



California State University

SAN MARCOS

Strategic Plan for Diversity & Educational Equity

Transforming CSUSM and North County for the 21st Century

December 2012

Table of Contents	Page
Acknowledgments	3
Definitions	4 - 5
Preamble	6
Historical Perspective	7
Mission Statement	8
Vision Statement	8
Why A Strategic Plan for Diversity and Educational Equity Is Critical To CSUSM's Future	8 - 9
Six Core Values of the Strategic Plan for Diversity & Educational Equity	9 - 11
Year One: 2012 – 2013 Objectives	12 - 17
Year Two: 2013 – 2014 Objectives	17 - 19
Year Three: 2014 – 2015 Objectives	20 - 22
Year Four: 2015 – 2016 Objectives	22
Year Five: 2016 – 2017 Objectives	22 - 23
Academic Inclusivity	9, 12, 17, 20, 22 & 23
Centrality & Connection	10, 12, 13, 14, 17 & 20
Outreach & Awareness	10, 14, 15, 18, 21 & 22
Communication	10, 15 & 18
Evaluation & Assessment	11, 16 & 19
Professional Development	11, 16, 17 & 19

Acknowledgements

Although many individuals contributed to the development of the Strategic Plan for Diversity, Educational Equity and Social Justice, particular recognition of the efforts of the following persons is appropriate and greatly appreciated.

Dr. David Barsky, Ph.D.

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Definitions

Centrality - A vital, critical, or important position.

Inclusivity - A sense of belonging, feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work. Inclusivity represents a shift in organizational culture. The process of inclusion engages each individual and makes him/her feel valued and essential to the success of the university.

Intersectionality - Is a methodology of studying the relationships among multiple dimensions and modalities of social relationships and seeks to examine how various biological, social and cultural categories such as gender, race, class, ability, sexual orientation, and other axes of identity interact on multiple and often simultaneous levels, contributing to systematic social inequality.

Communities of Difference – Communities that are differentiated by issues of language, culture, gender, sexual orientation, age, socio-economic status, physical abilities, religious beliefs, political beliefs, race, ethnicity, and technology.

Issues of Diversity - Diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. Those differences can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is also the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Educational Equity - The assurance that all students will receive impartial treatment and access to all programs, resources, and curriculum. In addition, the atmosphere in which students are learning must encourage a positive outlook and self-esteem in order to allow each student to achieve the most he/she can while making dynamic contributions to their school and society as a whole.

Institutionalize – To establish a practice or activity, as a convention or norm in an organization or culture.

Awareness - Knowledge gained through one's own perceptions or by means of information.

Outreach - Is the process of engagement with individuals and organizations by entities or individuals with the primary purpose of serving as a resource.

Transparent Communication - Communication that is open, honest and objective and allows for disagreement.

Co-Curricular Partnerships – Partnerships that support “out-of-class” activities and programs and that provides curriculum-related learning and character building experiences.

Preamble

With the hiring of Derrick Crawford as CSUSM's first Associate Vice President (AVP) for Diversity & Educational Equity by President Karen S. Haynes in July 2011, CSUSM's efforts to institutionalize diversity, social justice, and educational equity took a major step forward. The creation of a chief diversity officer position had long been a goal of many members of the CSUSM community, with numerous faculty, staff, administrators, and students having worked diligently over the years to make this goal a reality.

While there has been a longstanding commitment to diversity, educational equity and social justice at CSUSM, what was lacking was a coherent, unified strategy and vision for diversity, educational equity and social justice. The creation of a chief diversity officer position will allow CSUSM to continue its leadership role in moving forward issues of diversity, educational equity, and social justice not only within the CSU system, but also in North County as well. A point of particular emphasis in understanding this new role, is to recognize that the chief diversity officer does not "own" diversity, educational equity or social justice. The chief diversity officer serves as the principal advisor to President Haynes, the executive council, other CSUSM leaders and the CSUSM community. The chief diversity officer also serves as the "chief strategist" on diversity issues, having principal responsibility for providing leadership on a daily basis in this area. Ownership of diversity, educational equity and social justice is a shared responsibility that every member of the CSUSM community must be actively engaged in for success to be achieved.

