

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting 10/10/23

IRTQ- Senator: Ivona Grzegorzcyk

The issue of delaying or restructuring some of grant based student scholarships was brought to the senate attention recently.

It is a critical issue as we are already in the 5th week of the semester, and many of the scholarships were not processed yet, forcing students hardship with covering cost of their studies. We request immediate attention to this matter as well as an official response from the university financial services. Various grants obtained by CI faculty included scholarships for students for their various scholastic activities and were approved by the funding agencies and the university as such (and included in the overall grant budgets as the scholarship funding).

PI's are responsible to the granting agencies for distributing the monies in a timely manner in accordance with the approved proposals.

There should be no changes made by the university financial officers unless the changes are requested by PIs or the granting agency, that includes reclassifying scholarly activities as 'hourly employment' (that do not properly reflect what students actually do, such as research projects, paper writing or dissemination of results). Some undergraduate researchers participate in classroom-based undergraduate research experiences making it a conflict-of-interest to hire them as employed researchers, etc. As we would like to keep **Donors and Funders to trust our institution** we are asking for written (or in person on the senate floor) explanation regarding the above issues. Note that the lengthy procedures in receiving Financial Aid at CI from various sources may potentially contribute to lower enrollments.

Response

- Office of the President (OTP) requested to respond to ITRQ during the 10/10/23 Senate meeting.

ITRQ- Senator: Dana Baker

What is the purpose and intention of using (modified?) break-even analysis for new state side programs using, if seems, exclusively tuition funding?

Response

Emailed AVP Kirk England ITRQ- 10/10/23

Response Received from AVP Kirk England- 10/10/23

Each degree proposal is developed under three unique FTES scenarios: a base case, a best case, and a worst case. These scenarios are typically projected out for five to six consecutive years.

The result is two high level summaries that allow us to compare costs across programs.

- **Annual Contribution Margin:** This is the difference between the state tuition collected and the cost of instruction. Because we are state-supported institution, most of our programs have a negative annual contribution margin, meaning, that we rely on state support to cover a portion of the instructional costs. Essentially, this metric is asking “how close to self-sustaining is the proposed degree?”, even though we are not expecting degrees to be self-sustaining per se.
- **Net Operating Position:** This is the difference between all of our direct costs (instruction, staff, marketing, equipment, etc), and all of our sources (which includes tuition, but also reallocations from our existing budget lines, for example, our lecturer salary pool). In all cases the net operating position is positive, which in turn means that the programs are viable insofar as there are resources available to reallocate.

Note that these numbers, annual contribution margin and net operating position, are at best estimates. Their real value comes from comparing them with figures for other programs derived from the same methodology. This allows us to say whether a program is more or less expensive, costly to operate, can or cannot offset ongoing tuition declines, etc. In turn, when combined with other criteria, such as the contribution to FTES growth, alignment with campus mission and regional needs, and other

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting 10/24/23

ITRQ: Senator, Jamie Matera

RSCA/Minigrants provide important support to faculty, allowing them to hire student assistants, cover summer salaries, write books, and to start or further research. These grants have traditionally included travel as a line item. As stated in the most recent RSCA call, “budgets could include funds for student research assistants, travel and lodging, materials and supplies, equipment, conference fees, publication costs, the hiring of specialists (e.g., for review of materials), etc...”, further specifying the consideration of travel (transportation, lodging, and meals) when preparing budgets.

Faculty developed and submitted proposals following these instructions, but the Provost removed “travel” as part of the award sometime between when proposals were submitted, and the time awards were made. There was no consultation or communication with faculty about this critical change.

This change severely affects scholarly work, particularly for faculty who travel great distances for research (e.g., out of state or country), often making travel the largest line item in budgets. Moreover, “travel” for research can include resources critical to conduct research that could be considered part of a “travel” category in a spreadsheet but are more of an operational cost, such as vehicle rental to access locations and transport equipment and personnel, purchasing multiple air tickets to access sites, staying in hotels to secure permits, etc. The expenses associated with these would far exceed the cap imposed by the Provost’s travel awards. Importantly, the change unequally distributes RSCA funds, as faculty who conduct research locally (i.e., Southern California, campus labs, etc.) will remain largely unaffected while others will be dissuaded from pursuing RSCA funds in the future. And for our lecturer faculty it makes it even more unequal, as the new travel policy instituted in May of 2022 only award travel funds to CI lecturers who are either full time or on a 3-year contract with 18-unit entitlement.

Senator Matera ITRQ Continued:

Why was this decision made without consulting faculty and without truly considering the negative consequences to scholarly work, unequal distribution of funds, effects on lecturer faculty, and how it would affect programs largely composed of faculty whose research requires extensive travel? Why was this change made mid-stream, between the time proposals were submitted and awards granted? Why were faculty not consulted on how these changes could affect our work?

Response:

- Emailed Provost, Scott Perez and Barbara Rex on 10/23/23.
Waiting response.
- Barbara Rex- sent email regarding following up with AVP Kirk England.
- Provost Avila- email response- will provide written response within next two weeks

IRTQ- Senator, Karina Chavarria

"As a representative of Unity Coalition with a seat in Academic Senate Exec, I write to express concern shared with me by various constituents whom I represent.

There are various concerns regarding delays in confirmations of requests for space(s) to hold events on campus. Why was the campus community never notified that conferences and events were going to be moved to advancement? What criteria is used to bump reservations of space? where are staff working to process request physically located on campus?"

Response: Richie Leroy

There are various concerns regarding delays in confirmations of requests for space(s) to hold events on campus.

We have seen a significant increase in the number of requests coming through for campus events. While exciting and indicative of a return to a 'pre-pandemic' level of campus life, we are also seeing a staggering increase in the number of reservations coming in which are incomplete and require additional follow-up before they can be processed as well as very late requests. There is one staff member who processes all event requests for the campus, and unfortunately most of their time currently is spent trying to manage everything involved with rush processing late event requests and soliciting information needed from planners to be able to process incomplete event reservations.

To address these two specific challenges which create delays in timely event processing, University Events hosted two campus-wide town hall meetings in September which included information to support complete event requests, (for example, identifying the quantity of resources needed in addition to the location requested) and the roll-out of new campus event reservation guidelines which include processing timelines based on the event type. We've seen some improvement since then, but 70% of the reservations received for events in November require follow-up before they can be processed, and we continue to receive several event requests weekly for events the following week.

University Events is in the process of hiring two additional staff members which will make it possible for us to provide additional event processing infrastructure and support, which will help to decrease the delay in confirming events. One of the positions that we are currently in the process of recruiting for is a new position that will have a specific focus on managing and optimizing our campus event reservation system, 25Live. The aim is to streamline this system and implement efficiencies, enabling us to better support event processing and planning, ultimately facilitating a higher degree of success in managing a greater number of campus events.

Response Continued: Richie Leroy

Below, you'll find a list of specific elements that, when followed, will facilitate the submission of complete and timely event reservation requests. This adherence will significantly enhance our ability to process a greater number of event requests efficiently and promptly.:

- Event requests should be submitted at least 15 business days prior to the event date to allow time for processing and coordination with campus partners to provide the services and resources needed for the event.
- All event reservations must to include an accounting string. This is used for data tracking and event requests cannot be processed without one.
- All event resources and services need to be identified along with the requested location. Due to space demands, locations cannot be held while event details come together to be added to the reservation later.

I hope this information is helpful. We are always open to feedback and appreciate you sharing this information with your constituents. The Director of University Events Lisa Racine is also happy to provide additional information.

Response Continued: Richie Leroy

Why was the campus community never notified that conferences and events were going to be moved to advancement?

Regrettably, due to changes in departmental and divisional leadership, I am not able to address the communication plans or the absence thereof during the transitions of Conferences & Events to Advancement in 2016, or when external events were transferred to University Auxiliary Services in 2020, accompanied by the renaming of the department to University Events. We are actively engaged in efforts to enhance our communications with the campus community and value the opportunity to address concerns.

What criteria is used to bump reservations of space?

Once an event has been confirmed, it would only get 'bumped' if:

- It's a small event in a large space, and that large space is needed to accommodate a larger event. For example, a meeting of 50 people in Grand Salon may get moved to another location to accommodate an event of 200 which cannot fit in another campus location.
- Campus leadership identifies a need to accommodate an event which can only be facilitated in a space already reserved.

Where are staff working to process request physically located on campus?"

University Events Staff are located in Rush Hall 1612 & 1616

ITRQ- Senator, Mari Estrada (behalf of Lecturers)

As part of the chair report at the last Academic Senate meeting (10/10/23) Jason shared that he now knows which TT positions were approved and named them. It was not clear, or explicitly stated, that those TT positions actually went live last week. That is, the application period is open.

Can campus leadership please share:

- How they interpret the CBA 12.26 Vacancy Announcements – and specifically in how they meet the agreement to “widely” disseminate vacancy announcements? AND if they consider the current process sufficient and equitable to NTTF who may not be invited to/available to attend department meetings, or program meetings where these announcements are made
- Why vacancy announcements, specifically but not limited to academic TT positions, are not widely disseminated to the campus community (i.e. employees) as a University announcement or other campus-wide listserv? (e.g. VCCCD does this)
- Reaffirm their commitment to support NTTF to TT positions given that announcements of open TT positions are not shared with NTTF in any systematic/intentional way
- Respond to the concern that by not widely disseminating these positions to current employees it impedes on an NTTF ability maximize the application period to apply
- Confirm if they will begin to, similarly to other colleges and universities, send announcements of each vacancy, requirements, and link to apply to all employees via email upon posting.
- If they are willing to pause/extend the current TT position windows to ensure current NTTF are aware of the positions available and be able to apply

ITRQ Continued

- Vacancy Announcements
- 12.26 Vacancy announcements of probationary positions shall be widely disseminated. Employees shall be informed of the location where all vacancy announcements for tenure-track positions from all campuses may be examined.d.
- 12.27 Vacancy announcements of temporary employee positions shall be available on the campus where such vacancies may exist. Employees and the CFA shall be notified of the location where such vacancy announcements may be examined.
- 12.28 The department or equivalent unit shall normally develop vacancy announcements. Such announcements shall be subject to approval by the appropriate administrator. When campus search committees find a temporary faculty unit employee who has applied for a tenure track position on their campus to be qualified, that employee should be interviewed.

Response: Interim FASE AVP, DeGraffenreid

- Emailed on 10/19. Received response 10/20/23 from Interim FASE AVP DeGraffenreid:

Since the launch of CHRS Recruiting at Channel Islands in the Summer of 2021, all vacancy announcements for faculty, staff, and MPP positions have been posted onto this portal. When CHRS Recruiting was announced prior to launch, it was made clear that this was the exclusive location for posting positions at Channel Islands. There are links to the site not only from the FASE website but also from the HR website. CHRS Recruiting allows individuals to sign up for email notifications when searches that meet the potential candidate's criteria are posted. It is our belief, with the concurrence of the Chancellor's Office, that this approach meets the posting requirements described in 12.26 of the CBA; this language has existed in the CBA since at least the early 2000s.

Tenure track positions that are posted at CHRS are also *automatically* posted to the CSU Careers page, the California State Job Board, the Chronicle for Higher Education, Hispanics in Higher Education, and (new this year) Higher Ed Jobs. Individual programs will also choose to advertise in other discipline-specific locations and use other avenues such as social media, emails to colleagues, and conferences. Our goal is to get our info out to as many qualified applicants as possible.

