



CALIFORNIA STATE UNIVERSITY

LONG BEACH

Office of Equity & Compliance

IMPLEMENTATION PLAN

In Response to Cozen O'Connor's Title IX and Discrimination Harassment
and Retaliation (DHR) Assessment



PREPARED BY

University Implementation Team | June 2025

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INTRODUCTION

The California State University (CSU) Board of Trustees engaged Cozen O'Connor in March 2022 to conduct a systemwide assessment of its Title IX and Discrimination, Harassment, and Retaliation (DHR) programs to strengthen its systems of care and compliance following high-profile reports of sexual harassment and other misconduct with the CSU.

The Cozen O'Connor team visited all 23 campuses and the Chancellor's Office headquarters between July 2022 and April 2023 and administered a systemwide survey that garnered nearly 18,000 responses between December 2022 to February 2023. A report identifying core observations and recommendations for improvements at both the system and university levels was shared systemwide on July 17, 2023.

California State University, Long Beach (CSULB or University) received its individualized campus report on July 17, 2023, as well as information from a separate systemwide audit conducted by the California State Auditor. These reports have become a roadmap to guide our efforts. Upon receiving the recommendations from Cozen O'Connor and the Chancellor's Office, CSULB created an Implementation Team to evaluate, assess, and implement the Cozen O'Connor recommendations at CSULB. The team launched a website dedicated to cataloging the team's plan and progress.

IMPLEMENTATION TEAM

To facilitate the implementation of recommendations, CSULB formed the below Implementation Team to serve as an advisory, communications, and working group. Pursuant to guidance from the Chancellor's Office, our Implementation Team includes the Title IX Coordinator and DHR Administrator as well as subject matter experts; representative members of staff, faculty, and student leadership, to provide community perspective and have visibility into progress on the recommendations; and, a member of senior leadership, who can assist with securing resources, removing operational roadblocks, and aligning institutional priorities.

The members of the CSULB Implementation Team include:

- Assistant Vice President, Equity & Compliance – Larisa Hamada (Co-Chair)
- Chief of Staff, President's Office – Chris Fowler (Co-Chair)
- Associate Dean of Student and Sr. Diversity Officer in Student Affairs – Trace Camacho
- Senior Communications Counsel, Strategic Communications – Lauren Williams
- Associate Vice President, Faculty Affairs – Patricia Perez
- Campus Confidential Advocate – Jacqueline Urtez
- Faculty Representative – Kelly Janousek
- Staff Representative – Melissa Mata
- ASI Student Representative – Priya Mishra

UNIVERSITY DEMOGRAPHICS AND POPULATION

The below chart reflects key metrics and demographic information for CSULB, as provided in the Cozen O'Connor report.

CALIFORNIA STATE UNIVERSITY, LONG BEACH		
Location Information		
Location: Long Beach, CA (pop. 451,307) ⁱ	County: Los Angeles County (pop. 9,721,138) ⁱⁱ	Locale Classification: Large City ⁱⁱⁱ
University Information		
President: Jane Close Conoley, Ph.D. (January 2014-present)		
Designations: Hispanic Serving Institution (HSI) ^{iv} Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) ^v		
Enrollment		
Total Number of Students ^{vi}	39,059	
Student Ethnicity ^{vii}		
Hispanic / Latino	48%	
Asian	21%	
White	16%	
Two or More Races	4%	
International Student	4%	
Black / African American	4%	
Race and Ethnicity Unknown	2%	
Native Hawaiian / Other Pacific Islander	<1%	
American Indian / Alaska Native	<1%	
Instructional Faculty ^{viii}		
Total Number of Faculty	2,410	
Tenure-Track	34.9%	
Lecturer	65.1%	
Percent Full-Time ^{ix}	45.93%	
Percent Part-Time	54.07%	
Staff ^x		
Total Number of Staff	1,705	
Percent Full-Time	97.01%	
Percent Part-Time	2.99%	

PLAN SUMMARY

The Cozen O'Connor recommendations for CSULB are divided into five areas: 1) Infrastructure and Resources; 2) Strengthening Internal Protocols; 3) Communications; 4) Prevention, Education, Professional Development, Training and Awareness; and 5) Responding to Other Conduct of Concern (where "Other Conduct of Concern" refers to reports of conduct that fall outside of the Nondiscrimination Policy).

INFRASTRUCTURE AND RESOURCES

The Infrastructure and Resources Subcommittee plan aims to strengthen our Title IX/DHR program by strategically addressing key recommendations outlined on pages 37-38 of the CSULB Cozen O'Connor report. This phased approach centers on budget allocation to sustain current initiatives and bolster ongoing efforts. With a focus on personnel, infrastructure, records management, general oversight of Title IX/DHR activities, and continuous training for campus leadership and Title IX professionals, this plan endeavors to create a robust and comprehensive framework to ensure the well-being of our campus community.

