's office not know what our role is on campus. Even if we made more strategic recommendations, where do they go? Do they just get filed, or can we change the process? (e.g., reporting to AS, summaries, etc.).

Pei-Feng: We send to AS and publish on the AS website, and AS tries to follow up on several prioritized recommendations. The problem with the President's office is due to the fact that the staff turnover is high. The new person is still trying to learn the governance structures; this is related to the staffing challenges we are facing. All of the reports you can find on the AS website, they have been published. The AS chair typically will identify what will be the priority for the coming year.

Shae: Many of us were surprised to learn who we were in the past, and the goal is to create a strategic line of communication to reflect that "family tree"...for both/all communities to develop a more strategic relationship with AS as a way to get to the president's office.

Pei-Feng: The president's office is going to prioritize certain committees. They want to highlight and prioritize the work this committee is doing, and have more reliable communication (i.e., not just annual reports).

Katherin: What could be the student involvement with this? As Angela, we do not have a Chief Diversity Officer for the university, but how can student government get more involved? So there would not be as much of a disconnect between the student body level and the administration. Students come up to student leaders and ask how to get involved. We need to open up to more student involvement.

Brooke: Let's pause to ask for ideas on this, how this might come to be. Perhaps that goal to connect better could be something we add on that list. Maybe that would be a good place to put it.

Noah asks if the 12/14 space could be around ideas for that, Shae shares that this is a listening session only.

Katherin: This is open to everyone on campus, many students would want to have the message amplified. This could be a way to create more engagement for this.

Angela notes that students were involved in the creation of the report.

Shae: it would be wonderful to learn from students what faculty and staff can do to support students, in whatever ways would be useful. Shae loves that Katherin wants to get students involved but cautious to make sure that we do not exploit student time.

Katherin: Communication is disconnected, and students are open to greater communication.

Brooke: What comes to mind given the work student leaders are doing? Would it make sense to invite student leaders to the space to share with the CCC their ideas? Though this may take significant time...we could brainstorm ways to improve communication. Just putting this out there in case other student leaders would be interested.

Katherin: We always say in the office, just do what you have the capacity for...though there are people who would like to be involved. Not all of us get the same info due to the different committees we are all on.

Brooke: Our December meeting is this open forum, we are looking ahead into Spring. We are looking to who we are inviting to share more info with us. Would Katherin be interested in asking these leaders if they want to come to one of the monthly CCC meetings? (Note: any except the last meeting would be open to all)

Katherin: Yes, definitely.

Shae: LGBTQIA+: we have two students who serve regularly from AS. There are three spots; we have fewer students than normal. This may be due to what is happening this year. We want to

make sure that students are being supported. What can we do aside from telling students what the committees are, and students may not be participating for a variety of reasons...something is not working.

Brooke: to ask student leaders: What are the needs, what is going on? What resources and support are needed, and how can we better translate that to AS and the president's office? Brooke is asking time to share but not asking students to do more for us, but how asking we can support and formalize as a need/basis for action.

Mitra shares idea: Mitra previously went to ASI meetings, listened to see what was going on, students come from all different areas of the campus. It was an incredible experience of learning from students, and Mitra would not have learned if not from students in meetings. Students are just coming back to campus, changes in routine, or just coming to campus, has been overwhelming (for all of us in our own ways). Maybe it would be good if we could make it a rotation for one of the CCC members to attend their meetings and bring something back. We are 12 people on this committee, and maybe once a month one of us can go and join and bring back some information.

Noah asks if this would be welcome, Katherin shares that this is open and would not be intruding.

Mitra went and was a fly on the wall. Mitra shares it is possible.

Subcommittee/interest areas for CCC members: Link to interest document here: [CCC Subcommittee Interest Sheet.xlsx](#)

Brooke: Let's take this conversation into the interest form. (Brooke shares screen.) We need to prioritize and look forward to spring, that we could pull some of these areas in and take members who are interested in an area to meet with one another as spring comes, how we might gather info, who we might invite, or us going to them. Please put your interest down and don't feel obligated to have multiple interests. Thanks to Shae for creating this.