Response Continued: Interim FASE AVP, DeGraffenreid

As for the specific searches that were approved for this year, the general notification of lines being authorized does not mean that the searches are immediately posted. In a simplified summary of the process, the following must happen prior to posting: the Disciplinary Search Committees need to be formed (with Equity Advocates), detailed position descriptions must be developed, a recruitment plan and timeline developed, and the description must be reviewed and approved by the Dean and the AVP for FASE. Programs develop this process according to their timelines. Some of the approved positions have been posted for a few weeks; others are yet to be posted. As of now, only one posted position has begun initial review of applications. No others will begin their review before November 1.

We know well the bargained rights of qualified current CI lecturers as described in Provision 12.28. This has been reinforced in the mandatory training that all members of Disciplinary Search Committees have received for at least the last two years.

The university believes that we have a process in place that seeks to generate a broad range of applicants by way of an equity-minded approach to recruiting. As noted earlier, we encourage all qualified applicants to apply.

Sincerely,

William DeGraffenreid on behalf of Provost Avila and CI Academic Deans

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Senate Meeting 11/7/23

ITRQ: Senator, Jamie Matera

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Senator Matera ITRQ Continued:

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Response: Provost Avila

- As part of the Provost's commitment to supporting faculty as scholars and teachers, the Provost's office has (a) expanded the RSCA fund significantly beyond what is state-supported, and (b) implemented a division-wide faculty travel policy.
- Each year, RSCA proposals far exceed the pool of funds allocated by the Chancellor's Office. Because it is the expressed goal of the Provost to provide all faculty who are active scholars and artists with the opportunity for reassigned time, we use divisional resources to augment the CO funds. For this current year, the CO provided \$41,356 in funding, which the Provost's Office supplemented with an additional \$214,923 (equivalent to 83% of the total funding). This included \$188,000 for reassigned time and \$26,923 for student salaries and other supplies.

Response Continued: Provost Avila

- In order to maximize the number of faculty receiving awards, some requests for travel were limited. Note that all faculty have access to up to two trips per year and as much as \$4000 in funding through the [Division of Academic Affairs Faculty Travel Policy](#). Faculty who have greater needs can ask their dean or chair for additional support, along with seeking external funding opportunities. As it turns out, many faculty were asking for travel funding from RSCA which would have been automatically supported through the division travel policy. Had they been awarded through RSCA, this would have had the deleterious effect of limiting RSCA awards to deserving faculty, while providing a handful of faculty with travel funding that far exceeded that available to their colleagues.
- Finally, I trust senators will appreciate that the Division of Academic Affairs Faculty Travel Policy is among the most generous in the entire CSU. The level of support and the ease of accessing this funding far exceeds resources made available to faculty at other CSUs. The Provost has made this commitment as part of a strategic vision to support faculty scholarship and creative activities. Doing so will advance our university, improve our reputation, and expand our ability to accomplish our mission of serving students with a high-quality education.

ITRQ Senator: Jonathan Caravello

What are we doing to protect our students and our faculty from retaliation for speaking out against injustice?

To begin, the University reaffirms its unwavering commitment to the freedom of expression. All faculty, staff, and students possess significant free speech rights, which, while not unlimited, do include the right to express their views without fear of retaliation or threat of violence. The CSUCI Policy on Time, Place and Manner and the Use of University Buildings and Grounds ([OP.01.007](#)) expresses our campus's core commitment to upholding the right of free speech:

Freedom of expression is a cornerstone of a democratic society and is essential to the educational process. The academic mission of the campuses within the California State University system necessitates the free exchange of ideas and vigorous debate of ideas and information. That includes the freedom to draw connections between controversial issues and the subject matter at hand. Controversy is at the heart of free academic inquiry. Therefore, discussing controversial content on campus does not in and of itself violate University policies nor will the discussion itself serve as a basis for limiting future expression, even if a campus community member feels uncomfortable with the content or finds the content to be offensive.

CSUCI encourages and supports the free expression of ideas, values and opinions, recognizing that such expression may take a variety of forms, such as speeches, signs, written materials, public assemblies, parades, demonstrations, artistic representation and other forms of expressive conduct. While one may find certain expressions or materials to be offensive or insulting, the appropriate way to counteract such materials is through discourse, constructive criticism, and the expression of additional points of view.

At the same time, all members of the University community should recognize that freedom of expression includes a responsibility to respect the rights of others, including the right to express differing opinions. There shall be no restrictions on legal free speech activity based on the content of such speech or expression or on the political, religious or other opinions and affiliations of speakers. Correspondingly, the exercise of free speech, including opposing the speech or viewpoints of others, and assembly rights must comply with all federal, state and local laws.

Response Continued: Provost Avila

When accusations are made of retaliation or other illegal activities (such as vandalism), the University has an obligation to investigate and respond accordingly. Indeed, both faculty and administration are mandatory reporters when accusations of retaliation have been made. In this instance, the claims of retaliation, police harassment, and the apparent instance of vandalism were officially reported in a timely manner and investigations promptly launched by the appropriate offices. Senior leadership on campus are aware of the accusations that have been made and is closely following the progress of the response. Note that while privacy considerations, for better or worse, prevent further comment on the specifics of these cases, senior leadership at Channel Islands places the highest value on the protection of free speech and the ability to exercise that freedom without fear of retaliation or threat of violence.

Regarding the claims of disenrollment, due to FERPA, we cannot discuss individual student situations absent the consent of any affected student. We can report, however, to the extent we are aware of students who have been disenrolled, we have addressed those issues directly with the affected students. We can also report that, based on the facts of which we are aware, no student has been disenrolled due to engaging in protected speech.

on campus. They have noticed that these plants/herbs have been torn out.

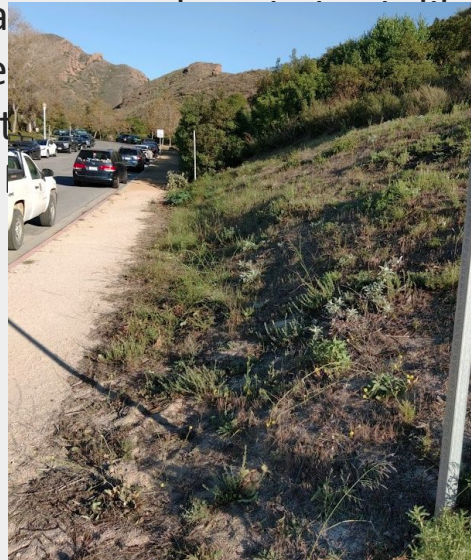
ITRQ: Senator Jennie Luna 10/24/23

Students would like to know:

- How was it determined to remove these plants that some students relied on and appreciated as part of our campus landscape?
- Who takes care of these plants and determines what grows on campus?
- How can the campus grounds be made aware of the native, traditional plants and continue to grow them around campus.
- Can students, particularly Native/Indigenous students be involved in this process?

Response: Thomas Hunt, Assistant Vice President for Facilities Services

- Facilities Services does not believe any sage has been torn out. The areas where sage would a clearance. The shouldn't be t area behind ly where we have had Cal Fire do fire to create a clearance zone but the sage down but it will grow back. Here is the ken 11/1/2023 that shows the sage is ng cleared by Cal Fire.



Response Continued: **Thomas Hunt, Assistant Vice President for Facilities Services**

- *The Landscape Services team that is part of Facilities Services takes care of all landscaping needs across campus. They typically are maintaining what is already planted or grew naturally. However, we do occasionally have landscaping improvement projects that are funded separately or as part of a facilities renovation project. In these cases, the design agent will send their plans for our review and we have the Landscaping Manager provide input about whether or not their recommended flora will grow well on our campus as well as determine the amount of maintenance that will be required over time and also the water needs (we prefer native and drought tolerant landscaping where possible). Landscaping Services is aware of the different plants on campus and makes sure that our groundskeepers have the proper equipment and training necessary to properly care of all plants and landscaping.*

Response Continued: *Can students, particularly* Thomas Hunt, Assistant Vice President for Facilities Services

- *The process of making our landscaping services team aware of the plants we have on campus and preparing them to properly care of these plants is already in place. But, we have had a student assistant work in our landscaping services team before and would like to do so again. It would be advantageous to us to have a student that is knowledgeable about native plants and can contribute their knowledge to others within the landscaping services team.*

Here are some pictures of sage growing across campus for your awareness:

Chaparral Hall planter area



Sierra Hall planter area:

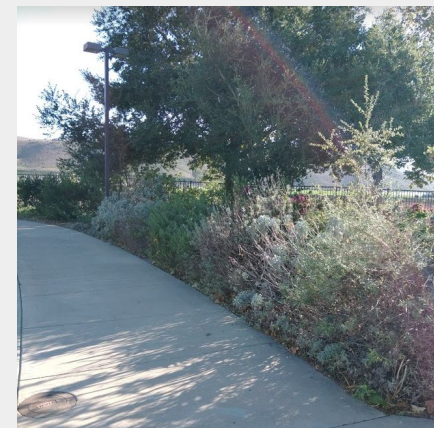


Santa Rosa Village:



Response Continued: Thomas Hunt, Assistant Vice President for Facilities Services

The following are from SH-1 Parking Lot by Anacapa Village:



The following are from Aliso Hall:



Response Continued: Thomas Hunt, Assistant Vice President for Facilities Services

There are others on campus that we didn't take pictures of but know exist. Much of the campus is not maintained by our landscaping services team and grows naturally (CI park, roundmountain, peanut hill, etc).

We hope this answers your questions and are grateful that you care and are interested in our landscaping and in particular the native plants.

Tom

ITRQ Senator: William Munroe

Questions concerning the report absences emails received by some faculty members:

1. When will this reporting be formally implemented for faculty?
2. How will absences be treated if an async (or zoom) option is provided in lieu of an in person class?
3. How will absences be treated for non-teaching days or if faculty miss one class due to illness but teach another class the same day?
4. What about swapping labs/classes with a colleague in case of illness?

Response: Interim FASE AVP, DeGraffenreid

Faculty members are exempt employees and we do not count hours in the sense of how hourly employees time is tracked. If a partial day is worked, there is no expectation of leave being taken for that day if an illness sets in after some work has been completed. Duties that could be happening on non-instructional days include items expected as part of the normal duties of a faculty member: grading, office hours, course prep. If illness prevents an instructor from performing these duties on a non-instructional day – that day should also be taken as a sick day.

Response Continued: Interim FASE AVP, DeGraffenreid

I'll reiterate that the expectations on reporting sick time, vacation time, jury duty, etc are fully unchanged by the announcement that faculty will have to report "no time taken" if they do not have any leave to report. It has long been the expectation of the CSU and Channel Islands that faculty are appropriately reporting absences each month. This announcement is about a) that the system where reports are made is being changed and b) that upon rollout faculty will have to report no leave taken if they have no other leave to report (as opposed to the current presumption that no leave is taken).