CSULB has tasked Larisa Hamada, AVP, Equity & Compliance and the CSULB Implementation Team with completing and monitoring the tasks below. Larisa Hamada and Chris Fowler, Chief of Staff, are the Co-Facilitators/Leaders of CSULB's Cozen Implementation Team. Per available state funds, the University has provided Equity & Compliance funding to fulfill the requirements outlined below. As of now, all campus specific tasks on this implementation plan have been completed and awaiting further action from the Chancellor's Office.

Task 1. Work with the Chancellor's Office to develop a project plan for addressing implementing recommendations.

- CSULB has partnered with the Chancellor's Office on developing strategies to meet specific needs including increasing marketing to commuter students and streamlining prevention programming.

Task 2. Share budget line information with the Chancellor's Office, including historic and anticipated annual fees for Title IX and DHR related resources.

- CSULB will assess fiscal needs, as appropriate, to ensure the financial supports articulated in this plan are met. Presently, all fiscal needs are met to meet these tasks and requirements.

Task 3. Map functions within the Title IX/DHR program to ensure that there is sufficient personnel to cover all core functions, including: intake and outreach, case management, investigations and hearings, informal resolution, remedies, prevention and education, training, data entry and analysis, administrative tasks, and additional resources to support compliant and effective Title IX/DHR programs. Including hiring a prevention and education coordinator, and a support and intake coordinator.

- As of February 2025, OEC is fully staffed with two Associate Directors (MPP II), six full time Managers (MPP I), an Educational Specialist (C99), an Analyst (C99), and an Administrative Support Coordinator (C99) to help address intake, supportive measures, investigations, and trainings for DHR, Title IX, Whistleblower, and Clery matters. OEC developed internal protocols and processes for managing and processing Title IX and DHR cases.

Task 4. Based on benchmarking and recommendations from the Chancellor's Office, identify recurring baseline funding (both source and amount) for the Title IX/DHR program.

- CSULB will assess fiscal needs, as appropriate, to ensure the financial supports articulated in this plan are met. All baseline funding needs have been fulfilled at this time.

Task 5. Work with the Chancellor's Office to implement an enterprise-level case management system and develop protocols for consistent collection and retention of data.

- OEC is currently using a case management system, Maxient, and has existing protocols for consistent data collection and retention. OEC/CSULB is on standby for the Chancellor's Office to transition campuses to the Case IQ case management system.

Task 6. Ensure an adequate supervisory model that includes a routine cadence of supervisory meetings, guidance about how to ensure effective oversight and accountability measures, an appropriate level of detail for review, development, integration and tracking of decision-making frameworks, and balancing implementers' independence and autonomy with the need to identify and elevate critical issues and concerns about safety/risk.

- With additional state funding, OEC expanded their compliance team to include two full time Associate Directors, six Managers, an Education Specialist, an Analyst, and a Coordinator. The full time Management Personnel Plan (MPPs) helps provide ongoing care and support for the high volume of complaints, supportive measures, and cases received from students, employees, and third parties. The Education Specialist helps coordinate and manage all OEC's educational prevention training and compliance requirements under Title IX, DHR, Whistleblower, and Clery. The Analyst provides oversight to OEC's student workers as well as provides ongoing technical support for ongoing compliance reports, Chancellor's Office data requests, and other strategic office needs. The OEC Team meets twice per week to review cases, projects, trainings, and discuss best practices for recent trends or issues. Additionally, the Associate Directors and AVP meet once or twice a week with each Manager or team member to provide more in-depth and direct supervision over specific cases and projects. Lastly, the Associate Directors or AVP sits in on every DHR or Title IX intake. Weekly meetings occur with Staff Human Resources Management (HRM), Faculty Affairs (FA), Advocate, UPD, CARES, and Office of General Counsel (OGC) to review cases and open matters. The AVP or Associate Directors meets with Chancellor's Office team to discuss and process Title IX cases and more complex DHR cases. Additionally, internal protocols were developed for the team to process DHR and Title IX cases effectively and consistently under the supervision of the AVP or Associate Directors. The OEC Team meets daily also to discuss cases on an ongoing and informal basis to ensure continuity of care with all cases and compliance projects. AVP, Analyst, and Coordinator are in the office five days a week and the Associate Directors are in four days a week, and OEC Managers are in three days a week to ensure oversight and supervisory support is provided to the OEC Team.

Task 7. Ensure consistent investment in professional development and continuous learning for Title IX and DHR professionals and senior leaders who oversee the Title IX/DHR program including CLEs, conferences, and system training.

- OEC receives an annual budget for professional development training and development. The OEC team members attend an annual Title IX certification through T9 Mastered, Clery Center, or a comparable education program. Additionally, all OEC team members complete Forensic Experiential Trauma Interview (FETI) training and Title IX/DHR certifications offered through T9 Mastered, the Civil Rights Department (CRD) and/or Equal Employment Opportunity Commission (EEOC).