Immediately after assuming the position of chief diversity officer at CSUSM, President Haynes directed AVP Crawford to develop a comprehensive five-year Strategic Diversity Plan (Plan). This plan covers the period from 2012 - 2017 and takes CSUSM through its 25th anniversary as North County's only four-year university. President Haynes directed AVP Crawford to complete and present this plan to her by the late spring of 2012.

In preparing CSUSM's Plan, AVP Crawford consulted and collaborated with numerous members of the CSUSM community that included faculty, students, staff, and administrators. AVP Crawford also received considerable advice and guidance from a 13-member transition team that was appointed by President Haynes to assist AVP Crawford in his transition to the chief diversity officer role. The transition team served principally as an advisory board to AVP Crawford, providing advice and counsel on a formal and informal basis. The transition team consisted of a representative group of faculty, administrators, staff, and a student representative. AVP Crawford met with his transition team on a monthly basis and received advice from the team on a myriad of diversity, social justice, and educational equity issues. The transition team also advised AVP Crawford on his dual roles of AVP and University Ombuds.

Historical Perspective

The Office of Diversity and Educational Equity had its origins in the Educational Equity Task Force (EETF), which was formed during the 2005-06 Academic Year by President Haynes. The EETF was appointed for two years and was given the broad and general charge of providing the campus with an understanding of its educational equity environment. The group was convened by Associate Vice President for Strategic Planning Tom Bennett and consisted of two groups – the task force and an advisory committee. At its first meeting, Dr. Garry Rolison was named EETF chair. During the first year of the EETF, the group was focused on creating a senior executive diversity position. The EETF decided on the title of Educational Equity and Diversity Officer (EEDO), and this person would report directly to President Haynes.

During the summer of 2006, funding was approved for this position and the process of drafting a position description, screening candidates and forwarding a recommendation to President Haynes was initiated. During the Fall 2006 Semester, Dr. Rolison was selected as the interim Equity Officer and Dr. Robert Yamashita was elected as the new chair of the EETF. The EETF spent the rest of the fall semester creating the Office of Diversity and Equity.

In the spring of 2007, the EETF was focused on accomplishing some important goals before the task force expired, with particular emphasis on creating an educational equity statement and vision – “Commit to Equity, Celebrate Diversity.” The EETF also began developing a campus equity roadmap, which showed clear need for formal data gathering (for example, creating a diversity scorecard for the campus, developing a campus survey, etc.) and thinking ahead to the creation of a 100% FTE Educational Equity and Diversity Officer, and formal Office of Educational Equity and Diversity.

During the 2007-08 Academic Year, President Haynes appointed a new EETF, as the membership of the task force had changed over the years. The appointment of new members brought about needed additions to the EETF, by including previously underrepresented members of the CSUSM community. The re-constituted EETF continued the work of its predecessor group during 2008, by recommending that a 100% FTE staff support commitment for the position of the EEDO, and advisory committee for the office and the inclusion of a trained mediator/ombudsperson.

In 2008, President Haynes appointed Dr. Garry Rolison to the position of Special Assistant to the President for Educational Equity and Diversity. Dr. Rolison served in this role on a halftime basis until Mr. Derrick Crawford was hired as CSUSM’s first Associate Vice President for Diversity and Educational Equity in the spring of 2011.

Mission Statement – As a community of students, faculty and staff, we at California State University San Marcos (CSUSM) are committed to respecting and reflecting the diversity of our region within a context of social justice. Together, we strive for educational equity and seek to promote a fair and open environment for the exchange of ideas.

Vision Statement – We seek to build an ethnically, racially, linguistically and culturally diverse population of students, faculty and staff that demographically reflects the region by providing a welcoming environment for all of our diverse communities and by promoting informal exchanges of ideas, social interaction and collaboration within and among all groups. By articulating, demonstrating, and advocating messages that promote social justice and educational equity through open communication and dialogue, we will develop an inclusive curriculum, broaden campus programming and stimulate community discussions. We will strengthen programming for students, faculty, and staff that promotes a culture open to diversity and equity issues and attainment. We will provide equal access to technology and information, to reduce and eliminate barriers to educational achievement.

Why A Strategic Plan for Diversity and Educational Equity Is Critical To CSUSM's Future.