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting 11/28/23

ITRQ: Senator, Heather Castillo

The IRA moved to a massive block funding model in 2022 granting most of the IRA total funds money to the WMC in 2023. Per IRA it is states:

Instructionally related activities include, but are not limited to, the following categories:

- Music, drama, and dance performances/productions
- Guest speakers/artists who contribute to instructional offerings
- Student travel related to instructional offerings
- Art exhibits
- Publications (student-driven)
- Other activities (including national competitions and performances)

How and when was this decision made? Who was on the committee? Did you have the required 6 students on the committee when this decision was made? This decision significantly hurt programs that RELY and have been told to RELY on IRA funding to realize certain program learning outcomes. In the past, it is also my understanding based on past grants I and my performing arts colleagues have administered that IRA could not be used for salaries. However, it is hard to imagine the large sums going to certain block funds going to anything other than salaries. Many programs did not have embedded and important guests and activities funded due to the bulk of the funding going to one entity. Can someone please explain the legality and use of IRA funds for the WMC and share an itemized list of what the funding is paying for? Why was the one time funding to the WMC now moved to block and annual funding for the WMC?

ITRQ Response:

- ITRQ sent to Provost and AVP Kirk England on 11/13/23. Provost responded will provide response to ITRQ.
- Received email from Provost on 11/28- still working on response.

[Learn more](#)

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting- January 30, 2024

ITRQ: Senator, Heather Castillo (from 11/28/23 fall semester

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ITRQ Response: Provost Avila

How was the decision made?

The block funding strategy was established by the IRA committee after multiple conversations and deliberations in FY21-22. The purpose was to leverage at scale:

- On-campus student employment opportunities that directly improve student success while simultaneously fostering leadership, critical thinking, and communication skills.
- Expansion of opportunities for undergraduate research and creative activity across the curriculum.
- Support for high-impact learning opportunities that are equitable, impactful, and serve the greatest audience of students.
- Streamlining or elimination of administrative bottlenecks for faculty.
- Stabilize funding from one year to the next, removing competitive risks.
- Reduce the fiscal burden on students by eliminating course fees where appropriate.

Conversations, deliberations, and feedback were obtained from the IRA committee over the course of FY 2022. Information can be found on the IRA website located under “Reports and Archives” [here](#). The committee roster can also be found on this page.

Note that the committee may from time to time evaluate the effectiveness of each allocation.

Note also that this funding model is not uncommon. We surveyed other CSUs and inquired about the funding sources. Overall, most campuses are using a mix of funds to support the work of Writing Centers, as is CSUCI. In addition, approximately half of the CSU campuses are specifically using student fees, such as IRA and similar student success fees, to support writing center tutor salaries.

ITRQ Response Continued: Provost Avila

Did you have the required 6 students on the committee when this decision was made?

Each year there is an aggressive campaign launched to recruit students for committee service. During and after the pandemic, recruitment has become significantly more challenging.

To help encourage student participation in preparation for FY 2022, Academic Planning and Budgeting instituted compensation for student committee participation. This in large part helped achieve a modicum of success in recruiting four students during this period. Subsequently, we have been fortunate to have a full complement of students serve but cannot be assured this will always be the case.

It is important to recognize that the IRA committee serves as a recommending body to the provost. The provost takes seriously the recommendations of the committee but does reserve the right to use his or her discretion as needed. Typically, deviations from committee recommendations have led to enhancements of a committee's recommendation.

ITRQ Response Continued: Provost Avila

Can IRA be used to cover salaries?

There is nothing in statute that states IRA cannot be used to cover salaries. It is common practice on a number of campuses.

Note that the education code that governs the use of instructionally related activities is referenced as Education Code 89230. A link to this and other information regarding IRA is provided on the IRA website ([here](#))

ITRQ: Senator, Jennie Luna

This semester it seems there have been a number of changes in Student Affairs without much communication to faculty. For example, the Multicultural Dream Center (MDC) was changed to Inclusive Student Services (ISS) and many of these changes "just happened" without explanation or understanding. Students have expressed concern about why the "dreamer" part was removed. There has been a lack of communication to the students, community, and related departments when it comes to the new student centers. How are resources being distributed to re-envision the former MDC into these new student centers (Black, Latinx, Social Justice centers) and why has there been no communication or input about what these should look like?

Further, why does the current ISS continue to lack staff and how can student affairs operate with currently only one director and no staff? How can we operate student services this way? Impacts of operating in this manner includes cultural taxation of those planning/organizing programs and the inability to provide all the meaningful programs that students deserve.

It is concerning that faculty have not been included or informed in this process. Can the VPSA provide a report or method of communication to inform the senate about changes in student affairs?

Further, can VPSA provide a checklist of all the ways faculty can promote/send their events to students (hanging flyers, dorms, calendars, etc.) and what are ways that faculty can collaborate with SA to ensure that our efforts are maximized?

ITRQ Response: AVP Ford- Turnbow

Note: response in green font

This semester it seems there have been a number of changes in Student Affairs without much communication to faculty. For example, the Multicultural Dream Center (MDC) was changed to Inclusive Student Services (ISS) and many of these changes "just happened" without explanation or understanding. - I'm not sure what changes are being referred to here so it is difficult to speak to changes without specifics. I'd be happy to do so if others are identified. To clarify, the MDC was not changed to ISS; it was always held within the ISS department. The only significant change that has occurred as a division is the expansion of the creation of the cultural centers and that was communicated in the following ways with DAA including faculty:

- Approved to begin the formal cultural center creation process April 2023 via President;
- Meeting w/faculty on May 18th (Black Studies);
- June-early August Summer Break for faculty
- Email Communication to DAA (all campus) on August 24th; (attached)
- Meeting w/faculty on September 22nd (Chicano/a Studies);
- Meeting w/faculty, staff and students on October 16th (Chicano/a Studies, Black Studies, ASI, SG, BSU, MEECHA, ISS, DOS);
- Email Communication to DAA (all campus) October 17th and 27th for invitation to Cultural Center Launch November 1st;
- Meeting w/faculty December 1st (Ethnic Studies)

ITRQ Response Continued: AVP Ford- Turnbow

- *Students have expressed concern about why the "dreamer" part was removed. There has been a lack of communication to the students, community, and related departments when it comes to the new student centers. - The campus community has been updated at every major update along the way via email or meetings. In addition to the dates indicated above, the following also occurred:*
- **Student communications and/or in person engagement occurred on the following: May 22nd, October 11th and October 18th with SG; June 29th and August 10-18th with FY and Transfer students; and July 24-28th, October 16th, and October 18-25th with all students.**
- **Additionally, all DSA staff were updated every month at our monthly divisional meetings (every 2nd Tuesday of the month April 2023, August - November 2023), emails or meetings with updates (May 22nd, August 24th) as well as bi-weekly planning meetings from August 9th and even still currently.**
- **Also, I have student data on the naming of the spaces and that data has been incorporated into the temporary names of the centers. The permanent names will be confirmed in Spring 2024 by continuous student input, which was also shared at the grand opening.**

ITRQ Response Continued: AVP Ford- Turnbow

How are resources being distributed to re-envision the former MDC into these new student centers (Black, Latinx, Social Justice centers) and why has there been no communication or input about what these should look like? - **The resources previously provided to MDC are still provided to the cultural centers. Again, there have been several meetings listed above on cultural center planning with managerial leadership that discussed these parameters with input and recommendations. The President allocated MacKenzie Scott funding to support the creation of and development of the centers.**

Further, why does the current ISS continue to lack staff and how can student affairs operate with currently only one director and no staff? How can we operate student services this way? Impacts of operating in this manner includes cultural taxation of those planning/organizing programs and the inability to provide all the meaningful programs that students deserve.- **This is not necessarily accurate of "no staff". There are 3 Coordinators and one Director. One of the coordinator positions is currently under search as the former coordinator recently departed for another opportunity. Additionally, one of our coordinators has a situation that cannot be discussed, so an emergency hire was approved to help support the centers work in the interim. Also, as a point of clarification, the focus for the division this year is not primarily programs, but the establishment of a sense of belonging which the creation of the centers is a critical starting point for this to occur.**

ITRQ Response Continued: AVP Ford- Turnbow

It is concerning that faculty have not been included or informed in this process. Can the VPSA provide a report or method of communication to inform the senate about changes in student affairs? - Please see the various meetings and emails indicated above.

Further, can VPSA provide a checklist of all the ways faculty can promote/send their events to students (hanging flyers, dorms, calendars, etc.) and what are ways that faculty can collaborate with SA to ensure that our efforts are maximized? - Sure, I hosted the following meetings with leadership and faculty in DAA to discuss event marketing and collaboration with DSA:

1. Provost Leadership, February 23rd, 1pm, Handel Evans Board room Broome Library
2. Arts & Science, February 28th @ 9:30am, Zoom
3. MVS School of Business, March 1st, 8:15am, Zoom
4. Extended University March 2nd @11am, Zoom
5. Library and Learning Resources, April 11th, 2:00 pm, BRO 1756

At these meetings, we shared the services of our Student Marketing Center and easy way help share information on events from anyone in DAA. The website and instructions can be found here:

<https://www.csuci.edu/studentaffairs/student-marketing/>

I also sent the following communication regarding the creation of the Institutional Programming Collaborative to be shared to the Senate Chair as well as other members of the DAA on February 21st. The original is attached. At a high-level overview: "The division of Student Affairs is formerly launching CI's Institutional Programming Collaborative, where campus partners across divisions are asked to come together tri-weekly and orchestrate a synchronized programming structure at the institutional level. Our areas are doing great work, and we see an opportunity to improve knowledge of what is happening when by supporting divisional efforts and helping streamline promotion."

ITRQ: Senator, Jamie Matera (12/4/23)

Dear Provost Avila,

Thank you for your response to the questions submitted by the Anthropology Program via Academic Senate on 10/09/23. Those responses focus on how the Provost's Office supplemented RSCA, a practice that, while not new, is appreciated by applicants. It also discusses travel funds under the new travel policy, which is different than RSCA grants. We respectfully put forth the original questions for your consideration.

1. *Why was this decision made without consulting faculty and without truly considering the negative consequences to scholarly work, unequal distribution of funds, effects on lecturer faculty, and how it would affect programs largely composed of faculty whose research requires extensive travel?*
2. *Why was this change made mid-stream, between the time proposals were submitted and awards granted?*
3. *Why were faculty not consulted on how these changes could affect our work?*

The change in RSCA awards can create significant roadblocks to scholarly activities, particularly for junior tenure-track faculty and lecturer faculty, as noted in the original ITRQ. Importantly, research funded by RSCA often informs classroom teaching and supports student research.

We welcome your response and consideration of reinstating RSCA grants to their original form.

ITRQ Response: Provost Avila

-Sent to Provost Avila on 12/5/23. Waiting response. 1/25/24- sent follow up email. 1/30- Provost Avila sent email response and response will be forthcoming.

ITRQ: Senator, Colleen Harris (12/4/23)

Under AVP Sheila Grant's FASE office, stringent requirements were developed for equity practices in faculty hiring. This work resulted in the FASE office being very involved in the details of co-drafting job ad language, requiring faculty postings to solicit multiple diversity statements, requiring that FASE vet wording of all committee interview questions (zoom and on-campus), requiring and confirming that equity-based questions were being used by the committee at semifinalist and finalist stages, that equity requiring multiple checks on applicant pools for acceptable diversity levels (at zoom and finalist levels), and submission to FASE of committee rating rubrics directly based on job ads. However, CSUCI's MPP searches to date have not followed in parallel with these best practices for equity in hiring. Within this context, my ITRQ questions are:

1. Why are these equity-minded hiring practices not required for MPP executive leadership positions the same way they are required of faculty position postings?
2. What office is responsible for helping MPP positions be wordcrafted for equity in the same the way faculty positions are?
 1. Why, after the last AVP FASE search where the committee indicated in feedback that it was problematic to not mention equity work in the required qualifications, has the position been reposted again with no mention of equity work as a required qualification for the position?
3. Why have multiple MPP positions been posted without the requirement of a "commitment to diversity" statement, and why is this commitment considered less important for MPP positions than faculty positions?
4. Faculty searches are required to have their pools examined for diversity acceptability at two stages: before initial release of applications to the committee, and before finalists can be invited to campus, and verdict rendered by FASE. Are these same practices being applied to MPP searches, and what office renders the verdict of acceptability of pools to move forward?
5. How are these equity-minded practices also being integrated into staff hiring practices?