Shae: This is based on the three areas based on last year's report. This list is not complete, we can keep adding. We want to be able to talk about our goals for the upcoming year.

Brooke: We are pausing at Title IX, will do a short summary there. External group that has been hired by the CSU to look into all the campuses (the company hired is here this week, talking with many different groups). Shae and Brooke were at a meeting about this today. They are essentially doing some type of evaluation and listening to many groups of people on campus about our Title IX infrastructure, how problems arise, how are they managed, and getting feedback from different affinity groups on campus. All of this is going to be pulled into recommendations that will at some point (December? Possibly March?) will be given to the campus. It might make sense to hold back on this work due to the report that is coming.

Shae: The Title IX piece was the one that Pei-Feng brought up about the assessment, and we did not have any say in who was hired to do this work; we did not organize this.

Brooke: (Note: we sign up for different subcommittees.) Regarding Open Forum: this isn't the only opportunity, this is a starting place.

Brooke shares about Faculty research awards around EDI: <https://www.csulb.edu/office-of-research-and-economic-development/president-provost-initiative-faculty-research-awards>

Update on invitation to DEI researchers to share reports with the CCC (Brooke)

Brooke update: We will link talks about the awards that were given for implementation from SP'22-Fall 2022. This is a listing for new awards; applications were just due. Who received these awards in each College is listed. Brooke was part of an award for CoTA. Findings were presented by each award recipient; we would love if these awardees could share their work with us from their work in each College. Brooke has emailed all of the award recipients to ask to hear about their work and findings that might inform needs.

New Business

- a. Dr. Judy Jou at 3:00pm: Presenting results of research results related to caregiver experiences at CSULB. Presentation and Q&A to follow.**

Dr. Judy Jou from Health Sciences: invited to share results of a project regarding experiences of students at CSULB who are family givers. Acknowledged support from RSCA small grant.

Shares work on CSULB students who are family caregivers, positive aspects but detrimental impacts as well. Gap in research is looking at caregivers who are often young (as opposed to non-student middle-aged folks), many of whom (young folks) are students.

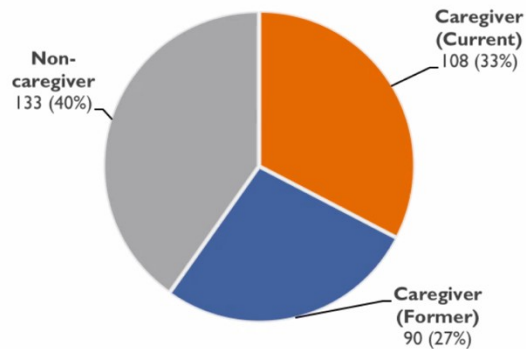
Roughly 5 million young caregivers are also full-time or part-time caregivers on campus, and there are few resources provided by universities. Who are our student caregivers at CSULB, what are their demographics, characteristics, what are their experiences?, what supports would help them succeed?

Survey November 2021-January 2022. 331 respondents, either current or former caregivers.

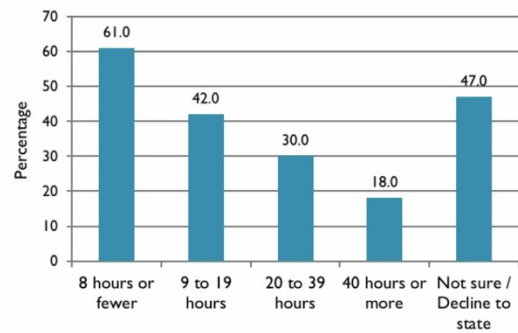
Screenshots of data presented below: *(The following is the work of Dr. Judy Jou, and was shared with CCC during this meeting.)*