Task 8. Continue to provide respondent support services and identify a sustainable model, if possible, to increase the level of services to respondents.

- OEC has an effective Campus Advisor program that has been in effect for approximately seven years. OEC will continue to assess the capacity of the existing program to meet respondent needs. Campus Advisors are all trained MPPs in Student Affairs and receive an annual stipend temporary additional assignment for their work as Campus Advisors. OEC monitors the number of cases that require student Campus Advisors and increases the number of Campus Advisors based on business needs. Currently, CSULB has 3-4 Campus Advisors and two more Managers that are available as needed.

STRENGTHENING INTERNAL PROTOCOLS

The goal of the Strengthening Internal Protocols Subcommittee is to promote accountability and strengthen CSULB's internal protocols within the Title IX/DHR program by focusing on related recommendations in the campus report. The work of this subcommittee focuses on the life span of a Title IX/DHR report, from intake to resolution, as well as other key recommendations, such as separating advocacy functions from investigations, strengthening campus collaboration through a multidisciplinary team model, and developing tools and written processes for effective case management.

Task 1. Coordinate with the Regional Director, Systemwide Title IX/Civil Rights Division and subject matter experts to complete the following:

- A. Map the case resolution process from reporting and intake through to investigation and resolution process.**
 - B. Compare the current process against standard practices and identify any concerns related to timeliness, conflicts, gaps in communication, or gaps in consistent process.**
 - C. Identify, map, and reconcile intersections with faculty/staff grievance and disciplinary processes.**
- OEC consistently consults with systemwide officers from the Chancellor's Office on managing Title IX and DHR cases to ensure efficient and appropriate case management. Additionally, OEC has developed internal protocols to process DHR and Title IX matters. OEC holds weekly meetings with Faculty Affairs, Staff HR, Conduct, Advocates, University Policy Department (UPD), and Campus

Assessment, Response & Evaluation for Students (CARES) to address open cases, identify gaps in services, and ensure effective communication across stakeholder offices.

Task 2. Develop robust intake, outreach, and case management protocols for supportive measures and resources including:

- A. Developing internal protocols and written tools (e.g., templates and checklists) for intake and outreach, oversight of supportive measures, and decision-making regarding emergency removal or administrative leave.**
 - B. Offering an intake meeting with all individuals who make a report of conduct that would potentially violate the Nondiscrimination Policy.**
 - C. Developing protocols for notifying and coordinating with the confidential advocate at the intake meeting.**
 - D. Improving protocols for information sharing to ensure that the Title IX/DHR Office can fulfill its responsibility of documenting all supportive measures offered, requested, implemented, and if denied, the reasons for the denial.**
 - E. Creating a feedback loop to acknowledge responsible employee reports and confirm receipt of the report and next steps.**
 - F. Establishing standardized protocols for outreach to complainants that involve multiple modalities, systems to document outreach, and a protocol for how and when to make additional outreach in cases with non-responsive complainants, including the potential for outreach through a third-party or a responsible employee.**
- OEC's protocols and processes align with relevant the CSU's Nondiscrimination Procedure. All items in this section have been vetted by General Counsel and implemented. Additionally, best practices from the Title IX, DHR, and Clery Work Groups have been incorporated.

Task 3. Develop integrated, written processes for initial assessment designed to evaluate known facts and circumstances, assess and implement supportive measures, facilitate compliance with Title IX and Clery responsibilities, and identify the appropriate institutional response after triaging the available and relevant information.

- The OEC's protocols and processes are in place and align with Executive Order requirements, as well as best practices established through OEC's Title IX Work Group. Intake and Initial Assessment Checklist items have been integrated into our intake process.

Task 4. Separate support/advocacy functions from investigation to avoid role confusion and ensure clear demarcation between the individuals who provide supportive measures to a complainant, respondent or other individual in need of assistance, and the investigator.

- A procedure has been adopted which provides that one OEC Manager will handle intake and supportive measures. If the matter proceeds to investigation a different OEC Manager will be

assigned to handle it. OEC Managers will share case information to avoid unnecessary repetition of accounts by Parties.

Task 5. Strengthen campus collaboration and information-sharing through a multidisciplinary team (MDT) model. In furtherance of improving collaboration OEC will complete the following tasks:

- A. The Title IX Coordinator/DHR Administrator, in conjunction with the Chancellor's Office, will identify essential university partners to serve on the MDT and set standards for meeting goals and sharing real time information. MDT members may include representatives from Student Affairs/Student Conduct, Faculty/Academic Affairs, Human Resources, UPD, Title IX Coordinator, DHR Administrator, Clery Coordinator, and University Counsel.**
- B. The MDT should meet regularly and at a minimum, weekly, to review all new reports.**
- C. The MDT should ensure that all known and available information about the parties and the reported incident is shared with Title IX/DHR to inform Title IX/DHR's initial assessment and any steps it determines to take in response.**
- D. The Title IX Coordinator/DHR Administrator will develop a protocol for securely sharing relevant information.**
- E. The Title IX Coordinator/DHR Administrator will ensure that the multidisciplinary team is trained to treat information confidentially consistent with relevant state and federal privacy laws.**
- F. The MDT will engage in consultation to inform decisions, including those about emergency removal, administrative leave, the reasonable availability of supportive measures, and questions about the scope of the university's education program or activity.**
- OEC collaborates with appropriate members of the Title IX and Clery Work Groups and Prevention Educators Work Group on a case-by-case basis. Case trends and gap analysis are discussed in general terms with all three Work Groups to ensure service gaps, compliance matters, and safety concerns are effectively and efficiently reviewed and addressed. Guidance on MDTs will be provided by the Chancellor's Office soon.