ITRQ Response: Provost Avila & AVP DeGraffenreid

-Sent to Provost Avila and AVP DeGraffenreid on 12/5/23. Waiting response.

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting- February 13, 2024

ITRQ: Senator, Jaime Matera (12/4/23)

Dear Provost Avila,

Thank you for your response to the questions submitted by the Anthropology Program via Academic Senate on 10/09/23. Those responses focus on how the Provost's Office supplemented RSCA, a practice that, while not new, is appreciated by applicants. It also discusses travel funds under the new travel policy, which is different than RSCA grants. We respectfully put forth the original questions for your consideration.

1. *Why was this decision made without consulting faculty and without truly considering the negative consequences to scholarly work, unequal distribution of funds, effects on lecturer faculty, and how it would affect programs largely composed of faculty whose research requires extensive travel?*
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3. *Why were faculty not consulted on how these changes could affect our work?*

The change in RSCA awards can create significant roadblocks to scholarly activities, particularly for junior tenure-track faculty and lecturer faculty, as noted in the original ITRQ. Importantly, research funded by RSCA often informs classroom teaching and supports student research.

We welcome your response and consideration of reinstating RSCA grants to their original form.

ITRQ Response: Provost Avila

RESPONSE

As previously shared, in order to supplement the RSCA awards and to maximize the number of faculty that participate in this program, we use several different funding sources, including dedicated funds from the Chancellor's Office, PACE funds (TH930), General Fund, and QZIP (IDC funding). Each of these funds has its own restrictions and spending limitations. The goal of maximizing awards with the limitations of the funding sources was balanced with following the recommendations of the committee, especially in terms of rank ordering. I am confident that the resulting distribution of resources achieved these goals and resulted in the best outcome for faculty considered collectively. It is unfortunate and regrettable that not every deserving proposal can be funded.

Changes to the RSCA program have been quite intentional and focused on maximizing support for scholarship and creative activities. These were done precisely to benefit all faculty, including junior faculty. We will see improved, steady, and predictable funding, especially funding that supports reassigned time.

As for the "complex questions" above, these are difficult to respond to. I would encourage the author(s) of the question to speak with their dean and me directly about their concerns. It is apparent that we share the same overarching goal of advancing faculty research and creative activities and that we see the RSCA program as avenue for achieving this. I am hopeful that building on this foundation we can come to a common understanding that meets our shared objectives.

Finally, I remind all faculty that there are multiple funding opportunities supporting research and creative activities. If you have needs that are not being met by the current programs, please speak directly with your Dean. They may – or may not – be able to fund your request, but I am confident they value your work and will work to advance your professional career.

ITRQ: Senator, Colleen Harris (12/4/23)

Under AVP Sheila Grant's FASE office, stringent requirements were developed for equity practices in faculty hiring. This work resulted in the FASE office being very involved in the details of co-drafting job ad language, requiring faculty postings to solicit multiple diversity statements, requiring that FASE vet wording of all committee interview questions (zoom and on-campus), requiring and confirming that equity-based questions were being used by the committee at semifinalist and finalist stages, that equity requiring multiple checks on applicant pools for acceptable diversity levels (at zoom and finalist levels), and submission to FASE of committee rating rubrics directly based on job ads. However, CSUCI's MPP searches to date have not followed in parallel with these best practices for equity in hiring. Within this context, my ITRQ questions are:

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5. How are these equity-minded practices also being integrated into staff hiring practices?

ITRQ Response: Provost Avila & AVP DeGraffenreid

-Sent to Provost Avila and AVP DeGraffenreid on 12/5/23. Waiting response. 2-12 email from Provost Avila that the ITRQ was forwarded to HR and President for response. Waiting for response.

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting- February 27, 2024

ITRQ: Senator, Colleen Harris (9/23)

Under AVP Sheila Grant's FASE office, stringent requirements were developed for equity practices in faculty hiring. This work resulted in the FASE office being very involved in the details of co-drafting job ad language, requiring faculty postings to solicit multiple diversity statements, requiring that FASE vet wording of all committee interview questions (zoom and on-campus), requiring and confirming that equity-based questions were being used by the committee at semifinalist and finalist stages, that equity requiring multiple checks on applicant pools for acceptable diversity levels (at zoom and finalist levels), and submission to FASE of committee rating rubrics directly based on job ads. However, CSUCI's MPP searches to date have not followed in parallel with these best practices for equity in hiring. Within this context, my ITRQ questions are:

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5. How are these equity-minded practices also being integrated into staff hiring practices?

ITRQ Collaborative Response: Provost, OPT, HR, AVP FASE, & Chief of Staff

2/27/24:

We agree that under AVP Grant's leadership, significant progress was made incorporating equity practices into faculty hiring process. We also agree that many of these can and should be incorporated into both MPP and staff hiring. In many respects, we have begun to incorporate these practices into MPP hiring already. For example, all candidates are required to submit diversity statements for positions in DAA. At the same time, note that even this success has largely been limited to TT faculty hiring and replicating this model with NTTF positions has proved elusive and difficult to implement. The inability to extend this to NTTF hiring illustrates the logistical hurdles associated with scaling this important work.

To answer the specific questions:

1. Initiative 2.2-2.3 from our six Inclusive Excellence Action Themes (IEAT) is a work in progress as an element of our Inclusive Excellence Action Plan (IEAP). IEAT 2.2-2.3 calls for extending the work on building equity-minded hiring practices into all of our hiring processes—extending beyond the Division of Academic Affairs, which has led the campus in this effort in the area of tenure-track faculty searches. Equity-minded hiring practices are no less important for administrators, staff, and lecturer faculty than for tenure-track faculty, and it is very much the intention for CSUCI to make good use of DAA leadership in this work and expanding it across every division.

2. Each office is responsible for keeping the positions descriptions up to date and the hiring supervisor is ultimately responsible. All positions descriptions are sent to HR for review. One of the goals of IEAT 2.1 is to strengthen this part of the process. Regarding the AVP FASE search, all candidates for the position will (a) submit a diversity statement, and (b) be evaluated using criteria to assess their ability to enact and support DEIA work. At the same time, the qualifications were intentionally designed to allow more individuals to be considered – which was itself an intentional equity practice (to expand the pool).

Additionally, in Fall of 2022, we began adding the following statement to all MPP position descriptions: “Take an active role in helping to embed the values of diversity, equity, and inclusion in all aspects of University work, in every division, and participate at least once annually in professional and/or leadership development opportunities that will contribute to campus efforts to advance racial and social justice in and through education at CSUCI and beyond.” The expectation for all supervisors is that accountability for this requirement will begin informing MPP performance evaluations as of the 2023-24 academic year.

ITRQ Collaborative Response: Provost, OPT, HR, AVP FASE, & Chief of Staff Cont.

3. Positions get posted based on the position description, which doesn't include required application materials. This is an area that can be corrected as part of IEAT 2.1. Note that equity prompts are included in all searches. Here is an example from a recent search: *CSUCI serves a diverse population of students and values and prioritizes equity and inclusion. Please describe your experience in advancing DEIA initiatives in your previous roles and your vision for how you would contribute to inclusive excellence in this position.*

4. The fact that we need to research this question and respond at a later time speaks to the necessity and helpfulness of the question.

5. The goal is to scale up all of the equity practices to both staff and MPP searches. There are significant logistical challenges, however, for both staff and NTTF searches. For example, over the last three years, for TT searches, we've largely matched the number of EAs with the number of searches. We have not had as robust a pool as we might. This presents logistical obstacles as we look to grow this program outside of TT searches. At this time, it is not clear how staff would be incentivized to become EAs or if MPPs will be required to do this. Further, policies in HR need to be updated to allow for inclusion of EAs in MPP and staff searches.

ITRQ Senator, Cindy Wyels (2/26/24)

Could we request a report on faculty diversity from FASE to be re-instituted as an annual report in Senate meetings (and perhaps distributed more widely)?

These two related requests were discussed during a debriefing meeting of the faculty Equity Advocates...

Could we request a report on faculty diversity from FASE to be re-instituted as an annual report in Senate meetings (and perhaps distributed more widely)?

1. Faculty diversity trends (as in the sample, although any variations that FASE thinks would be helpful would be welcome)
2. Data on **exit** trends broken down by TT, NTTF, Staff and Administrator by gender and race/ethnicity demographics.

Note: Please see [attachment for past sample](#).

ITRQ Response: AVP DeGraffenreid

2/27/24:

Dear Senators,

I am always happy to meet with the Senate and provide a report. Whether this be in person (where questions can be asked) or via a written report, I'll leave to the Senate Executive to decide when they are crafting the agendas. I will share that as part of the DSC Training that I have offered in the past two years, I have provided faculty (TT and NTT) demographic and gender trends trends as part of the introductory material, so I could prepare something in just a week or two of notice.

The sample report that you shared was quite a few years old. Our campus institutional data is much more robust than those days when such data was not in the public domain. I will share that our [Institutional Research](#) office has a well-developed page of "[Campus Numbers](#)" which provides significant data to anyone who wants to see it. Among these data sets is the "[Employee Snapshot Dashboard](#)". This dashboard allows for readers to review significant information on the demographic data of employees. Much of this appears to be the exact data what was shown in your sample from a decade ago.

Best regards,

Bill

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting- March 12, 2024

ITRQ: Senator, Colleen Harris- (9/23/23)

Under AVP Sheila Grant's FASE office, stringent requirements were developed for equity practices in faculty hiring. This work resulted in the FASE office being very involved in the details of co-drafting job ad language, requiring faculty postings to solicit multiple diversity statements, requiring that FASE vet wording of all committee interview questions (zoom and on-campus), requiring and confirming that equity-based questions were being used by the committee at semifinalist and finalist stages, that equity requiring multiple checks on applicant pools for acceptable diversity levels (at zoom and finalist levels), and submission to FASE of committee rating rubrics directly based on job ads. However, CSUCI's MPP searches to date have not followed in parallel with these best practices for equity in hiring. Within this context, my ITRQ questions are:

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5. How are these equity-minded practices also being integrated into staff hiring practices?

ITRQ Collaborative Response: Provost, OPT, HR, AVP FASE, & Chief of Staff

2/27/24:

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To answer the specific questions:

1. Initiative 2.2-2.3 from our six Inclusive Excellence Action Themes (IEAT) is a work in progress as an element of our Inclusive Excellence Action Plan (IEAP). IEAT 2.2-2.3 calls for extending the work on building equity-minded hiring practices into all of our hiring processes—extending beyond the Division of Academic Affairs, which has led the campus in this effort in the area of tenure-track faculty searches. Equity-minded hiring practices are no less important for administrators, staff, and lecturer faculty than for tenure-track faculty, and it is very much the intention for CSUCI to make good use of DAA leadership in this work and expanding it across every division.