RESULTS: CAREGIVER CHARACTERISTICS

Share of CSULB Caregiver Students

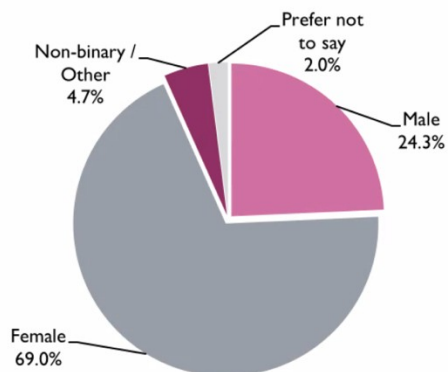


Hours Spent Caregiving per Week

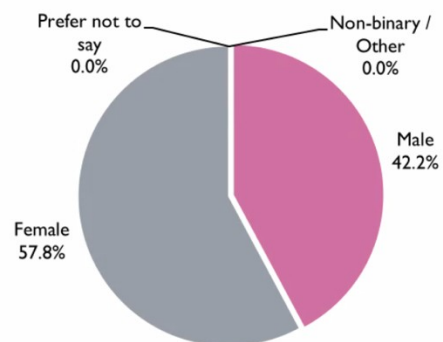


RESULTS: CAREGIVER CHARACTERISTICS

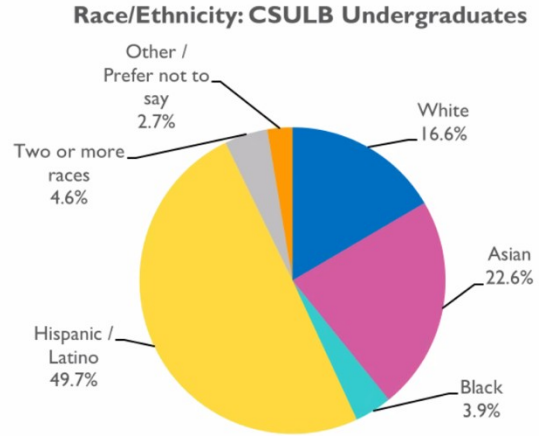
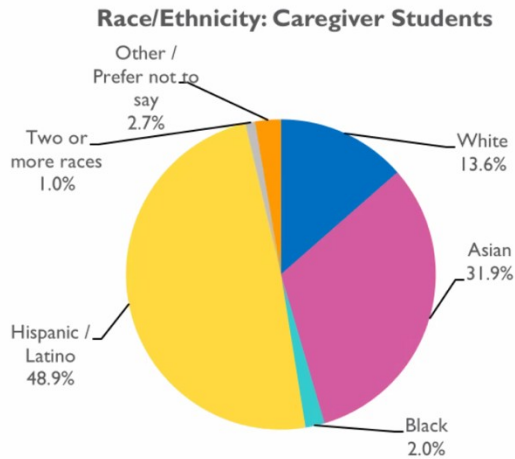
Gender: Caregiver Students



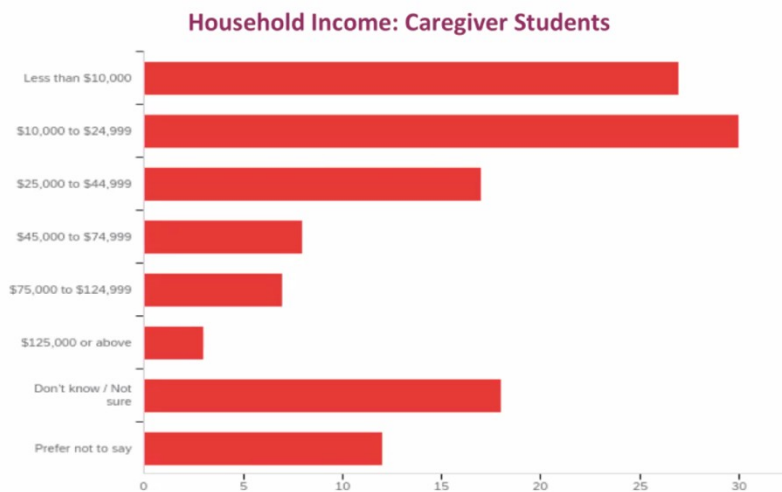
Gender: CSULB Undergraduates (Fall 2021)