Task 6. Develop tools for consistent, informed, effective documentation and case management including:

- A. A case opening and closing checklist to ensure that all relevant documents, correspondence, and information are captured and preserved electronically.**
- B. maintaining data in a usable and searchable electronic format for efficient decision making, analysis and review.**

C. Migrating historical DHR reports and Title IX reports into the enterprise-level case management system, if not already included.

D. In partnership with the Chancellor's Office complete periodic reviews for quality assurance.

- OEC's protocols and processes align with relevant CSU's Executive Orders that OEC oversees, including the Nondiscrimination, Mandatory Reporting of Child Abuse and Neglect, Accommodations and Support Services to Students with Disabilities, Whistleblower, Whistleblower Retaliation, and the Clery Act Policies. Additionally, best practices have been incorporated based on guidance from the Title IX, DHR, and Clery Work Groups. OEC utilizes Maxient for intake and to ensure coverage of the Chancellor's Office's initial assessment checklist.

Task 7. Oversee investigations for quality and consistency of prompt and equitable processes by completing the following:

A. Establishing a protocol to ensure the timeliness of investigations, with routine quality control mechanisms throughout the investigation process.

B. Developing quality control processes for monitoring active investigations for thoroughness and timeliness and ensure timely communications to parties throughout the investigative process.

C. Ensure each report has sufficient review by the Title IX Coordinator/DHR Administrator and University Counsel (for legal review of sufficiency and adherence to policy).

- OEC's protocols and processes align with relevant CSU's Executive Orders that OEC oversees, including the Nondiscrimination, Mandatory Reporting of Child Abuse and Neglect, Accommodations and Support Services to Students with Disabilities, Whistleblower, Whistleblower Retaliation, and the Clery Act Policies. All items in this section are complete. Additionally, best practices have been incorporated based on guidance from the Title IX, DHR, and Clery Work Groups. The timelines of investigations are reviewed and managed on a weekly basis by the Associate Directors and AVP during OEC's Weekly Team Case Management meetings.

Task 8. Monitor for barriers to reporting and engagement at the University level, with aggregation of data consistent with guidance from the Chancellor's Office.

- OEC's protocols and processes align with relevant CSU's Executive Orders that OEC oversees, including the Nondiscrimination, Mandatory Reporting of Child Abuse and Neglect, Accommodations and Support Services to Students with Disabilities, Whistleblower, Whistleblower Retaliation, and the Clery Act Policies. Work Groups continue to evaluate barriers to reporting and engagement through feedback from Advocates, Advisors, Housing, Athletics, Police, and other key stakeholders.

Task 9. Review and revise tone, content, and format of reporting forms and other template communications.

- Best practices have been incorporated based on guidance from the Title IX, DHR, and Clery Work

Groups. Templates have been vetted and reviewed by Advocates, Advisors, and Work Groups.

Task 10. Review the current post-Title IX/DHR disciplinary processes for faculty and staff to ensure promptness, equity, and informed communication.

- A. Ensure the Title IX Coordinator/DHR remains engaged in any disciplinary processes, including sanctions and appeals, until final.**
- B. Ensure that decisions about negotiated settlements are supported by a careful and coordinated review by all relevant campus and system level administrators.**
- OEC's protocols and processes align with relevant CSU's Executive Orders that OEC oversees, including the Nondiscrimination, Mandatory Reporting of Child Abuse and Neglect, Accommodations and Support Services to Students with Disabilities, Whistleblower, Whistleblower Retaliation, and the Clery Act Policies. All items in this section are completed. Additionally, best practices have been incorporated based on guidance from the Title IX, DHR, and Clery Work Groups.

Task 11. Develop and implement a process to routinely collect post-resolution feedback from the parties and all impacted individuals.

- Post-resolution feedback is received from the Parties themselves or their union representative, Campus Advisor, Advocate, or the offices with whom OEC collaborated to address concerns. The Title IX, DHR, and Clery Work Groups review trends and gaps to identify additional best practices. Additional feedback is provided in ongoing case management meetings with Advocates, Advisors, CARES, and Union Representatives. Following a case, feedback from the Parties is provided to the Advocates, Campus Advisors, Union Representatives, Faculty & Staff Assistance Program (FSAP) or Counseling and Psychological Services (CAPS). These stakeholders consult with OEC and provide regular feedback to improve processes and communications with Parties.