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Additionally, in Fall of 2022, we began adding the following statement to all MPP position descriptions: “Take an active role in helping to embed the values of diversity, equity, and inclusion in all aspects of University work, in every division, and participate at least once annually in professional and/or leadership development opportunities that will contribute to campus efforts to advance racial and social justice in and through education at CSUCI and beyond.” The expectation for all supervisors is that accountability for this requirement will begin informing MPP performance evaluations as of the 2023-24 academic year.

ITRQ Collaborative Response: Provost, OPT, HR, AVP FASE, & Chief of Staff Cont.

3. Positions get posted based on the position description, which doesn't include required application materials. This is an area that can be corrected as part of IEAT 2.1. Note that equity prompts are included in all searches. Here is an example from a recent search: *CSUCI serves a diverse population of students and values and prioritizes equity and inclusion. Please describe your experience in advancing DEIA initiatives in your previous roles and your vision for how you would contribute to inclusive excellence in this position.*

4. The fact that we need to research this question and respond at a later time speaks to the necessity and helpfulness of the question.

5. The goal is to scale up all of the equity practices to both staff and MPP searches. There are significant logistical challenges, however, for both staff and NTTF searches. For example, over the last three years, for TT searches, we've largely matched the number of EAs with the number of searches. We have not had as robust a pool as we might. This presents logistical obstacles as we look to grow this program outside of TT searches. At this time, it is not clear how staff would be incentivized to become EAs or if MPPs will be required to do this. Further, policies in HR need to be updated to allow for inclusion of EAs in MPP and staff searches.

ITRQ Senator, Colleen Harris- (3/4/24)

The ITRQ asking why equity practices were not being used in MPP and staff hiring was first asked in September 2023. Part of the response was “For example, all candidates are required to submit diversity statements for positions in DAA,” and “Equity prompts are included in all searches” (the example of the text prompt in the ITRQ answer was pulled from the boilerplate language used in TT searches). However, no diversity statement was required of the candidates for the Fall 2023 Library dean search, for which applications were accepted as late as October 27, 2023.

What is the date upon which all DAA positions including MPP positions started requiring the diversity statements, since this wasn't in effect midway through the Fall '23 semester?

ITRQ Response: AVP for Administrative Services and HRO, Laurie Nichols

- ITRQ sent to AVP for Administrative Services and HRO, Laurie Nichols on 3/5/24. Sent follow up email 3/12/24 to Laurie Nichols and included Angela Portillo. Waiting response.

ITRQ Senator, Annie White (behalf of SBC committee)- 3/8/24

How much have university funds been used for outside consultation services over the past several years? The university has internal expertise. What is the consideration to utilize in-house expertise with reassigned time costs, rather than using external consultants? There needs to be a relative comparison (external consultant vs. internal experts with reassigned time, or stipend) with consideration from in house internal perspective / knowledge of context and how this can add to value of expertise.

ITRQ Response: Office of the President and Provost Avila

- ITRQ sent to Office of the President and Provost on 3/8/24. Follow up email sent on 3/12/24. Waiting response.

1. One or two years ago, the Provost shared the results of a study that was commissioned by CSUCI to assess the fairness of salaries across faculty. I was not able to find it after searching the CI site. Please direct me to it.

Answer: The report itself was not shared with the campus due to the nature of the data and its sensitivity. A summary of the report was included in a letter to the faculty which can be found on the DAA Policies page:

<https://www.csuci.edu/daa/policies.htm> . –M.A.

ITRQ Senator Miguel Delgado Helleseter (on behalf of Claudio Paiva)

2. For at least 10 years, CSUCI Administrators shared with faculty an Excel spreadsheet with the annual grade distribution by academic programs. I would like to receive this data for each year during 2015-2023.

3. Please share data for:

a. the average GPA on campus each semester during 2015-2023 for undergraduate, state-side students

b. the average GPA in each program, in each semester, during 2015-2023

c. the number of students graduating each academic year during 2015-2023

d. the number of students graduating cum laude, magna cum laude, and summa cum laude each year during 2015-2023.

ITRQ Senator Miguel Delgado Helleseter (on behalf of Claudio Paiva)

ITRQ continued

4. In the last several years, a substantial amount of time and resources seem to have been devoted to assessment activities on campus, including by Administration, Staff, and Faculty on assigned time. Please direct me to a data depository or any reports that can shed light on the evolution of the following metrics during 2015-2023:

a. Divided by students who came in as transfers vs. freshmen:

- i. Average time to graduation of each group
- ii. Average GPA at graduation for each group
- iii. Average GPA by program/subject

ITRQ Senator Miguel Delgado Helleseter (on behalf of Claudio Paiva)

ITRQ continued

b. Considering only our transfer students:

i. Average CI GPA at graduation by main community college attended prior to CI (Oxnard; Ventura; Moorpark; others). ii. Average CI GPA at graduation by graduation major.

iii. Average GPA by program/subject and community college of origin each semester at CI (to assess how students from different community colleges perform differently in different subjects)

5. Considering that preparedness, performance, and graduation rates of transfer students at CI are likely to differ across community colleges, please indicate (or refer me to a study of report that describes) the concrete steps taken by CSUCI in conjunction with the main community colleges to increase student preparedness.

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting- April 2, 2024

ITRQ Senator, Colleen Harris- (3/4/24)

The ITRQ asking why equity practices were not being used in MPP and staff hiring was first asked in September 2023. Part of the response was “For example, all candidates are required to submit diversity statements for positions in DAA,” and “Equity prompts are included in all searches” (the example of the text prompt in the ITRQ answer was pulled from the boilerplate language used in TT searches). However, no diversity statement was required of the candidates for the Fall 2023 Library dean search, for which applications were accepted as late as October 27, 2023.

What is the date upon which all DAA positions including MPP positions started requiring the diversity statements, since this wasn't in effect midway through the Fall '23 semester?

ITRQ Response: AVP for Administrative Services and HRO, Laurie Nichols

- ITRQ sent to AVP for Administrative Services and HRO, Laurie Nichols on 3/5/24. Sent follow up email 3/12/24 to Laurie Nichols and included Angela Portillo. Waiting response. Also, sent to Provost Avila on 3/14/24, per offer to help with response. Followed up with Provost Avila at Senate Officer Meeting on 3/28/24. Response is forthcoming.

ITRQ Senator, Annie White (behalf of SBC committee)- 3/8/24

How much have university funds been used for outside consultation services over the past several years? The university has internal expertise. What is the consideration to utilize in-house expertise with reassigned time costs, rather than using external consultants? There needs to be a relative comparison (external consultant vs. internal experts with reassigned time, or stipend) with consideration from in house internal perspective / knowledge of context and how this can add to value of expertise.

ITRQ Response: Office of the President and Provost Avila

- ITRQ sent to Office of the President and Provost on 3/8/24. Follow up email sent on 3/12/24. Waiting response. Received email from President Yao on 4/1/24- currently working on response and is forthcoming.

ITRQ Senator, Ivona Grzegorzcyk (on behalf of Jessie Elliott)

In the past two semesters, I have polled three of my classes (one math, one philosophy, and one philosophy of math) to ask if any of the students were familiar with the CI Mission. Not one student in any of the three classes was familiar with the Mission or our four Mission Pillars, nor were they even aware of the fact that CI has a Mission Statement and how to locate it. Given prior controversies surrounding UNIV 392 and its funding, I am very concerned about the future of CI's Mission. Do others share this concern, and, if so, what can we do about it?

ITRQ Response: Senate

Response- will discuss with Senate at 4/2/24 meeting.

ITRQ Senator, Monica Pereira

Could the Division of Academic Affairs provide a [file] showing which departments/programs have Academic Budget Analysts, which have Support Coordinators, and which benefit from both positions? What is the process for determining which departments/programs have these positions? And what is the process for requesting budget analysts, support coordinators, or both?

ITRQ Response: Provost Avila

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ITRQ Senator, Sean Anderson (4/2/24)

ESRM and faculty from other programs which have historically been heavy users of our Santa Rosa Island Research Station (SRIRS) have been a bit perplexed by some of our recently announced (changed or proposed) policies regarding SRIRS use.

We would appreciate some clarity on the following issues at your convenience:

- 1) We are now confused by accepted uses of the research station, but it seems clear the proposed new policies will mean a **dramatic decrease in our usage** of the island. While we recognize we are having budgetary challenges, the guidelines now suggest that we will be sending far fewer students to the island (*i.e.* a single class per semester with a single faculty member). We are curious as to the projected decrease in person days that this policy will generate. As station usage is one of our key metrics for performance of this iconic element of our campus, how will the station be evaluated/budget be impacted, etc. by this new policy? Decreasing the use of our “Channel Islands” facility is ironic in that we take our name from this place.
- 2) Our department does extensive research on the island via senior capstone research projects, etc. Research in the park is also part of our MOU with the National Park Service. This new use policy suggests that **research will become a secondary of tertiary concern in the prioritization** of station space. How will a dramatic scale down in our research efforts at the island impact our MOU? Similarly, how will other academic researchers be impacted by this new policy.

ITRQ Senator, Sean Anderson

- 3) **Interdisciplinary** use of the island is apparently **no longer a priority** as the single faculty member allowed with a given class will exclude interdisciplinary learning and exploration.
- 4) The station has become a valuable tool for engaging diverse students (and their families), but such outreach and orientation for folks who have never been to the islands before appears to be de-prioritized under the new policies. At this risk of sounding like a *tu quoque* fallacy; **Do we no longer see the station as an important element in our sense of place and campus identity** (especially for groups who have historically not engaged with such ecosystems and places)?
- 5) Why are we banning freshmen as a whole? Handling or student prep can be adjusted, but freshman experiences on the island are some of the most valued reasons for having this station in the first place. When we have had significant issues in the past, we adjusted guidelines without banning the category of activity (e.g. veterans with potential PTSD, grade school students during our BeWet trips, etc.).

ITRQ Senator, Sean Anderson

6) We are confused by the need for chaperoning. As SRIRS staff are fewer than in the past, can we train main campus staff/faculty to serve this roll when they are on island? What does the Cooperative Agreement/MOU say about needing to have university chaperons? Can we train/certify one or two faculty/staff members from a given department to take over the duties to give Robin & Russ a break and ease their workload/need to be on-island as much as in the past? Our need for **campus chaperones is different from our experience at many other remote field stations** wherein long-term, reoccurring users do not require direct oversight/chaperons. While we welcome campus support, if this is at the core of some of our policy shifts, perhaps this can be a solution to reduce the pressure on SRIRS staff.

Finally, can you please provide us with an overview of the current status of our long-term Cooperative Agreement/MOU with the NPS for use of the station?

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting- April 16, 2024

ITRQ Senator, Annie White (behalf of SBC committee)- 3/8/24

How much have university funds been used for outside consultation services over the past several years? The university has internal expertise. What is the consideration to utilize in-house expertise with reassigned time costs, rather than using external consultants? There needs to be a relative comparison (external consultant vs. internal experts with reassigned time, or stipend) with consideration from in house internal perspective / knowledge of context and how this can add to value of expertise.

ITRQ Response: Office of the President and Provost Avila

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In the past two semesters, I have polled three of my classes (one math, one philosophy, and one philosophy of math) to ask if any of the students were familiar with the CI Mission. Not one student in any of the three classes was familiar with the Mission or our four Mission Pillars, nor were they even aware of the fact that CI has a Mission Statement and how to locate it. Given prior controversies surrounding UNIV 392 and its funding, I am very concerned about the future of CI's Mission. Do others share this concern, and, if so, what can we do about it?