A Strategic Plan for Diversity and Educational Equity is critical to CSUSM's future due to the fundamental demographic change that has taken place in San Diego County, CSUSM's service area, the state of California and the United States. California is a state that has been "majority-minority" for more than 20 years and for the first time since CSUSM's home county of San Diego was founded in 1850, the county is no longer majority white. The United States will become a "majority-minority" country in approximately 30 years and with that demographic shift, the country will have to focus on a number of diversity issues that are presently being addressed by states, counties and organizations that are already experiencing the impact of this demographic change. By developing a Strategic Plan for Diversity and Educational Equity, CSUSM will be "ahead of the curve" instead of "playing catch up."

Demographic change with regard to race and ethnicity, the changing composition of the workforce, regionally and nationally, the increase in veteran student enrollment, increased access and opportunities for members of the disabled community and the creation and expansion of rights for lesbians, gays, bi-sexuals, and transgendered persons has and will continue to fundamentally change our country, state, county and university. CSUSM will be prepared to capitalize on the opportunities that demographic change presents, but also be prepared to address challenges that will result from this change.

Developing a Strategic Plan for Diversity and Educational Equity enables CSUSM to be forward thinking in addressing issues of diversity, educational equity and social justice. A Strategic Plan for Diversity and Educational Equity enables CSUSM to develop a comprehensive strategy and vision for diversity and educational equity resulting in the most effective utilization of resources and talent to meet the growing needs of a diverse university community and region.

The Strategic Plan for Diversity & Educational Equity will guide CSUSM through its 25th anniversary, covering the period from 2012 – 2017. The Strategic Plan for Diversity & Educational Equity will be implemented by focusing on six core values, each of which is directly related to the five university-wide priorities delineated in CSUSM’s Strategic Plan. The six core values of the Strategic Plan for Diversity & Educational Equity and their related CSUSM Strategic Plan companions are as follows:

- A. Academic Inclusivity - Academic Excellence, Educational Equity and Student Life**
- B. Centrality and Connection - Academic Excellence and Educational Equity**
- C. Outreach and Awareness - Community Partnerships**
- D. Communication - Educational Equity**
- E. Evaluation and Assessment – Academic Excellence and Campus Climate**
- F. Professional Development – Campus Climate**

The Six Core Values of the Strategic Plan for Diversity and Educational Equity are as follows:

- I. Academic Inclusivity** – Academic Excellence is one of CSUSM’s five strategic priorities and is well defined in the university’s Strategic Plan. In order for CSUSM to fulfill its goal of achieving academic excellence, its curriculum must be inclusive and demonstrate a commitment to diversity and educational equity. A commitment to diversity and educational equity can be evidenced by a curriculum that embodies the diversity of the CSUSM student population and that offers fields of academic study that reflect the growing diversity of the region. The Strategic Plan seeks to promote equity by identifying barriers that inhibit full participation in the educational experience as well as and taking proactive measures and making recommendations to eliminate those barriers. Doing so will create a level playing field by increasing overall student success and ultimately graduation rates. Thereby enabling CSUSM to achieve its goal of academic excellence.