COMMUNICATIONS

The goal of the Communications Subcommittee is to support the campus community's immediate and ongoing needs as it relates to Title IX, DHR, and EODR by implementing marketing and website improvements, as well as initiating short- and long-term strategic communication plans by which to create greater awareness of policies and resources related to these programs. Additionally, this plan sets in place clear mechanisms by which to maintain transparency and accountability with the University's internal and external stakeholders about Title IX and DHR at CSULB, as well as the progress of the Implementation Team as the University works to meet the recommendations of the Cozen O'Connor report.

Task 1: Ensure distribution of a clear and consistent communication plan each semester that includes, at a minimum:

- A. Dissemination of the Notice of Non-Discrimination.**

B. Dissemination of the Nondiscrimination Policy.

C. Information about reporting and resources.

- The Communication Plan is documented and maintained by OEC to ensure consistent distribution that aligns with the requirements outlined in the Nondiscrimination Policy. Additionally, OEC generates social media posts, Associated Students, Inc. (ASI) video clips, and general announcements during high-risk seasons to provide campus resource information.

Task 2. Develop an intentional marketing campaign to raise awareness about the role of the Title IX/DHR program, available resources, and resolution options.

A. Prioritize the messages of care, supportive measures, and resources.

B. Educate the CSULB community about the difference between confidential resources and reporting options.

C. Partner with campus communications professionals to create and promote effective marketing materials, including through the use of professional branding that can be used across platforms (print, web, social media, imprinted on giveaway products).

- Best practices have been incorporated based on guidance from the Title IX, DHR, and Clery Work Groups. Video resources outlining how to receive support services for both Complainants and Respondents are available on the Title IX webpage. Additionally, there are infographics and other handbill resources on our website that are regularly advertised on social media posts and during training sessions.

Task 3. Improve the Title IX/DHR website and other external-facing communications by:

A. Reviewing and revising web content, across all relevant webpages, for consistency, clarity, accuracy, and accessibility.

B. Ensuring that web content includes: photographs and contact information for Title IX/DHR staff, notice of non-discrimination, a link to the Nondiscrimination Policy, an overview of procedural and resolution options (with accessible graphics), how to make a report (to Title IX/DHR or UPD), on and off campus confidential resources, the difference between confidentiality and privacy, supportive measures, employee reporting responsibilities, an FAQ, prevention and education programming.

- OEC created short video vignettes, handbills, and infographics to explain resources and processes. Best practices have been incorporated based on guidance from the Title IX, DHR, and Clery Work Groups. CSULB's Title IX website can be found here: [Title IX at the Beach](#)

Task 4. Develop an expanded annual report with meaningful information/data.

- OEC completes an annual report for DHR, Title IX, and Clery data and presents it in person to the President and the full Executive Team each year. Additionally, each OEC team member presents a portion of the annual report covering campus trends, OEC training initiatives, OEC programs, Advocate numbers, and Advocate trends.

Task 5. Develop standing committee of representative student, faculty and staff ambassadors to support and facilitate institutional efforts to more effectively communicate with campus constituents.

- Work groups meet regularly and contribute to building partnerships to enhance training and awareness efforts. Work groups include representatives from students, staff, and faculty.

Task 6. Identify and prioritize opportunities for in-person engagement with Title IX/DHR staff (e.g., pop-up events, tabling at an information fair, open houses in various central locations, routine scheduled short presentations to key audiences, and/or sponsored or co-sponsored events).

- Each year, OEC completes approximately 50-60 in person and Zoom trainings, events, tabling, and presentations. A master calendar and list of trainings are documented, and PowerPoint slide decks and sign-in sheets are maintained by OEC. OEC will continue to identify opportunities for engagement and monitor the effectiveness of its existing program.

PREVENTION, EDUCATION, PROFESSIONAL DEVELOPMENT, TRAINING AND AWARENESS

The Prevention and Education Subcommittee's proposed plan seeks to establish a comprehensive framework for Title IX/DHR prevention education programming by addressing key recommendations outlined on pages 43-45 of the CSULB Cozen O'Connor report. Collaborating with students, staff, and faculty, this plan seeks to develop an evidence-based educational peer to peer programming approach on affirmative consent, bystander intervention, healthy relationships, substance-related education, and the importance of Title IX/DHR proactive supportive measures. The strategy integrates ongoing assessment mechanisms to adapt to evolving campus dynamics and uphold compliance with the Violence Against Women Act (VAWA) provisions of the Clery Act. This plan emphasizes a dedication to sustained prevention and education programming, training, and professional development and seeks to cultivate a campus culture characterized by legal adherence and a culture of respect.

Task 1. Allot sufficient budget lines to ensure consistent, baseline funding for personnel, legally required programming, and technology/learning management systems.