ITRQ Response: Senate

Response- plan to discuss with Senate at 4/30/24 meeting.

ITRQ Senator, Monica Pereira

Could the Division of Academic Affairs provide a [file] showing which departments/programs have Academic Budget Analysts, which have Support Coordinators, and which benefit from both positions? What is the process for determining which departments/programs have these positions? And what is the process for requesting budget analysts, support coordinators, or both?

ITRQ Response: Provost Avila

A complete list of staff positions in DAA can be found in this [spreadsheet](#).

All staff positions in the CSU are governed by system policy. A complete list of all of the classification standards can be found here:

<https://www.calstate.edu/csu-system/careers/compensation/Pages/Classification-Standards.aspx>.

You may need to log into the site through myCI in order to see this page.

Exploring the Classification and Qualification Standards for each, we see that Administrative Analyst I are characterized as follows:

Position Skill Level - Exempt I - Incumbents in positions at this level perform the full range of work related to program and policy research, analysis, development, evaluation, and/or operational and fiscal analysis related to an administrative specialty. Work requires applying a theoretical knowledge base to develop recommendations and conclusions. Incumbents often serve as program administrators.

ITRQ Response continued: Provost Avila

For Administrative Support Coordinators I, the position is characterized as follows:

Administrative Support Coordinator – Positions in this classification are distinguished by the administrative nature and scope of the support work performed, and often, ongoing work coordination and/or lead responsibilities with notable accountability for the work results of other support staff. The administrative work performed is usually operational and procedural in nature. Work is often project oriented involving the full scope of activities and accountability from planning, initiation, execution, and coordination to implementation and evaluation. Interpersonal contacts are varied and often at the higher level and tend to involve a broad range of problem solving activities.

The primary difference is between “research, analysis, development, and evaluation” on the one hand and “operational and procedural” work on the other hand. Broadly speaking, in Academic Affairs we make every attempt to hire analysts where the work involves the first set of duties and support coordinators when it involves the second set of duties.

At CSUCI, as is the case at all CSUs, position descriptions are reviewed by Human Resources for their compliance with the Classification and Qualification Standards. Academic Affairs is no different: every position description is compared by HR with the Standards and a determination is made regarding the proper position classification. Any represented employee who believes that they are working “outside of class” can request review by HR and/or their supervisor.

In short, we are a state agency and these represented positions are highly regulated.

ITRQ Senator: Tiina Itkonen

QUESTION: Could Senate Exec please institute some platform to collect announcements?

SITUATION: Announcements are often given at the end verbally (or not at all, if no time left). This requires taking fast notes, or if a link is posted in chat, it requires that one is using a computer at the meeting to download the information. Flyers do not often get shared for this reason.

SOLUTION(S): One solution would be a slide deck much like ITRQ – flyers and other materials could be posted there. Another idea, if there is an existing platform already and I am not aware of it, maybe it can be linked to the agendas.

OUTCOME: With a clearinghouse of announcements, it would be easy to copy/download the material and share with colleagues and/or place in Canvas for students.

ITRQ Response: Senate Executive Committee

4/11/24- Officers meet and discussed ITRQ and will add to next Senate Executive Committee meeting agenda 4/22/24.

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting- April 30, 2024

ITRQ Senator, Colleen Harris- (3/4/24)

The ITRQ asking why equity practices were not being used in MPP and staff hiring was first asked in September 2023. Part of the response was “For example, all candidates are required to submit diversity statements for positions in DAA,” and “Equity prompts are included in all searches” (the example of the text prompt in the ITRQ answer was pulled from the boilerplate language used in TT searches). However, no diversity statement was required of the candidates for the Fall 2023 Library dean search, for which applications were accepted as late as October 27, 2023.

What is the date upon which all DAA positions including MPP positions started requiring the diversity statements, since this wasn't in effect midway through the Fall '23 semester?

ITRQ Response: Provost Avila (4/12/24)

- As part of the search process, candidates who applied to the Dean of the Library search were prompted to provide a DEIA statement when they completed the online application. While it occasionally has not been indicated in the ad itself, it is a required part of the application process. My assistant reports that this has been a practice in the division for at least four years and has consistently been part of the application process. I appreciate the interest in this topic and the follow-up.—Mitch Avila, Provost

1. One or two years ago, the Provost shared the results of a study that was commissioned by CSUCI to assess the fairness of salaries across faculty. I was not able to find it after searching the CI site. Please direct me to it.

ITRQ Senator Miguel Delgado Helleseter (on behalf of Claudio Paiva)

2. For at least 10 years, CSUCI Administrators shared with faculty an Excel spreadsheet with the annual grade distribution by academic programs. I would like to receive this data for each year during 2015-2023.

3. Please share data for:

a. the average GPA on campus each semester during 2015-2023 for undergraduate, state-side students

b. the average GPA in each program, in each semester, during 2015-2023

c. the number of students graduating each academic year during 2015-2023

d. the number of students graduating cum laude, magna cum laude, and summa cum laude each year during 2015-2023.

ITRQ Senator Miguel Delgado Helleseter (on behalf of Claudio Paiva)

ITRQ continued

4. In the last several years, a substantial amount of time and resources seem to have been devoted to assessment activities on campus, including by Administration, Staff, and Faculty on assigned time. Please direct me to a data depository or any reports that can shed light on the evolution of the following metrics during 2015-2023:

a. Divided by students who came in as transfers vs. freshmen:

- i. Average time to graduation of each group
- ii. Average GPA at graduation for each group
- iii. Average GPA by program/subject

ITRQ Response: Provost Avila

b. Considering only our transfer students:

i. Average CI GPA at graduation by main community college attended prior to CI (Oxnard; Ventura; Moorpark; others). ii. Average CI GPA at graduation by graduation major.

iii. Average GPA by program/subject and community college of origin each semester at CI (to assess how students from different community colleges perform differently in different subjects)

5. Considering that preparedness, performance, and graduation rates of transfer students at CI are likely to differ across community colleges, please indicate (or refer me to a study or report that describes) the concrete steps taken by CSUCI in conjunction with the main community colleges to increase student preparedness.

ITRQ Response - Provost Avila (3/12/24)

1. The report itself was not shared with the campus due to the nature of the data and its sensitivity. A summary of the report was included in a letter to the faculty which can be found on the DAA Policies page: <https://www.csuci.edu/daa/policies.htm> . –M.A.

ITRQ Response - Provost Avila (4/12/24)

2. For at least 10 years, CSUCI Administrators shared with faculty an Excel spreadsheet with the annual grade distribution by academic programs. I would like to receive this data for each year during 2015-2023.
 - a. This is an example of the [grade distribution data for all programs in Fall 2023](#). *Use Step 4 to change semesters and Step 8 to limit to a particular program.*
3. Please share data for:
 - a. [the average GPA on campus each semester during 2015-2023 for undergraduate, state-side students](#)
 - b. the average GPA in each program, in each semester, during 2015-2023 – *also limited to undergraduate, stateside students to match the request in part a; I broke this out in two ways (by student program and course program):*
 - i. [GPA by student program](#)
 - ii. [GPA by course program/subject](#)
 - c. [the number of students graduating each academic year during 2015-2023](#)
 - d. [the number of students graduating cum laude, magna cum laude, and summa cum laude each year during 2015-2023](#)

ITRQ Response - Provost Avila (4/12/24)

4. In the last several years, a substantial amount of time and resources seem to have been devoted to assessment activities on campus, including by Administration, Staff, and Faculty on assigned time. Please direct me to a data depository or any reports that can shed light on the evolution of the following metrics during 2015-2023:

1. Divided by students who came in as transfers vs. freshmen:

i. [Average time to graduation of each group](#) – for time to degree the average is reported as the median

ii. [Average GPA at graduation for each group](#) – for GPA at graduation the average is reported as the mean

iii. [Average GPA by program/subject](#) – for GPA at graduation the average is reported as the mean

2. Considering only our transfer students:

i. [Average CI GPA at graduation by main community college attended prior to CI \(Oxnard; Ventura; Moorpark; others\)](#). – this is measured using our “partner school” field which captures the last CC attended prior to transfer; we don’t currently have a way to identify the “main” CC attended; to display CI GPA at graduation, it must be selected on the snapshot page in the GPA distribution graph (I’ll make this more user friendly in my next round of fixes)

ii. [Average CI GPA at graduation by graduation major](#). – this is currently displayed by program, but it can be switched to major with the “Program Granularity” option

iii. [Average GPA by program/subject and community college of origin each semester at CI](#) (to assess how students from different community colleges perform differently in different subjects) – this is measured using our “partner school” field which captures the last CC attended prior to transfer and uses course program/subject GPA

ITRQ Senator, Annie White (behalf of SBC committee)- 3/8/24

How much have university funds been used for outside consultation services over the past several years? The university has internal expertise. What is the consideration to utilize in-house expertise with reassigned time costs, rather than using external consultants? There needs to be a relative comparison (external consultant vs. internal experts with reassigned time, or stipend) with consideration from in house internal perspective / knowledge of context and how this can add to value of expertise.

ITRQ Response: Office of the President (4/30/24)

How much have university funds been used for outside consultation services over the past several years?

- Note: The following agreements with external contractors over the past several years go beyond those involving only consultation services to include those whose contracts included actual work-product deliverables.
 1. Hanover Research: \$157,500 (2023-present); 50% (\$78,750) paid through Extended University
 - a. Consultation has focused primarily on market research related to new program development, benchmarking, and opportunity scans in relation to our AMP process.
 2. Best Practices Solutions: \$139,450 (2023-present)
 - a. Enrollment Management consultants focusing on the following: 1) assessment of EM organizational structure and effectiveness; 2) recommended long-term organizational structure of EM and Marketing; 3) development of data infrastructure for KPI dashboards related to real-time admissions and recruitment data points; 4) development of tactical plan to increase yield for 2024 cohort; 5) development and support for tactical plan for 2025 admissions and recruitment admissions cycle

[Complete Response.PDF](#)

ITRQ Response: Office of the President Continued.

3. Integrated Marketing Communication Plan: \$1,313,412 (\$1M one-time dollars set aside in 2022-23)
 - a. ADV Consulting: \$116,805 (2021-22; 2022-23; and 2023-24)
 - i. Market research collection involving internal and external stakeholders (Spring 2022) and analysis and synthesis of data (Summer 2022);
 - ii. Campus-wide engagement to review market research (Fall 2022);
 - iii. Solicitation of internal and external input for development of brand foundations (Spring 2023; finalized Summer 2023);
 - iv. Development of message matrices for various audiences and communication plan recommendations with initial Proof Points (Fall 2023).
 - v. Development of content/script for a campus video (Spring 2024)
 - b. Beacon Technologies Web Audit: \$47,212 (2022-23)
 - i. Audit consisted of discovery, audience feedback, heatmap analysis, survey results, competitor site review, design strategy
 - c. Simpson Scarborough Visual Rebrand, with ADV consulting serving as foundation for this next phase in IMC process: \$490,000 (proposal awarded Spring 2024)
 - d. Simpson Scarborough Website Redesign: \$700,000 (proposal awarded Spring 2024)

ITRQ Response: Office of the President Continued.