RESULTS: CAREGIVER CHARACTERISTICS

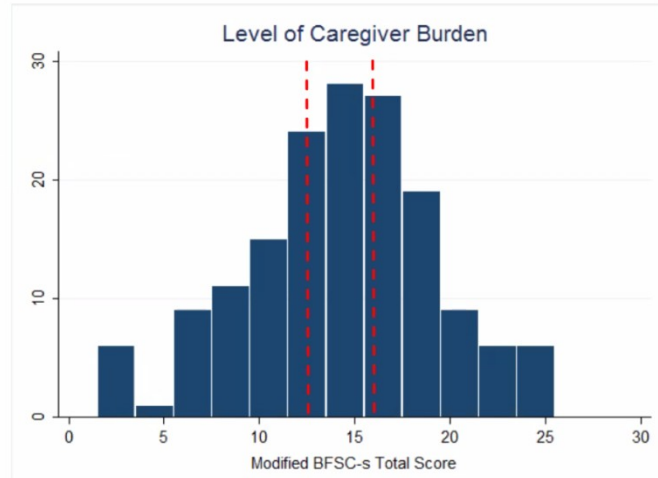


RESULTS: CAREGIVER CHARACTERISTICS



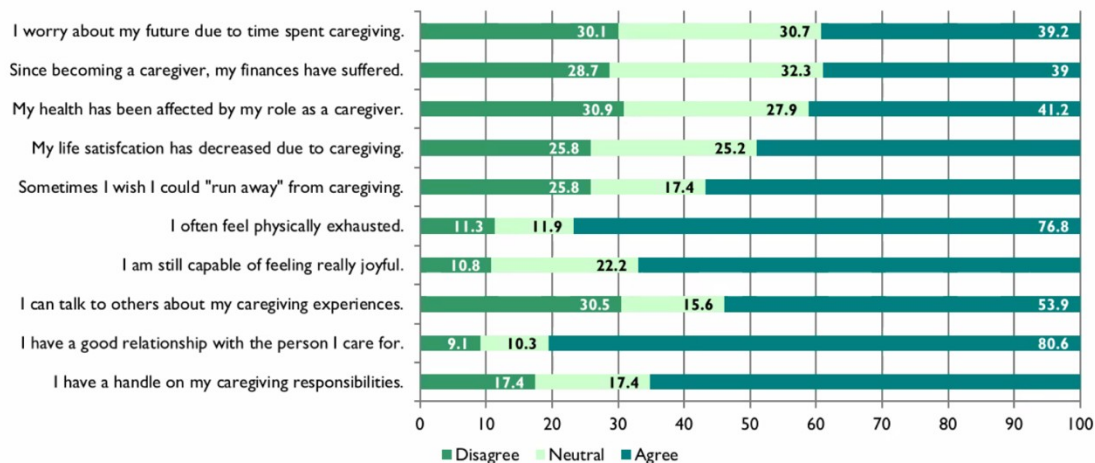
RESULTS: PERCEIVED CAREGIVER BURDEN

- On the modified BSFC-s:
 - 33% none to mild subjective burden (0.0 - 12.5)
 - 33% moderate burden (12.6 - 16.0)
 - 34% severe to very severe burden (16.1 - 30.0)

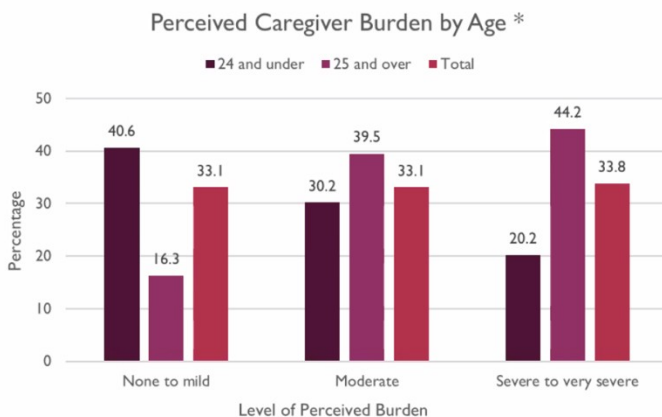


RESULTS: PERCEIVED CAREGIVER BURDEN

Caregiver Burden in CSU Long Beach Students



RESULTS: PERCEIVED CAREGIVER BURDEN



"I not only take care of my father, I also have a son I take care of, so finding time to take care of myself has almost become nonexistent."