- II. Centrality and Connection** – The strategic plan seeks to establish diversity, educational equity, and social justice as an integral component of CSUSM’s mission, values, and vision. For centrality and connection to be achieved, diversity, educational equity, and social justice must become institutionalized within CSUSM, so that it impacts all areas of the university, such as curriculum, culture, athletics, campus life, advancement, student affairs, community engagement, and finance and administrative services. Centrality and connection are critical to CSUSM’s future not only in North County, but also as a regional university serving a multi-county area, with students from the region, other states and internationally. The demographic change that has occurred in CSUSM’s service area will continue to impact the university by creating a student population that is “majority minority.” As a result of the increasing diversity of the CSUSM student body, understanding and embracing diversity and educational equity at all levels of the university will be increasingly important to CSUSM’s future growth. Centrality and connection will be achieved when diversity, educational equity, and social justice issues are at the core of all decision making at CSUSM.
- III. Outreach and Awareness** – In order for diversity, educational equity and social justice to become fully integrated at CSUSM, the CSUSM community and service area must become knowledgeable and achieve a high level of awareness about diversity, educational equity and social justice issues. Achieving that knowledge and awareness can occur in a number of ways, but one way in particular is through focused, intensive, and sustained programs that reach the entire CSUSM community. Focused and educational programs will increase the CSUSM community’s and service areas knowledge, understanding and awareness of diversity, educational equity, and social justice issues, and will enable CSUSM to foster an environment where diversity is embraced within every component of the university.
- IV. Communication** – A comprehensive communication strategy will be essential in creating CSUSM’s vision and message on diversity, educational equity, and social justice. In developing a strategy that will achieve that goal, the strategic plan will utilize a number of communication vehicles such as the re-design of the diversity and educational equity website, regularly held campus forums that are focused on specific diversity, social justice issues, and statements in support of diversity and educational equity initiatives by working with the president, executive council, chief diversity officer and other university leaders. The strategic plan also recognizes the importance of communicating CSUSM’s diversity, educational equity and social justice strategy to the community at large. Educating the community that CSUSM serves by effectively communicating CSUSM’s commitment to diversity, educational equity and social justice, will enhance the community’s support for the university and build closer relationships with diverse CSUSM constituencies.

- V. Evaluation and Assessment** – Integral to the success of diversity, educational equity and social justice programs at CSUSM will be the development of effective evaluative and assessment tools. The development of appropriate tools that will accurately measure the scope, reach and impact of diversity, educational equity, and social justice programs and initiatives will be critical in determining whether CSUSM is an institution where “We Live Diversity.” Utilization of effective evaluation and assessment tools will enable CSUSM leaders to allocate resources to programs that effectively promote diversity, educational equity and social justice, while concurrently re-allocate resources from programs that do not advance the university’s diversity goals. Evaluation and assessment are critical components of the strategic plan for diversity, because anything that is important must be measured. Accordingly, diversity, educational equity, social justice initiatives and programs must be continually evaluated, measured and assessed.
- VI. Professional Development** – A strong professional development component is an essential part of the Strategic Plan for Diversity and Educational Equity. Faculty, administrators, staff, and students should be exposed to a variety of development opportunities that can enhance and expand their knowledge regarding diversity, educational equity, and social justice. Valuable skills and knowledge about diversity and educational equity can be attained through coaching, learning communities, mentoring, university sponsored training programs, attendance at conferences and symposiums, and other professional development opportunities. Faculty, administrators, staff, and students must be afforded opportunities to develop their knowledge base in the area of diversity, educational equity, and social justice, and the university must make professional development a priority to insure that its workforce and student body are prepared to meet the challenges of a diverse university, community, state, and country.

Year 1: 2012 – 2013 Academic Year

I. Academic Inclusivity

Objective: The Office of Diversity and Educational Equity, will partner with the Provost and the Academic Senate, to develop a campus policy on Academic Freedom.

Rationale: Academic Freedom is an indispensable quality of institutions of higher education, and the development of a policy that affirms CSUSM's commitment to academic freedom will enhance the university's educational mission and academic reputation. Developing an academic freedom policy in conjunction with the Strategic Plan for Diversity and Education Equity, will highlight the important role of inclusive excellence in academic freedom.

Objective: Partner with Faculty Affairs and the Academic Senate to conduct a comprehensive review of CSUSM's curriculum, with a focus on diversity, educational equity and social justice themes. This review will include an analysis of the Foundations of Excellence Task Force Final Report.

Rationale: A partnership with Faculty Affairs and the Academic Senate is the most efficient way to conduct the curriculum review, as substantial work has already been completed on several aspect of CSUSM's curriculum.

Objective: Establish a regular meeting schedule with Academic Senate officers.

Rationale: Collaboration and feedback from faculty is critical to successfully implementing CSUSM's diversity and educational equity strategic plan. Therefore, regular and sustained contact is essential to receiving that feedback. In addition to regularly attending Academic Senate meetings, a regularly scheduled meeting with the Academic Senate officers will aid in achieving that goal.

II. Centrality and Connection

Objective: Rename the Office of Diversity and Educational Equity to the Office of Diversity, Educational Equity, and Inclusion.