4. Economic Impact Studies and Post-Graduate Outcomes Research:
 - a. Economic Impact Study for CSUCI by Lightcast (formerly EMSI): \$47,500 Fall 2022 paid through Foundation Funds
 - b. Economic Impact Study for ECCEC by Lightcast as part of planning process and funding opportunities: \$26,500 paid from Capital Projects Fund (Fall 2022)
 - c. Alumni Outcomes: \$15,000 (Fall 2021); extended to \$17,500 (Fall 2022) paid through Foundation Funds
 - d. Post-Graduate Outcomes Assessment: \$87,507 three-year contract – \$50,000 MVS; \$37,507 from Foundation Funds (2022)
5. Pendulum (ECCEC consultant): \$84,900 (Fall 2022-present)
 - a. Consulted with CSUCI Architects, School of Education ECS faculty, Advancement, Finance: weekly project meetings, development of project plan, architectural and construction design deliverables, benchmarking study in collaboration with ECS, updated

ITRQ Response: Office of the President Continued.

needs assessment survey and analysis, financial modeling, community partnerships, grant financial development.

6. Dr. Jennifer Mersmann and Michael Nguyen Culture of Assessment: \$115,900 (2023-24)
 - a. Phase 1: \$16,000, Phase 2: \$49,950, Phase 3: \$49,950
 - b. Phase 1: Program review and outcomes assessment in Academic Affairs; initial needs assessment; evidence-based action plan development; facilitated implementation sessions
 - c. Phase 2: co-constructing and administering culture and needs assessment; program design process training and implementation; culturally-grounded and data-informed decision making.
 - d. Phase 3: expansion of assessment culture across divisions; summary report
7. Academic Search: \$230,000 (2022-present)
 - a. 3 VP searches (DSA, DUA, BFA), Title IX ED search.

The university has internal expertise. What is the consideration to utilize in-house expertise with reassigned time costs, rather than using external consultants? There needs to be a relative comparison (external consultant vs. internal experts with reassigned time, or stipend) with consideration from in house internal perspective / knowledge of context and how this can add to value of expertise.

ITRQ Response: Office of the President Continued.

Following are examples of how faculty expertise has been sought and utilized and through which financial and other benefits have been realized for CSUCI. This is not an exhaustive list as it highlights primarily – but not exclusively – faculty members engaged in initiatives recently connected with initiatives associated with the Office of the President. Countless other faculty are engaged in research, teaching, and service activities that consistently bring attention and sometimes bring financial benefits to the University.

1. Miguel Delgado Hellesester: Post-Graduate Outcomes (2022-present)
2. Tiina Itkonen: Organizational Effectiveness (2023-present)
3. HyeSun Lee: Campus Climate Survey (2022-present)
4. Melissa Soenke: President's Faculty Fellow, faculty and staff burnout (2023-24)
5. Michelle Dean: President's Faculty Fellow, supporting students, faculty, and staff with disabilities (2022-23)
6. LaSonya Davis: President's inaugural Faculty Fellow, DEIA/IEAP leadership and research (2021-22)
7. Ekin Pehlivan, Cindy Sherman: CI Solutions (2020-present)
8. Colleen Delaney: Cultural Resource Management Team (2022-present)
9. Bryan Tomlin: Town Center revitalization and Enrollment Management marketing efforts, (2023-present)

ITRQ Response: Office of the President Continued.

10. Culture of Assessment Faculty leads: Megan Kenny-Feister, Melissa Soenke, and Elizabeth Sowers (2022-2024); AVP Lina Neto and Director of Assessment Kristin Linton. All faculty, staff, and student members received presentations and were able to provide feedback, along with all department/program chairs.
11. Enrollment Management/Admissions & Recruitment:
 - Faculty Ambassador Program 2023: 9 faculty members
 - Faculty Ambassador Program 2024: 29 faculty members
 - President's Operational Effectiveness Collaborative: 4 faculty members
 - Neural Network modelling: 2 faculty members (voluntary)
 - Outreach and Recruitment Events: 50 faculty members (voluntary)

 - Digital Advertisement campaign: 1 faculty member
 - Communication and editing support: 1 faculty member
 - Faculty liaison between EM and faculty projects on outreach and recruitment efforts: 1 faculty

ITRQ Senator, Monica Pereira

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ITRQ Response: Veronica Guerrero, Russell Bradley, Jennifer Perry & Jessica Monforti Lavariega

1) **RESPONSE:** There is no limit to the number of classes/groups that wish to apply. To maximize capacity, the SRIRS schedules trips that combine individual applications.

The decrease of available IRA funds associated with current student enrollment numbers has required the SRIRS to modify processes and policies in order to maximize student visitation to the island. In the 1st-time IRA Block Funding for 2023-24, which was put in place last year, 3 ESRM-associated daytrips were funded to Santa Cruz Island (Cons Bio, Island LLC, and Human Ecology (Anthro/ESRM) as well as 4 ESRM-associated overnights and one day trip to Santa Rosa Island. This block funding also supported trips by Sociology, Biology, English, Anthropology, Astronomy/Physics, Communications, Chicana & Chicano studies, Studio Art, Performing Arts, Business, Health Sciences, Early Childhood Studies, and a Psych Transfer LC (Learning Community), most of which were overnight trips.

The SRIRS independently funded daytrip and overnight access for ESRM Capstones, Bio Capstones, Student Assistants, volunteers, PEER Mentors, an Anthro Capstone, a Biology LC daytrip, as well as an English/ESRM LC-Space & Belonging daytrip. In alignment with the new IRA application guidelines, the SRIRS is working more closely with classes/groups to do additional outreach and education to decrease the number of no-shows, as Island Packers must still charge for them. Any indication of a decrease would only be attributed to students who do not show up on the day of the trip. Faculty can help maximize IRA funding by helping to reduce student no-shows.

We believe all of this exemplifies our strategies to “put the Channel Islands in CSU Channel Islands.” Between AY 21/22 and 22/23 station use rose by 67% to over 3,055 user days, the highest since AY 17/18.

ITRQ Senator, Sean Anderson (4/2/24) Continued

2) Our department does extensive research on the island via senior capstone research projects, etc. Research in the park is also part of our MOU with the National Park Service. This new use policy suggests that **research will become a secondary of tertiary concern in the prioritization** of station space. How will a dramatic scale down in our research efforts at the island impact our MOU? Similarly, how will other academic researchers be impacted by this new policy.

ITRQ Response: Veronica Guerrero, Russell Bradley, Jennifer Perry & Jessica Monforti Lavariega

2) RESPONSE: Student researchers at the research station, which include many ESRM students, have their travel and station fees funded directly by the SRIRS. These are separate funding sources from IRA block funding and are therefore completely unrelated to IRA funding changes. The SRIRS prioritizes space for Capstone students as we are the ones who actively manage, schedule, and supervise their access to and protocols on island alongside our island partners. The SRIRS also independently manages several long-term monitoring projects that engage hundreds of students annually from CSUCI as well as from other institutions and local K-12 districts.

We remain open to and encourage faculty research, forging new relationships to do so and to meet our obligations as they relate to research as outlined in our Cooperative Agreement with the NPS. Neither IRA block funding nor SRIRS student research funding can be used to support faculty research.

ITRQ Senator, Sean Anderson (4/2/24) Continued; Response- Veronica Guerrero, Russell Bradley, Jennifer Perry & Jessica Monforti Lavariega

3) *Interdisciplinary use of the island is apparently no longer a priority as the single faculty member allowed with a given class will exclude interdisciplinary learning and exploration.*

RESPONSE: Interdisciplinary island programming is as extensive as ever, with a wide range of disciplines utilizing the island for programming in recent years. For instructionally-related class trips, a cap of 2 **funded** faculty per trip is being put in place to maximize the student fees dollars spent on students to have transformational island experiences. Additional faculty, including those from other relevant disciplines, can attend if space permits, but will need to fund their costs through alternative sources.

ITRQ Senator, Sean Anderson (4/2/24) Continued; Response- Veronica Guerrero, Russell Bradley, Jennifer Perry & Jessica Monforti Lavariega

4) *The station has become a valuable tool for engaging diverse students (and their families), but such outreach and orientation for folks who have never been to the islands before appears to be de-prioritized under the new policies. At this risk of sounding like a tu quoque fallacy; Do we no longer see the station as an important element in our sense of place and campus identity (especially for groups who have historically not engaged with such ecosystems and places)?*

RESPONSE: We are unclear as to how this question relates to block IRA island funding. The station is critical to the place-based identity of the university and SRIRS has taken many steps to ensure this continues. The diversity of the many programs who have scheduled SRIRS trips through IRA block funding means that many of these trips have majority use by currently enrolled students who have never been to the island. In the past, it was more common to see the same students visiting the station in the same semester/year for classes using IRA funding. Given new restrictions on IRA funds, other funding resources are being targeted to help address this issue. If an alternative funding source aligns with an IRA submission, that alternate funding source is utilized for the trip in order to maximize the IRA funding to support students participating in programs and units across campus, including freshman students, peer mentors, etc.

ITRQ Senator, Sean Anderson (4/2/24) Continued; Response- Veronica Guerrero, Russell Bradley, Jennifer Perry & Jessica Monforti Lavariega

5) *Why are we banning freshmen as a whole? Handling or student prep can be adjusted, but freshman experiences on the island are some the most valued reasons for having this station in the first place. When we have had significant issues in the past, we adjusted guidelines without banning the category of activity (e.g. veterans with potential PTSD, grade school students during our BeWet trips, etc.).*

RESPONSE: First time, full time students have not been banned from SRIRS under the new policy. Engagement with first year students at the SRIRS has been prioritized in the last year, rather than reduced. SRIRS utilizes donor funding which includes restrictions to support first year students to the island on day trips. We have greatly increased our first-year engagement by leveraging this non-IRA funding— particularly by partnering with Learning Communities. Over 70% of our first time, full time students participated in a Learning Community this year and seven SRIRS trips were scheduled in the current academic year to maximize opportunities for first year students to visit the island. By not utilizing limited IRA block funding for these trips, this allows for more class trips to visit the islands and more student engagement across all programs.

ITRQ Senator, Sean Anderson (4/2/24) Continued; Response- Veronica Guerrero, Russell Bradley, Jennifer Perry & Jessica Monforti Lavariega

6) We are confused by the need for chaperoning. As SRIRS staff are fewer than in the past, can we train main campus staff/faculty to serve this roll when they are on island? What does the Cooperative Agreement/MOU say about needing to have university chaperons? Can we train/certify one or two faculty/staff members from a given department to take over the duties to give Robin & Russ a break and ease their workload/need to be on-island as much as in the past? Our need for **campus chaperones is different from our experience at many other remote field stations** wherein long-term, reoccurring users do not require direct oversight/chaperons. While we welcome campus support, if this is at the core of some of our policy shifts, perhaps this can be a solution to reduce the pressure on SRIRS staff.

RESPONSE: SRIRS staff are required to be present during all CI trips to the station for safety as well as liability reasons. This is required as delineated in the station's Health and Safety Plan, Attachment J, in the cooperative agreement. Faculty are not SRIRS staff. The main reason for this is to limit risk to university staff, faculty, students, our relationship with the NPS and our long-term future on Santa Rosa Island. SRIRS staff roles on the island during visits go far beyond that of a chaperone; there is a full scope of responsibilities that include station operations and programming, and health and safety logistics. Detailed training and experience, that takes years to fully attain, is required to be placed in a lead role for the university at the station. Also, significantly, Channel Islands National Park does not have personnel stationed on island at all times, resulting in the SRIRS being completely on its own.