— 42, Female, Hispanic/Latina

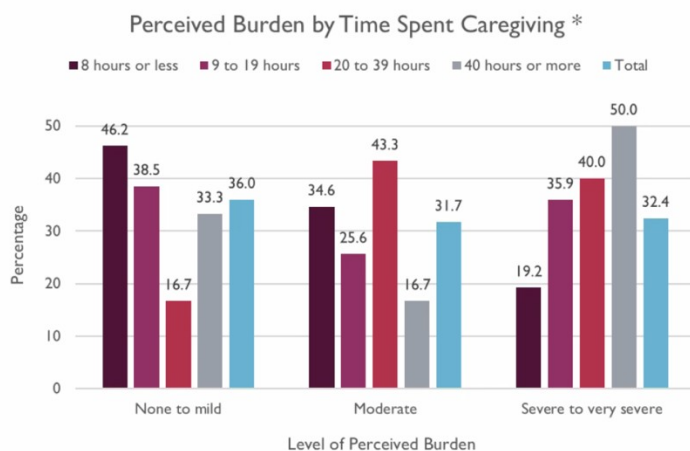
"I wish my peers understood what struggles I go through trying to balance everything in my life. Caring for my grandma 24/7 and maintaining a 4.0 GPA is not easy and I wish my peers understood that."

— 29, Female, non-Hispanic White

"I have tried my best to balance but I feel as if I am drowning sometimes. I worked so hard to get into CSULB and want to succeed."

— 51, Male, Hispanic/Latino

RESULTS: PERCEIVED CAREGIVER BURDEN



"I feel a lot of times that my life is constantly on the clock and it gets to the point where I have no energy or desire to even start an assignment."

— 24, Female, non-Hispanic Black

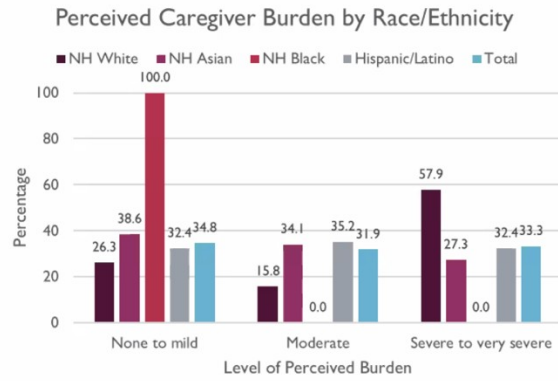
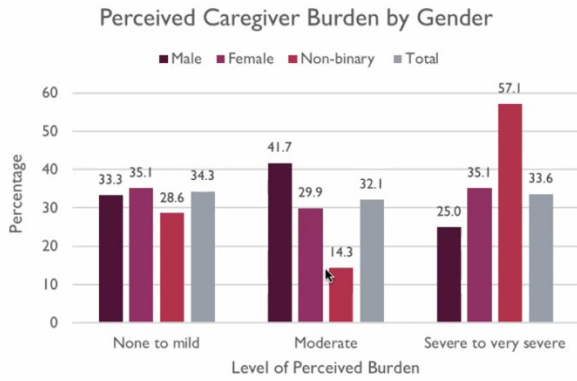
"In order to take care of someone else, we must be well ourselves. It is very difficult to maneuver and find time for ourselves and the little time we do have, doesn't suffice."

— 32, Female, Hispanic/Latina

"I work full time and provide care for my family. There are days where care is unexpected or takes longer than budgeted. As a student, there is an inherent assumption of guilt or laziness if assignments are not completed on time."