Rationale: Renaming the Office of Diversity & Educational Equity by including the word Inclusion in the title, emphasizes CSUSM's commitment not only to a philosophy of diversity, educational equity, and social justice, but also demonstrates and reaffirms the university's commitment to inclusiveness.

Objective: Require that all Management Personnel Plan (MPP) hiring, promotions, transfers, terminations and other personnel actions be subject to review by the Associate Vice President for Diversity and Educational Equity, who will then make a recommendation to the hiring officer concerning the employment action, with a copy of that recommendation also being sent to the President.

Rationale: Requiring that all MPP employment actions be reviewed by the Associate Vice President for Diversity and Educational Equity, will help to insure that diversity and equity are considered whenever employment decisions are made at the MPP level.

Objective: Create a representative campus-wide Diversity Council.

Rationale: The President will appoint members of the Diversity Council, who will serve as an advisory board to the chief diversity officer on all matters relating to diversity, educational equity, and social justice. The creation of this group will enable the chief diversity officer to receive timely advice and counsel on a wide range of diversity, educational equity, and social justice issues from a representative group of the CSUSM community.

Objective: Create a Bias Response Team

Rationale: The creation of a Bias Response Team will enable CSUSM to effectively address bias incidents on campus by having a standing committee tasked with formulating responses to bias incidents. Those tasks may include devising responses to bias incidents that will be sent to the university community, responding to Title IX inquiries and recommending corrective action to the university President. The Bias Response Team may operate under the auspices of the Diversity Council or may be a stand alone entity.

Objective: The AVP for Diversity & Educational Equity will become an ad hoc member of the president's executive council, by participating in executive council meetings and reviewing executive council policy proposals that impact diversity, educational equity, and social justice issues. This ad hoc relationship will allow the AVP for Diversity & Educational Equity to become a more formal resource to the executive council.

Rationale: The chief diversity officer is a senior university official and performs an important university-wide function, reporting directly to the president. Due to the importance of diversity and educational equity to CSUSM's future, as well as the need to continue efforts to institutionalize diversity and educational equity, the chief diversity officer should have greater access to the executive council to more formally provide advice on diversity, educational equity, and social justice issues.

Objective: Bring Faculty/Staff associations that have a diversity, equity or social justice purpose within the Office of Diversity, Educational Equity & Inclusion.

Rationale: As voluntary affiliated organizations, the faculty/staff associations perform an important and invaluable function at CSUSM, by actively supporting students and significantly contributing to student success. In light of this role, formal institutional support should be provided to the faculty/staff associations. Doing so however, should not be viewed as a statement of the relative importance of the faculty/staff associations vis-à-vis other CSUSM voluntary associations. Bringing the faculty/staff associations within the ambit of the Office of Diversity and Educational Equity, more formally aligns the associations with the Office of Diversity and Educational Equity and will lead to closer collaborative relationships, which will benefit CSUSM.

III. Outreach and Awareness

Objective: Create an annual presidential-level diversity, educational equity, and social justice excellence awards recognition program to recognize individuals or groups for outstanding contributions to diversity, educational equity and social justice initiatives.

Rationale: The creation of a series of diversity, educational equity, and social justice excellence awards presented by the President will further efforts to increase awareness of the importance of diversity, educational equity, and social justice to CSUSM's future. Secondly, the creation of awards to recognize diversity champions and/or entities/groups will further the goals of institutionalizing diversity, educational equity and social justice at CSUSM.

Objective: Create a diversity awareness month.

Rationale: While numerous celebrations are held throughout the year to recognize diverse communities at CSUSM, it is important to designate a month or period of time in which diversity and educational equity is highlighted on the CSUSM calendar. Doing so will create greater awareness of diverse and underrepresented communities.

Objective: Establish a regular meeting schedule with the ASI executive board of directors.

Rationale: Collaboration and feedback from student leaders is critical to successfully implementing CSUSM's diversity and educational equity strategic plan. As such, regular and sustained contact is essential to receiving that feedback. A regularly scheduled meeting will achieve that goal.

Objective: Establish a regular meeting schedule with directors of social justice centers.

Rationale: Collaboration and feedback from social justice center leaders is critical to successfully implementing CSUSM's diversity and educational equity strategic plan. Through regular and sustained contact, that goal will be achieved.