- OEC receives continued and ongoing University support and all budget lines, base funding for personnel, technology, learning management, professional development, etc. are being met as well as strengthened with available funding. OEC is fully staffed as of 1/1/2025. There are two Associate Directors (MPP II) with a total of six Managers (MPP I). Three Managers report to each Associate Director. A newly hired Specialist was hired to manage education, Clery, WB/WBR communications, and supportive measures. There is also an Analyst to address case management

and annual reporting requirements as well as a Coordinator who handles all front and back office requirements for calls, walk ins, case creation, supplies, and graphic/video design.

Task 2. Proactively coordinate with system-level subject matter experts to assist with education, training, materials and communications related to complex and difficult issues facing all CSU institutions.

- OEC continues to coordinate appropriately with system level subject matters regarding training, communications and materials needed to complete their work.

Task 3. Designate one individual with specific oversight of all university prevention and education planning and programming, preferably a full-time role without other job responsibilities. Ensure that the coordinator has oversight over all campus wide programming and identify a model for coordination with Not Alone at the Beach and other campus programs to provide a strategic, aligned, holistic, and integrated approach.

- The role of the OEC Specialist is outlined in their position description (PD). The responsibilities in the Specialist's PD include assisting with Title IX, Clery, DHR, and Child Abuse and Neglect Reporting Act (CANRA) requirements both online and in-person. The Specialist meets weekly with the Title IX Coordinator/DHR Administrator and prevention educators to review current programming and collaborate with appropriate offices and groups to meet the requirements in this section. Additionally, the OEC Specialist oversees a Graduate Assistant who supports in completing prevention education work. If necessary, a second Graduate Assistant can be hired to support the Specialist's efforts.

Task 4. Convene a university-wide Prevention and Education Oversight Committee to coordinate and align programming across the university.

- A. The Committee should include all departments who provide training, prevention and education, including, at a minimum, representatives from the Title IX/DHR program, the confidential advocate, student affairs, student health, counseling, UPD, athletics, fraternity and sorority life, residential life, human resources and employee labor relations, academic/faculty affairs, DEI professionals, identity-based affinity centers, university subject-matter experts, and staff, faculty, and student representatives.**
- B. The Committee should include subcommittees, as determined by the Committee. Committees may focus on the needs of various constituencies (undergraduate students, graduate students, staff, administrators, and faculty) or the types of programming (compliance, professional development, prevention and education, bystander intervention, etc.).**
- C. The Committee should be charged with reviewing prevention program content, evaluating proposed programming or speakers, ensuring that prevention-related communications are reaching all constituents, and developing and implementing a mechanism for assessing effectiveness including by monitoring participation levels and measuring learning outcomes.**

- Regular meetings are scheduled with the Prevention & Education Work Group to centralize and streamline Title IX prevention education efforts. Prevention Education Offices include Not Alone at the Beach (NATB), Long Beach Trauma & Recovery Center, Student Health & Wellness Alcohol, Tobacco & Other Drugs (ATOD) and Prevention Educators, Advocates, and the Gender Equity Center. A subcommittee of the Prevention Educator's Work Group is our Campus Stakeholder & Training Partnership Offices, which includes Athletics, Fraternity & Sorority Life, Campus Recreation, Student Life & Development, Housing & Residential Life, Student Conduct, Bob Murphy Access Center (BMAC), Basic Needs, Dean of Students, and CARES. This subcommittee meets on an ongoing basis based on operational need to provide feedback and develop additional prevention education initiatives.

Task 5. With assistance from the Chancellor's Office, develop a strategic plan for university programming that identifies all training requirements under federal and state law and CSU policy, all constituencies and constituent groups in need of training, and all potential university partners that can collaborate to deliver content.

- CSULB already has a targeted student group annual in-person training calendar, executed every Fall and spring semester. Additionally, OEC has identified university partners who provide programming, including affinity-based centers, like Women's & Gender Equity Center (WGEC) and NATB, and campus stakeholders in Student Affairs like Housing and Student Life & Development.

Task 6. Facilitate a consistent communication plan each semester that includes dissemination of the policy, notice of nondiscrimination, reporting options and resources.

- OEC completes this requirement annually during the first three weeks of the Fall semester.

Task 7. Ensure that programming is coordinated, communicated and tracked.

- OEC tracks, coordinates, and communicates with campus stakeholders on all in-person and virtual trainings.

Task 8. Develop a university website dedicated to prevention and campus programming that is kept current, facilitates distribution of prevention and education materials, and incorporates the opportunity for feedback and recommendations.

- OEC has updated the Title IX website to include informational videos, resources, and contact information on address sexual violence matters.

Task 9. Identify social media platforms and other vehicles for distributing programming information on a regular basis.

- OEC has partnered with strategic communications to ensure all prevention programming efforts are appropriately advertised to campus audiences.