While faculty play a tremendously important role in the program, and we encourage the development of a faculty coordinator/advisor position to support the SRIRS, faculty filling this role is not feasible. The bottom line is that there is significant potential risk to the SRIRS and its future if certain situations, especially emergency response and island facility emergencies, are not properly addressed by fully trained staff. Many examples of serious situations can be provided that could have been dire had they not been addressed by experienced staff.

ITRQ Senator, Sean Anderson (4/2/24) Continued; Response- Veronica Guerrero, Russell Bradley, Jennifer Perry & Jessica Monforti Lavariega

Finally, can you please provide us with an overview of the current status of our long-term Cooperative Agreement/MOU with the NPS for use of the station?

RESPONSE: The SRIRS is operating under a 10-year cooperative agreement that expires in 2027. Channel Islands National Park and CSUCI are in alignment, having reaffirmed the importance of and commitment to our partnership. Currently we are engaged in long-term planning and are exploring options for the next agreement. These efforts are being led by the office of Regional Educational Partnerships in the Office of the President.

ITRQ Senator: Tiina Itkonen

QUESTION: Could Senate Exec please institute some platform to collect announcements?

SITUATION: Announcements are often given at the end verbally (or not at all, if no time left). This requires taking fast notes, or if a link is posted in chat, it requires that one is using a computer at the meeting to download the information. Flyers do not often get shared for this reason.

SOLUTION(S): One solution would be a slide deck much like ITRQ – flyers and other materials could be posted there. Another idea, if there is an existing platform already and I am not aware of it, maybe it can be linked to the agendas.

OUTCOME: With a clearinghouse of announcements, it would be easy to copy/download the material and share with colleagues and/or place in Canvas for students.

ITRQ Response: Senate Executive Committee (2/23/24)

"The Senate Executive Committee propose that Senators use the Announcement feature of the Senate Canvas Community to post and archive announcements. This has the benefit of faculty then being able to copy the announcement into their Canvas course shells with ease.

For this process to work, Senators are reminded that they need to either set their Course Notifications Settings to receive an email when Announcements are posted, or alternatively set up a reminder to check the notifications on a regular basis."

ITRQ Senator, Andrea Grove (4/17/24)

I am concerned with a recent request from IRA, to proposers, to provide additional information on the estimated number of students and community impact. This metric misses a significant aspect of some programs that involve smaller numbers by necessity.

Programs like Model United Nations and UNIV 392 have been transformative for our students even if it isn't possible to give the experience to hundreds or thousands of students in a year (though they have over time). UNIV 392 courses provide students with a unique opportunity to develop cultural sensitivity, gain a deeper understanding of our diverse world through an immersive experience into other cultures, languages, and traditions, all with experienced faculty there to discuss and bring insight. In short, it exposes them to other ways of seeing and being in the world. Students given the opportunity to broaden their horizons through international travel, and who would otherwise not have this opportunity, often become culturally responsive individuals who are tolerant of diverse ways of being and navigating our world. Additionally, their experiences abroad may lead them towards becoming informed global citizens and can enrich conversations with their peers, friends, and communities once they return.

Students also develop professional skills that are highly sought-after such as adaptability, global understanding, communication, and self-confidence. Employers value the benefits of international experience and many would seek out graduates who have this experience.

ITRQ, Senator Andrea Grove

Students also develop professional skills that are highly sought-after such as adaptability, global understanding, communication, and self-confidence. Employers value the benefits of international experience and many would seek out graduates who have this experience.

There is also no measure for how the deeply impactful experiences of Model UN and UNIV 392 courses extend to the campus community as students return and enrich their courses through their new insights and perspectives. Our campus benefits from the global perspectives and experiences brought back by student participants in UNIV 392 courses. They help cultivate a campus culture that values international engagement and global citizenship, especially because students are able to go to places that are unfamiliar and to which they would not otherwise go, such as South Africa, India, Malaysia, Singapore, Ecuador, Cuba, New Zealand, Egypt, and Taiwan. They also motivate others to seek cross-cultural encounters and knowledge. UNIV 392 students share their course travel experiences with other CI students upon returning to campus, both formally and informally. Students present on campus about their experience in the semester following travel: in a class, during International Week, in poster sessions, etc.

I would like to know why IRA and the university appear to be giving priority to the impact of course-related activities measured by number of students. Is consideration given for how long-lasting the impact on experiences and courses such as Model UN and UNIV 392? There appears to be no metric used currently for long-lasting impact. Can the committee consider other ways of measuring impact and add those to the current IRA rubric? Can the committee reconsider the use of student numbers in cases where large numbers are not possible for particular courses (due to costs and logistics)?

ITRQ Response: TBD

4/23/24- Sent ITRQ to Rosa Bravo. Received email response on 4/30, in progress.

Intent to Raise Questions (ITRQ) & Responses

Senate Meeting- May 14, 2024

ITRQ Senator, Monica Pereira (3/15/24)

Could the Division of Academic Affairs provide a [file] showing which departments/programs have Academic Budget Analysts, which have Support Coordinators, and which benefit from both positions? What is the process for determining which departments/programs have these positions? And what is the process for requesting budget analysts, support coordinators, or both?

ITRQ Response: Provost Avila (4/17/24)

A complete list of staff positions in DAA can be found in this [spreadsheet](#).

All staff positions in the CSU are governed by system policy. A complete list of all of the classification standards can be found here:

<https://www.calstate.edu/csu-system/careers/compensation/Pages/Classification-Standards.aspx>. You may need to log into the site through myCI in order to see this page.

Exploring the Classification and Qualification Standards for each, we see that Administrative Analyst I are characterized as follows:

Position Skill Level - Exempt I - Incumbents in positions at this level perform the full range of work related to program and policy research, analysis, development, evaluation, and/or operational and fiscal analysis related to an administrative specialty. Work requires applying a theoretical knowledge base to develop recommendations and conclusions. Incumbents often serve as program administrators.

For Administrative Support Coordinators I, the position is characterized as follows:

Administrative Support Coordinator – Positions in this classification are distinguished by the administrative nature and scope of the support work performed, and often, ongoing work coordination and/or lead responsibilities with notable accountability for the work results of other support staff. The administrative work performed is usually operational and procedural in nature. Work is often project oriented involving the full scope of activities and accountability from planning, initiation, execution, and coordination to implementation and evaluation. Interpersonal contacts are varied and often at the higher level and tend to involve a broad range of problem solving activities

ITRQ Response Cont.: Provost Avila (4/17/24)

The primary difference is between “research, analysis, development, and evaluation” on the one hand and “operational and procedural” work on the other hand. Broadly speaking, in Academic Affairs we make every attempt to hire analysts where the work involves the first set of duties and support coordinators when it involves the second set of duties.

At CSUCI, as is the case at all CSUs, position descriptions are reviewed by Human Resources for their compliance with the Classification and Qualification Standards. Academic Affairs is no different: every position description is compared by HR with the Standards and a determination is made regarding the proper position classification. Any represented employee who believes that they are working “outside of class” can request review by HR and/or their supervisor.

In short, we are a state agency and these represented positions are highly regulated.

ITRQ Senator, Andrea Grove (4/17/24)

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The Instructional Related Activity (IRA) funds are a mandatory student fee collected from student enrollment. These funds are generated through category II fees, which most enrolled students contribute to. Supporting all students and aligning with the campus' mission are paramount considerations throughout the review process.

The IRA committee adheres to a thorough and comprehensive review process for each proposal, ensuring that all submissions receive full consideration. This involves a deliberate assessment of each application, utilizing a scoring rubric to evaluate the activity, and compiling all applications using a z-scoring formula to ensure data accuracy in a weighted result. This dedication to fairness and reliability underscores the dedication of the IRA committee to equitable distribution of funds. Ultimately, while the Provost makes the final decision on the awards, the committee's work and deliverance are given significant weight to the recommendations put forth.

ITRQ Response Cont.: Rosa Bravo, AA Director of Business Operations

Please find an overview of the IRA review process as follows:

All applications undergo the initial review at their program level. Reviews are conducted by the Chair/Director and Dean/Associate Dean, with approval required from both levels before routing the application to the committee. Once the initial approval is secured, applications are assigned to each committee member.

The committee is comprised of (5) Students, (1) Student Chair, (1) Staff, and (2) Faculty. All members participate in an introductory meeting where the IRA process is explained, the budget is presented, and review assignments are outlined along with timelines and expectations. Presentations are linked to an overview spreadsheet, the meeting is recorded, and both are recorded/linked on the IRA website.

During this year's introductory meeting, the IRA committee members requested student count information on all the applications received.

ITRQ Response Cont.: Rosa Bravo, AA Director of Business Operations

A reference guide, which includes a scoring rubric, is provided to the committee ([Scoring Rubric IRA 24-25.pdf](#)). The rubric evaluates proposals based on five specific areas, with each score weighted accordingly.

1. **Innovative and Impactful to Students (50% Weight):** Describe the activities' impact on students and how the activity will enhance student learning and/or create a rich learning environment
2. **Related Course Offerings (15% Weight):** Describe how the activity is essential to a quality program and is an important instructional experience
3. **Student Engagement (15% Weight):** Describe how this activity engages students in a way they would not otherwise experience
4. **Learning Outcomes (15% Weight):** Clearly defines the intended outcomes for participating students
5. **Proposal Clarity (5% Weight):** Encompasses whether the proposal was clearly presented and understandable, in addition to anticipating all costs and stakeholders

ITRQ Response Cont.: Rosa Bravo, AA Director of Business Operations

The review process is designed to be transparent and informative. Each weighted score is noted for each proposal. The FY24/25 application template is attached and listed below for reference. In addition, notes are provided throughout the proposal to better inform the applicant of the details requested for review, ensuring full transparency, and increasing equity within the process. A brief activity description is included for each application, which should be listed in priority rank per section to inform the committee in the event of partial funding opportunities.

[InfoReady - Application Details.pdf](#)

Upon completion of the committee reviews, all scores are extracted and compiled into the rubric formula to generate weighted scores for each member. The score is then added to the Z-Score formula (Z-Score Template attached). Please note that the IRA Administration added the z-scoring formulation per the request of a faculty committee member in 2023 to increase transparency and ensure standardization. This type of scoring of the data aids in removing any outliers in the data. Last year, the committee agreed upon this enhancement and incorporated it into the standard review process moving forward.

ITRQ Response Cont.: Rosa Bravo, AA Director of Business Operations

Furthermore, once the weighted scores are added to the z-score template, a standard deviation is generated and calculated into an average raw score for the committee. The z-score is sorted from largest to smallest value, providing the committee's ranked scores. Aggregated results are disbursed to the committee for final review and determination of funding suggestions. During these meetings, the chair and the committee are provided a forum to deliberate and inquire if additional information is needed. The committee then meets to determine funding suggestions based on available resources. The IRA Administration provides the committee recommendations in a memo to the Provost for final review and awarding.

Please note that the IRA Committee dedicates significant time to reviewing each proposal individually and providing critical consideration for all aspects. Decisions are not solely based on any component of the proposal, such as the number of students affected, cost of activity, etc. However, it is important to reiterate that additional details, such as student numbers, are essential in creating the full image of each activity and ensuring informed decision-making on behalf of the committee and the Provost. Given funding constraints resulting from enrollment decline, maximizing the impact of funds is essential. Hence, the emphasis and addition of student impact metrics are key to fiscal responsibility. IRA Administration continues to adapt the review process to suit the committee's needs and support applicants with full transparency.