Objective: Partner and collaborate with Student Affairs on the Strategic Plan for Veterans.

Rationale: CSUSM has the largest number of student veterans in the CSU System and that number is expected to rise in a post Iraq and Afghanistan era. Therefore it is essential that the Chief Diversity Officer be fully apprised of issues affecting student veterans, so that partnerships with Student Affairs, Community Engagement, and other CSUSM entities can effectively meet the needs of student veterans.

IV. Communication

Objective: Review and revise the Office of Diversity, Educational Equity, and Inclusion website.

Rationale: To ensure that the website is an effective and efficient tool in to communicate CSUSM's comprehensive diversity strategy and vision.

Objective: Institute a series of regularly held diversity forums for faculty, staff, MPPs, and students.

Rationale: Forums have been an effective tool for receiving candid and timely feedback from members of the CSUSM community and should continue to be utilized. At least one forum during the academic year will include the entire CSUSM community. All other forums during the academic year will be offered based upon employment and/or enrollment status, i.e. faculty forum, staff forum, student forum, etc.

V. Evaluation and Assessment

Objective: Partner with Faculty Affairs and the Academic Senate to review CSUSM's Affirmative Action Program for Faculty.

Rationale: To ensure that the processes and procedures that are currently in place are creating diverse faculty candidate pools, a review of CSUSM's Affirmative Action Plan for faculty hiring and promotions will be jointly conducted with Faculty Affairs and the Academic Senate.

Objective: Create and implement a diversity scorecard to measure the effectiveness of CSUSM's diversity, educational equity and inclusion efforts.

Rationale: Metrics must be developed to measure the effectiveness of CSUSM's Strategic Plan for Diversity and Educational Equity. The development of appropriate evaluation and assessment tools will enable the chief diversity officer and the CSUSM community to accurately measure CSUSM's diversity progress.

Objective: Issue an annual diversity and educational equity report to the CSUSM community at the beginning of each academic year.

Rationale: Providing regular and detailed feedback to the CSUSM community on the successes and challenges in carrying out CSUSM's Strategic Plan for Diversity and Educational Equity, will be critical in establishing and maintaining credibility on diversity efforts.

VI. Professional Development

Objective: Partner with HREO to review diversity and multicultural awareness training for staff and administrators that was recommended in 2010 as a part of the Steps for Improving Campus Climate and Inclusiveness report.

Rationale: A partnership with HREO to evaluate the success of diversity and multicultural awareness training will reduce the likelihood of duplication of existing diversity training programs. The partnership will also allow for an appropriate evaluation and assessment of those programs.

Objective: Partner with the Faculty Center to review diversity and multicultural awareness training that was recommended in 2010 as a part of the Steps for Improving Campus Climate and Inclusiveness report.

Rationale: A partnership with the Faculty Center to evaluate the success of diversity and multicultural awareness training will reduce the likelihood of duplication of existing diversity training programs. The partnership will also allow for an appropriate evaluation and assessment of those programs.

Year 2: 2013 – 2014 Academic Year

I. Academic Inclusivity

Objective: Partner with Academic and Student Affairs to create co-curricular programs that focus on diversity, educational equity, and social justice issues.

Rationale: Student understanding of diversity, educational equity, and social justice issues is an important component of the strategic plan for diversity and educational equity. Therefore, partnerships with Academic and Student Affairs will assist in that understanding, as much of the learning outcomes on diversity and educational equity occur outside of the classroom environment.

II. Centrality and Connection

Objective: Partner with Campus Climate Advocate to review recommendations from Campus Climate Committee concerning diversity issues as directed by President Haynes report for Improving Campus Climate and Inclusiveness.

Rationale: As one of the five strategic priorities of CSUSM, Campus Climate is integral to creating a welcoming work and learning environment. In order to achieve that goal, the report prepared by the Campus Climate Committee concerning diversity issues should be reviewed and

analyzed to ensure that there is sense of belonging for faculty, staff, and students.

Objective: Partner with Athletics Department in reviewing compliance with gender equity mandates, student-athlete welfare and programs and services for underrepresented student-athletes.

