

## **Inclusive Excellence Inquiry Workgroup #2**

### **Spring 2020 Progress Report**

#### *Summary of Workgroup Activities*

Based on preliminary findings of her Listening and Learning Tour, President Ellen Neufeldt requested that Dr. Marisol Clark-Ibáñez and Dr. Patricia Prado-Olmos lead three Inquiry Workgroups that focus on timely and urgent topics for study and recommendations.

This report focuses on the Inclusive Excellence Inquiry Workgroup #2: Review & Provide Updates on the Diversity & Inclusion Strategic Plan (hereafter referred to as “DISP Workgroup”).

The DISP Workgroup was convened and led by:

- Bridget Blanshan, AVP Student Development Services/Title IX Coordinator
- Denise Garcia, Professor of Biological Sciences and PI/Director, McNair & NIH Bridges Programs
- Cameron Stevenson, Associate Director for Strategic Analytics, Institutional Planning & Analysis

They supported the administrative needs of the work, coordinated and facilitated meetings, connected with and requested information from other members of the campus community, liaised with Drs. Clark-Ibáñez and Prado-Olmos about progress, and wrote the year-end report.

A call went out for individuals who would be interested in serving on the DISP Workgroup. Twenty-two (22) faculty, staff, administrators, and one student responded with interest. For a full list of DISP Workgroup members, please see Appendix A: DISP Workgroup Members.

Interested individuals were invited to the kick-off meeting for the Inquiry Workgroups in December, led by Drs. Clark-Ibáñez and Prado-Olmos. At the kick-off meeting, the DISP Workgroup conveners led discussions about how to approach (a) assessing the University's progress towards DISP goals and objectives and (b) reviewing the DISP framework and process with the goal of developing recommendations for how the University can continue to adapt and assess the plan over time.

The DISP Workgroup decided to form five subgroups that would meet regularly to conduct more focused work. In addition, the full workgroup would continue to meet monthly during the Spring 2020 semester to check in on progress (see Appendix B: DISP Workgroup Meeting Schedule). Subgroups are listed below:

- Goal #1 Subgroup: Assess campus progress on action steps in support of DISP Goal #1: Access and Success.
- Goal #2 Subgroup: Assess campus progress on action steps in support of DISP Goal #2: Curriculum, Co-Curriculum, Learning Outcomes.
- Goal #3 Subgroup: Assess campus progress on action steps in support of DISP Goal #3: Inclusive Climate.
- Goal #4 Subgroup: Assess campus progress on action steps in support of DISP Goal #4: Institutionalized Diversity.
- Strategic Plan Process & Methodology Subgroup: Review and make recommendations on strategic plan structure, process, and methods for monitoring, measuring, and ensuring progress.

Conveners used a Qualtrics form to solicit interest in the various subgroups. Workgroup members had the option of continuing to serve on the broader workgroup, even if they were not able to commit to a subgroup. (For the list of subgroup membership, please see Appendix C: DISP Subgroup Members.)

To aid in this work, OIE provided the “DISP Action Item Updates” (see Appendix D: 2017-18 DISP Updates).<sup>1</sup> The intention was to use this information as a starting point for our review, allowing subgroups to assess the campus’ progress with regard to the Action Items as of the last official campus-wide update. (For further explanation of the initial goals and work plan, see Appendix E: January DISP Workgroup Meeting Slides). DISP Workgroup Conveners created OneDrive folders to house each group’s work and Progress Templates to record progress.

In February, members of subgroups 1-4 provided updates on their work to the broader DISP Workgroup. Attendees shared observations and concerns related to the clarity and measurability of the DISP Action Items, the usefulness of the 2017-18 updates, and the importance and complexity of this task. Members indicated that the lack of specificity and measurable outcomes made the work of evaluating the campus’s progress very challenging.

To continue the discussion and finalize the next steps, an ad hoc meeting was held on March 5, 2020. The DISP Workgroup determined that subgroups 1-4 would reconvene by the end of March to share the results of their reviewing the DISP Action Items and 2017-2018 Updates. In their reporting, they would use the following criteria:

1. **Completed** – If the action is one-time and appears to have been completed; comment box will be used to provide a succinct update.
2. **Ongoing** – If the action appears to be happening on a regular cycle (e.g., annual, biannual); comment box will be used to provide a succinct update.
3. **Request Update** – When the action item is clear and concrete; the subgroup expects that a concise update can be reasonably requested from the responsible party within the short timeframe.
4. **Hold** – No action can be taken on the basis of:
  - A. Action item requires clarification or established metrics before an update can be requested.
  - B. Action item is complex and would require extensive information gathering.
  - C. Any other situations in which the subgroup does not feel that an update can reasonably be requested and evaluated within the short timeframe.

Additionally, Subgroup 5 planned to review existing models and best practices in diversity strategic planning. They wanted to focus on developing better ways to collect and synthesize the workgroup’s broader recommendations. Subgroup 5 would also take the lead in planning a retreat for the full DISP Workgroup for April 2020.