Task 10. In conjunction with the Chancellor's Office, expand professional development and training for faculty and staff, including senior leadership, deans, department chairs, managers and leads on Title IX and DHR; respectful and inclusive environments; conflict resolution; bystander intervention strategies; effective leadership and supervision; and, reporting

responsibilities under Title IX, the Clery Act, and CANRA. Ensure the training includes information about prohibited consensual relationships given the significant overlap of prohibited consensual relationships with Title IX, DHR and other conduct of concern.

- Regular meetings are scheduled with the Prevention & Education Work Group to centralize and streamline Title IX prevention education efforts.

Task 11. Create routine training, education, and professional development opportunities to cultivate competencies in navigating difficult conversations, bridging differences, and modeling respect and civility.

- OEC already provides both ongoing professional development opportunities for its own OEC Team members as well as professional development learning opportunities for the Beach Community by partnering with Staff Human Resources, Faculty Affairs, and Student Affairs on ongoing workshops, department presentations, and training opportunities.

Task 12. Evaluate the potential opportunities for curricular or course-based programming credential-based options.

- OEC Team has partnered with campus stakeholder offices to provide student refresher training that includes ongoing prevention strategies that include ATOD awareness, cultural competencies, trauma informed practices, and bystander activities.

Task 13. Incorporate information about the Nondiscrimination Policy, reporting options, and confidential resources in syllabi statements.

- OEC completes the distribution of the Notice of Discrimination requirement annually during the first three weeks of the Fall semester. A recommended syllabi statement is available to faculty on the OEC Title IX website.

Task 14. Provide programming regarding bystander engagement.

- Regular meetings are scheduled with the Prevention & Education Work Group to centralize and streamline Title IX prevention education efforts, as agreed upon by the Prevention Educators.

Task 15. Participate in national conferences, listservs, networking events and other opportunities to coordinate with other professionals dedicated to prevention.

- This practice is already in place. The OEC team regularly participates in DHR/Title IX/Clery/Diversity trainings individually and as a team, in addition to CSU Systemwide trainings. OEC will continue to evaluate additional opportunities. All OEC Team receives FETI certifications, Clery, and T9 Mastered Certifications annually.

Task 16. Engage students in the development and delivery of programming through peer educator/peer advocate programs.

- OEC continues to execute Beach IX Ally Program for students, staff, and faculty through student organizations, departments, and student & employee trainings. This educational workshop aims to

educate students and employees on trauma-informed responses, including bystander intervention, and familiarize them with available campus resources for Complainant, Respondent, and Witnesses.

Task 17. Identify student leaders who can serve as ambassadors/promoters of this work.

- OEC building up our Beach IX Ally Program for students, staff, and faculty. The Beach IX Ally program is an educational workshop to help students and employees learn about trauma informed responses, including bystander intervention, available campus resources for Complainant, Respondent, and Witnesses.

Task 18. Develop consistent on-campus opportunities to be visible and present in the community.

- Each year, OEC conducts approximately 50-60 in-person and Zoom trainings, events, tabling, and presentations. A master calendar and list of trainings are documented, and PowerPoint slide decks and sign-in sheets are maintained by OEC. OEC will continue to identify opportunities for engagement and monitor the effectiveness of its existing programs.

RESPONDING TO OTHER CONDUCT OF CONCERN

The plan put forth by the Other Conduct of Concern Subcommittee addresses behavior that may not necessarily fall under protected status of discrimination or harassment but could still disrupt the learning, living, or working environment and violate other University policies as outlined on the CSULB Cozen O'Connor report pages 45-47. The initial phase entails creating a set of communal agreements that establishes expectations for how members of the CSULB community should treat one another. Additionally, the development of conflict resolution mechanisms, restorative approaches for remedial actions regarding culture and climate, targeted prevention and education programming, and ongoing management of issues of concern.

Task 1. In conjunction with the Chancellor's Office and CSU's Office of General Counsel, develop a written policy, document, or statement by senior leadership to establish expectations, guidelines, and/or definitions of conduct.

- A. The written framework should address unprofessional conduct, abusive conduct, microaggressions, acts of intolerance, and other disruptive behavior in the living, learning and working environment.**
 - B. The written framework must also address intersections with free speech and academic freedom, including the explicit recognition that the CSU cannot discipline for protected speech.**
- Per campus Labor Relations' request, CSULB is working with the Chancellor's Office for proper guidance and definitions around Other Conduct of Concern (OCC). CSULB will work with the Chancellor's Office to review for additional resources and infrastructure as guidance becomes available.

Task 2. Reinforce CSU values and expectations about respect, tolerance, and professionalism through programming and opportunities for in-person engagement.

- CSU values and expectations are communicated by the Executive Team, MPP, employee and student trainings. This communication effort will be ongoing.