Rationale: As CSUSM prepares for membership in NCAA Division II, compliance with gender equity mandates and student welfare issues will be critically important to gaining membership approval.

III. Outreach and Awareness

Objective: Resume Social Justice and Equity Project.

Rationale: The Social Justice and Equity Project is an important initiative at CSUSM and has wide support among faculty, staff, and students. The resumption of this important initiative after a one-year hiatus, demonstrates CSUSM's commitment to issues of social justice and equity.

Objective: Establish a formal liaison relationship with CSU System chief diversity officers.

Rationale: The creation of a formal liaison relationship with CSU System chief diversity officers, will enable CSUSM to have access to best practices in the field of diversity, educational equity, and social justice not only within the CSU System, but regionally and nationally. It will also allow for valuable networking opportunities for CSUSM diversity advocates.

IV. Communication

Objective: Institute diversity dialogue series.

Rationale: The development of a regularly scheduled diversity dialogue series will enable the Office of Diversity and Educational Equity to focus attention on topical issues relating to diversity, educational equity, and social justice. The dialogue series will be different from the regularly held diversity forums, in that the dialogue series will be topical in nature and will feature presentations/lectures by faculty, staff, administrators and students.

V. Evaluation and Assessment

Objective: Partner with HREO to review CSUSM's Affirmative Action Program for Staff and MPPs.

Rationale: To ensure that the processes and procedures currently in place are creating diverse staff and MPP candidate pools, a review of CSUSM's Affirmative Action Plan for staff and MPP hiring and promotions will be jointly conducted with HREO.

Objective: Issue an annual diversity and educational equity report to CSUSM community at the beginning of each academic year.

Rationale: Providing regular and detailed feedback to the CSUSM community on the successes and challenges in carrying out CSUSM's Strategic Plan for Diversity and Educational Equity, will be critical in establishing and maintaining credibility on diversity efforts.

Objective: Partner with HREO to review procedures, regarding the incorporation of diversity efforts into performance reviews for all employees.

Rationale: Diversity and Educational Equity are strategic priorities of CSUSM. As such, accountability measures need to be developed that demonstrate employee commitment to diversity and educational equity. Incorporating support for diversity into the Performance Review Process aids in that goal.

Objective: Conduct a diversity, educational equity & inclusion climate survey.

Rationale: In addition to other measurement tools, a climate survey is an effective tool to measure attitudes from the CSUSM community concerning diversity and educational equity issues. The survey will be administered campus-wide and the results will be analyzed for appropriate follow up. The results will also be published to the campus community.

VI. Professional Development

Objective: Hire staff member to develop training programs and initiatives that promote diversity, educational equity, and inclusion. The staff member will also conduct research and analysis on diversity trends within higher education, the private sector, and government.

Rationale: Institute formal diversity education and awareness development programs for faculty, staff and administrators.

Year 3: 2014 – 2015 Academic Year

I. Academic Inclusivity

Objective: Partner with the Faculty Center to create a diversity and educational equity lecture series in conjunction with the Art & Lectures series.

Rationale: Partner with the Faculty Center to bring scholars, social justice, and diversity advocates to campus to lecture on diversity and equity themes.

II. Centrality and Connection

Objective: Elevate the AVP for Diversity and Educational Equity to the position of Vice President for Diversity, Educational Equity, and Inclusion.

Rationale: The AVP for Diversity, Educational Equity and Inclusion serves as CSUSM's chief diversity officer and in that role, the AVP is also a senior university official reporting to the university President. The AVP for Diversity, Educational Equity and Inclusion leads an area critical to CSUSM's future and due to the importance of diversity and educational equity to that future, as well as the need to further institutionalize diversity and educational equity at CSUSM, the AVP for Diversity, Educational Equity and Inclusion needs to become Vice President for Diversity, Educational Equity, and Inclusion. Elevating this role to the vice presidential level has great significance substantively and symbolically.

Objective: Create a more formal relationship structure between the ASI Student Social Justice Centers and the Office of Diversity and Educational Equity.