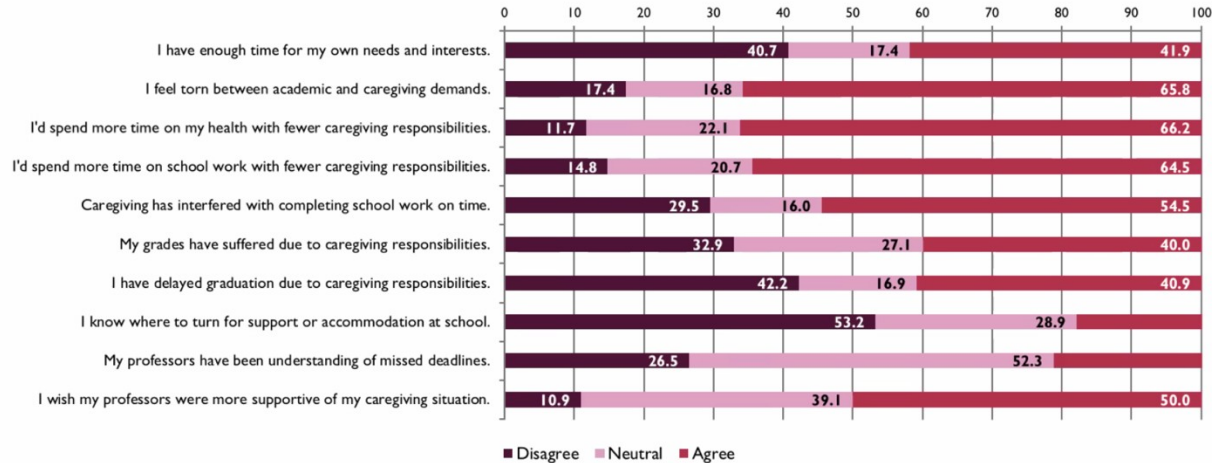
— 33, Male, Hispanic/Latino

RESULTS: PERCEIVED CAREGIVER BURDEN



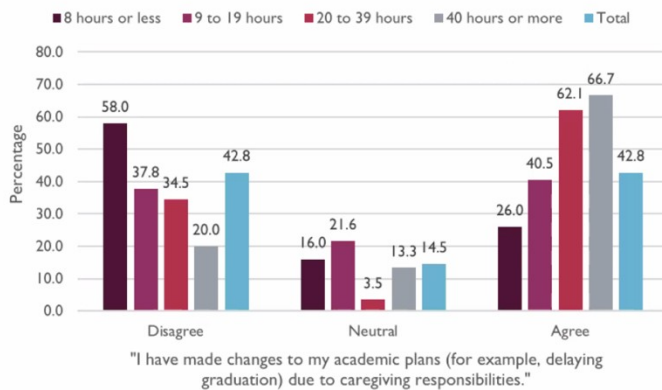
RESULTS: ACADEMIC BARRIERS

Academic Experiences of Caregiver Students



RESULTS: ACADEMIC BARRIERS

Delay in Academic Progress or Graduation, by Time Spent Caregiving *



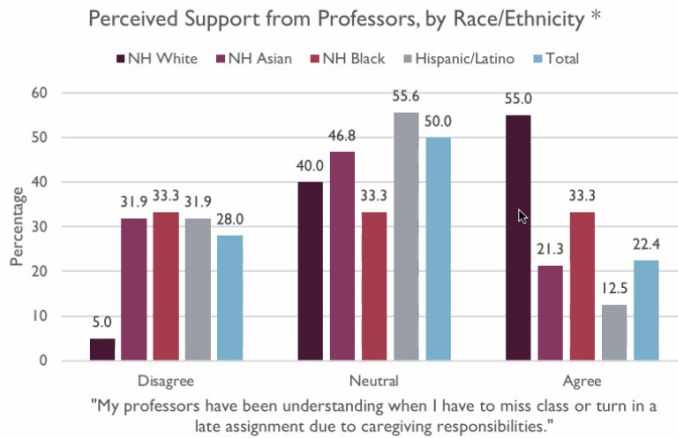
"I had to withdraw from an important psychology class recently due to stresses regarding having to care [for] my grandmother. I have been unable to access important upper division coursework since the class in question was a prerequisite."

— 22, Male, 20-39 hours per week

"Pushing back graduation was one of the hardest things I had to do and I felt like a flake telling my academic advisor. ... My granddad passed away and now I'm left here in a new semester, one where I thought I would still be caregiving to now move on and pick up the pieces."

— 21, Male, 40+ hours per week

RESULTS: ACADEMIC BARRIERS



"I feel embarrassed and that if I speak out I will be seen as giving excuses, [that] a bad grade due to caregiving is my fault. ... I don't know how to ask for help from professors...and I don't feel they would be willing to accommodate."