Task 3. Strengthen and expand available competencies regarding conflict resolution, navigating interpersonal conflict, restorative justice, and other forms of remedial responses. Specifically, OEC will:

- A. Consider the need for additional personnel, such as an ombudsperson or a conflict resolution professional, including those with expertise in restorative justice and mediation.**
 - B. Develop communications competencies to embrace the tension of difficult issues including the intersections of speech in the contexts of politically and socially charged events and issues.**
 - C. Communicate the new and available conflict resolution suite of resources through web content, annual training, and awareness campaigns.**
 - D. Invest in education and training about conflict resolution.**
- OEC Team completed Restorative Justice (RJ) training summer 2023. Additionally, Staff Human Resources and Faculty Affairs have hired staff to manage conflict resolution training and matters that fall outside OEC's purview.

Task 4. Create a centralized reporting mechanism that includes the option for online and anonymous reporting. Will Ensure that the landing page for the anonymous reporting option includes appropriate caveats about the university's limited ability to respond to an anonymous report.

- This process is in place via Maxient's online reporting form, which is widely distributed via our outreach, training, marketing, and email communications. The online reporting form includes appropriate caveats allowing individuals to report anonymously; however, it is made clear that the university's ability to respond may be limited due to anonymous and incomplete information.

Task 5. Build a triage model/review process to ensure that all reports are assessed by Title IX and DHR professionals (and a subset of the Title IX/DHR MDT) and evaluate potential avenues for resolution that include the following:

- A. Identify potential policy violation and investigative response, if any.**
- B. Refer to the appropriate administrator/department to coordinate/lead the response.**
- C. Identify reasonably available individual supportive measures, if any.**
- D. Identify appropriate community remedies, if any.**

- OEC already has implemented this process. OEC is currently documenting our general approach, as triaging varies based on the elements and fact patterns of each case. The appropriate offices within the Title IX or DHR work groups convene to address and de-escalate the matter.

Task 6. The reporting and resolution processes must ensure sufficient documentation system to track responsiveness, patterns and trends.

- OEC's protocols and processes align with Cozen O'Connor's recommendations as well as relevant CSU's Executive Orders that OEC oversees, including the Nondiscrimination, Mandatory Reporting of Child Abuse and Neglect, Accommodations and Support Services to Students with Disabilities, Whistleblower, Whistleblower Retaliation, and the Clery Act Policies.

Task 7. This information should be tracked and analyzed on at least an annual basis to inform the need for remedial actions regarding culture and climate, targeted prevention and education programming, and ongoing issues of concern.

- OEC already has this process in place. OEC's protocols and processes align with Cozen O'Connor's recommendations as well as relevant CSU's Executive Orders that OEC oversees, including the Nondiscrimination, Mandatory Reporting of Child Abuse and Neglect, Accommodations and Support Services to Students with Disabilities, Whistleblower, Whistleblower Retaliation, and the Clery Act Policies. Additionally, OEC delivers an annual DHR/Title IX/Clery presentation to the President's Executive Team every year.

ⁱ United States Census Bureau, <https://www.census.gov/quickfacts/fact/table/longbeachcitycalifornia/PST045221>, population estimate as of July 1, 2023.

ⁱⁱ United States Census Bureau, <https://www.census.gov/quickfacts/fact/table/losangelescountycalifornia/PST045221>, population estimate as of July 1, 2023.

ⁱⁱⁱ Defined as a territory inside an urbanized area and inside a principal city with population of 250,000 or more. See National Center for Education Statistics, <https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries> and <https://nces.ed.gov/surveys/annualreports/topical-studies/locale/definitions>.

^{iv} HSIs are defined under the Higher Education Act as colleges or universities where at least 25% of the undergraduate, full-time enrollment is Hispanic; and at least half of the university's degree-seeking students must be low-income. See <https://www2.ed.gov/about/offices/list/ope/ides/eligibility.html>

^v AANAPISIs are defined under the Higher Education Act as colleges or universities with an undergraduate enrollment that is at least 10% Asian American and Native American Pacific Islander. Additionally, at least half of the University's degree-seeking students must be low-income. See <https://www2.ed.gov/programs/aanapi/eligibility.html>

^{vi} California State University Enrollment Data, Fall 2022, Cal State Long Beach: https://tableau.calstate.edu/views/SelfEnrollmentDashboard/EnrollmentSummary?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no. For purposes of this table, "state-supported" refers to students for whom the State of California underwrites some or all of their educational expenses and "self-supported" refers to students whose educational expenses are not underwritten by the state. Across the California State University system, with some exceptions, self-supported degree seeking students are generally those enrolled in programs administered by professional and continuing education programs.

^{vii} *Id.* This data includes students at the undergraduate, graduate, and post-baccalaureate levels.

^{viii} California State University, CSU Faculty, Fall 2023. See <https://www.calstate.edu/csu-system/faculty-staff/employee-profile/csu-faculty>, except where noted otherwise.

^x California State University, CSU Workforce, Fall 2023. See <https://www.calstate.edu/csu-system/faculty-staff/employee-profile/csu-workforce/Pages/default.aspx> See "Headcount/FTE by Campus" tab.