Rationale: The ASI Student Social Justice Centers have a specific purpose of promoting social justice, diversity, and equity for their respective constituencies. The Office of Diversity and Educational Equity works closely with the social justice centers in promoting diversity and equity on campus. The development of a formal relationship between the social justice centers and the Office of Diversity and Educational Equity will enhance the diversity efforts at CSUSM by creating additional opportunities for collaboration and joint programming.

III. Outreach and Awareness

Objective: Establish a San Diego County higher education chief diversity officer-network with SDSU, UCSD, USD and other San Diego County universities for sharing best practices in diversity. This group may also include Palomar College, MiraCosta College, Mount San Jacinto Community College and North County Higher Education Alliance (“NCHEA”).

Rationale: The creation of a San Diego County higher education chief diversity officer network will enable CSUSM to have access to best practices in the field of diversity, educational equity and social justice in use at higher education institutions in San Diego County. It will also allow for valuable local networking opportunities for CSUSM diversity advocates.

Objective: Create an annual diversity, educational equity, and inclusion conference in collaboration with San Diego County colleges and universities that focuses on efforts on diversity best practices in higher education and the region. Conference to be hosted on a rotational basis at CSUSM.

Rationale: The creation of an annual conference devoted to diversity, educational equity and social justice will increase awareness of these issues and promote closer relationships between San Diego County colleges and universities on diversity matters. An annual diversity conference co-sponsored by three of the largest higher education institutions in San Diego County will raise awareness of diversity issues within CSUSM and the community at large.

Objective: Review the ombuds function.

Rationale: To insure that its present structure is well functioning and is properly supported.

Objective: Partner with HREO to review Chancellor’s Office audit of programs and services for disabled students, faculty, and staff.

Rationale: To ensure that CSUSM’s programs and services meet the needs of disabled students, faculty, and staff.

Objective: Issue an annual diversity and educational equity report to the CSUSM community at the beginning of each academic year.

Rationale: Providing regular and detailed feedback to the CSUSM community on the successes and challenges in carrying out CSUSM's Strategic Plan for Diversity and Educational Equity, will be critical in establishing and maintaining credibility on diversity efforts.

Year 4: 2015 - 2016 Academic Year

I. Academic Inclusivity

Objective: Partner with the Faculty Center to fund a Faculty Fellow for Diversity position. The Director of the Faculty Center and the Associate Vice President for Diversity and Educational Equity, will select the Faculty Fellow for Diversity and will consult with the Faculty Fellow concerning the research topic.

Rationale: The Faculty Fellow for Diversity plays an important role on the FLC for Diversity and in advocating for diversity, educational equity and social justice. As an important ally in the CSUSM diversity community, the Office of Diversity and Educational Equity seeks to support scholarly diversity and social justice research and advocacy.

Objective: Issue an annual diversity and educational equity report to the CSUSM community at the beginning of each academic year.

Rationale: Providing regular and detailed feedback to the CSUSM community on the successes and challenges in carrying out CSUSM's Strategic Plan for Diversity and Educational Equity, will be critical in establishing and maintaining credibility on diversity efforts.

Year 5: 2016 - 2017 Academic Year

I. Academic Inclusivity

Objective: Partner with the Faculty Center to fund a second Faculty Fellow for Diversity position. The Director of the Faculty Center and the Associate Vice President for Diversity and Educational Equity, will select the Faculty Fellow for Diversity and will consult with the Faculty Fellow concerning the research topic.

Rationale: The Faculty Fellow for Diversity plays an important role on the FLC for Diversity and in advocating for diversity, educational equity and social justice. As an important ally in the CSUSM diversity community, the Office of Diversity and Educational Equity seeks to support

scholarly work that supports diversity, social justice research, and advocacy.

Objective: Issue an annual diversity and educational equity report to the CSUSM community at the beginning of each academic year.

Rationale: Providing regular and detailed feedback to the CSUSM community on the successes and challenges in carrying out CSUSM's Strategic Plan for Diversity and Educational Equity, will be critical in establishing and maintaining credibility on diversity efforts.

Objective: Conduct a diversity, educational equity, and inclusion climate survey.

Rationale: In addition to other measurement tools, a climate survey is an effective tool to measure attitudes from the CSUSM community concerning diversity and educational equity issues. The survey will be administered campus-wide and the results will be analyzed for appropriate follow up. The results will also be published to the campus community.

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