— 20, Female, Hispanic/Latina

"I have experienced difficulties providing evidence for an absence and missed assignments that were due to a medical emergency for the person I am caring for."

— 21, Non-binary, non-Hispanic Asian

"CSU Long Beach has demonstrated commitment to supporting me as a part-time caregiver; I have no complaints."

— 22, Female, non-Hispanic White

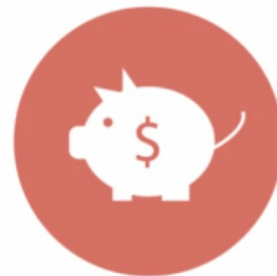
RESULTS: SUPPORT & SERVICES



13% have received
supportive services or
counseling **at school**



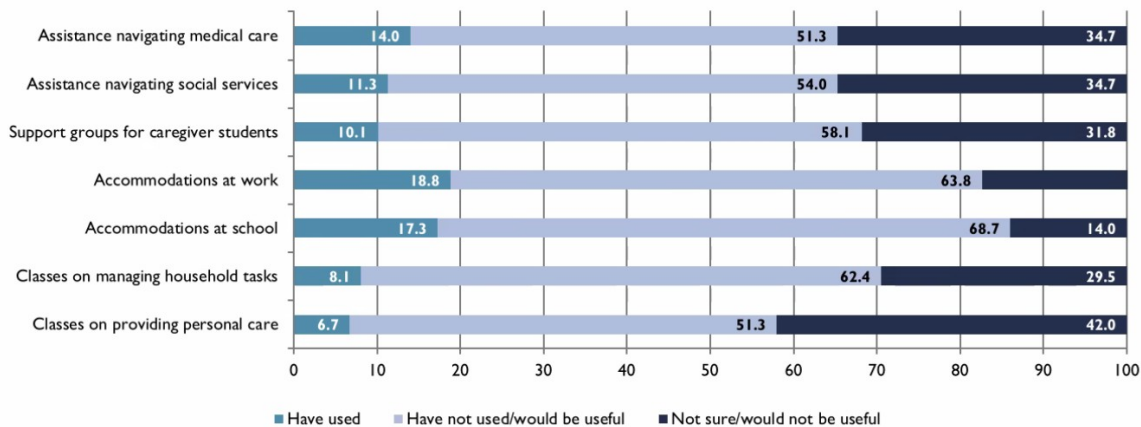
5% have utilized
community resources
or support groups



5% have received
financial support

RESULTS: SUPPORT & SERVICES

Perceived Usefulness of Supportive Resources for Caregiver Students



RESULTS: SUPPORT & SERVICES



CONCLUSIONS AND RECOMMENDATIONS

A substantial percentage of CSULB students are providing care to family members

- Up to 1 in 3 may be current caregivers; another 1 in 4 are former caregivers
- Caregiver students are largely female and Hispanic/Latino or non-Hispanic Asian

Caregiver students experience high burden, academic disruption, and lack of support

- Many struggle to balance caregiving responsibilities with academic work
 - 41% report delaying graduation and 40% report impact on grades due to caregiving
 - 50% wish professors were more understanding of their caregiving situation
- Supportive resources are either unavailable or not well publicized
 - Only 18% agree with "I know where to turn for support or accommodation at school."
 - Only 13% have used any supportive resources at CSULB in relation to caregiving (including CAPS)



Caregiver students want – and can be supported – to succeed! Recommendations include:

- More consistent academic accommodation (raising faculty/staff awareness; services similar to BMAC)
- Better awareness of caregiver student experiences and needs; connecting with on-campus and external resources
- Support from peers and counselors/advisers
- More comprehensive approach to identifying and meeting caregiver student needs

Lily: Shares that Lily related to this, and is aware of how alone so many people feel. Thank you to Judy Jou for sharing this work.

Angela: Thanks Judy as well. Evidence of systemic racism that WOC experience on campus. Will share thoughts on how to share findings regarding African-American women and labor rooted in the experience of enslaved Black women. This work echoes experiences, thanks Dr. Jou.

Brooke thanks Dr. Jou as well.

Next meeting is the Open Forum from 2-3pm.

Meeting is adjourned at 3:33pm.