Unfortunately, due to developments related to the COVID-19 pandemic, subgroups were not able to complete their work as planned in March. All members of the DISP Workgroup met on March 26, 2020. The conveners acknowledged the significant disruption to work and daily life, and asked for members’

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<sup>1</sup> While the OIE has been continually updating the measures for the DISP, the “2017-18 DISP Update” had never been finalized and submitted for official consideration. However, it is more of a working document that does contain 2018-2019 campus data.

input on the feasibility of this work continuing in Spring 2020. Attendees affirmed that the work is important, but that it would be difficult to be fully inclusive or productive during this time. The DISP Workgroup recommended a pause, but advocated for the creation of an internal progress report to document the work completed to date and to outline the challenges and opportunities identified through this progress. All meeting notes are compiled in Appendix F: Spring 2020 DISP Workgroup Notes. Further observations and recommendations are highlighted below.

### ***DISP Workgroup Observations & Recommendations***

CSUSM's [Diversity and Inclusion Strategic Plan \(2017-22\)](#) is a comprehensive document that includes the university's "diversity framework" definition, a vision for inclusive excellence, strategic priority alignments with CSUSM's mission, vision, values, and strategic priorities, and a series of goals and objectives outlining a progress trajectory toward a more diverse and inclusive institution. The plan's "core" establishes four goals aligned with distinct aspects of diversity and inclusion in the CSUSM institutional context (1 - *Access and success (compositional diversity)*; 2 - *Curriculum, co-curriculum, and learning outcomes (substantive diversity)*; 3 - *Inclusive climate*; and 4- *Institutional diversity and inclusion*). Each goal is accompanied by three to five broad objectives that are segmented into granular "action items" in a separate ["Action Steps" document](#) that also establishes timelines and responsible units at the action item level.

The DISP Workgroup was charged with capturing a snapshot of the DISP's progress as of Spring 2020. Based on our efforts to date, the workgroup identified structural challenges inherent to the plan that complicate comprehensive measurement of its implementation. The workgroup also identified potential adjustments that may help guide future DISP strategic planning efforts and inform ongoing campus-wide equity, diversity, and inclusion (EDI) assessment activities at CSUSM.

1. The Strategic Plan and accompanying Action Steps do not effectively provide cohesive, long-term strategic direction. The current plan is "fixed in amber" – its structure creates challenges regarding reporting on successes, designating action item completion, and pursuing incremental adjustments to plan components. The Action Steps appear to operate as a long list of things that need to be done regarding diversity issues at CSUSM. While the items on this list are extremely important, it puts our campus focus on a series of pre-determined actions, rather than providing an orienting framework to guide new and innovative actions as our campus evolves.

There is an opportunity to update the Strategic Plan to be less static and more of a "living" document, one that supports the agility of CSUSM within an ever-changing local, national, and global context. Future DISP-related activities could consider integrating responsive planning and reporting methods – such as a midway-point plan "refresh" process - to more organically track progress and/or adjust plan components as the University and broader EDI contexts evolve.

2. It is clear that the campus is engaged in a wide variety of efforts related to diversity and inclusion; however, consistent with the findings of Hualalani & Associates (2015), most of the efforts continue to be undertaken by individual entities, offices, or departments, rather than carried out as part of a unified and coordinated campus strategy.

As subgroups followed up on action items, the status of many of the items at the campus level was hard to discern since actions were being carried out by various groups and individuals, making it difficult to determine which offices were ultimately responsible for action items. In some instances, many offices were responsible for action items under all of the objectives; in a few instances, it was unclear who the responsible role/unit was for an item. Additionally, the group recognized that important progress toward objectives and action items may have been made by CSUSM stakeholders not formally designated as “responsible units.” With no built-in method to identify other campus efforts beyond designated responsible units, DISP-related activity and contributors may fail to be captured in reporting efforts.

Although the DISP was an important step in developing a clear vision, framework, and set of goals, the existing structure still asks divisions and units to report separately on their activities. In this way, the Action Steps operate as a collection of important but distributed activities that lack meaningful connection and oversight. There is a need for a robust infrastructure to oversee, prioritize, and intentionally align campus diversity and inclusion work.

3. The DISP’s Goals and Objectives are comparable in scope and tone and specific enough to allow for measurability. However, the accompanying Action Items are written with inconsistent clarity and granularity. This complicates tracking and data collection and creates challenges in making clear progress designations.

While some action items related to the creation of high-level [diversity and inclusion dashboards](#) for DISP progress assessment were accomplished by IP&A and the OIE early in the plan’s implementation, there is a relative lack of clearly-defined metrics and benchmarks in the DISP core document as well as its Action Planning component. Many action items in the plan have no clear standards, criteria, or metrics to establish how an item should be carried out and how progress would be measured. For instance, when units were asked to describe how they increased diversity efforts, the answers varied – ranging from a couple of sentences to a couple of pages - and there were no consistent outputs or data points used to assess progress toward the broader DISP goals. This made it impossible to determine what still needed to be done and how much. Even for actions that had clearly been taken, it was difficult to determine whether the action produced the intended outcomes for the campus.

A working strategic plan requires clear goals and objectives with associated metrics and benchmarks to evaluate institutional progress and build common understanding. For example, for Goal #3, Objective #1, how will we know whether we have *increased capacity of faculty, students, staff, and administration to engage across differences respectfully, civilly, and productively*? For situations where relevant data do not exist, we should identify a clear path to enhancing the campus’s data resources and capacity in alignment with DISP objectives. In addition, action items must be specific and concrete, so that any member of the campus community can read the steps and understand how much progress is made, by what increments, and what completion would look like.

4. The granularity and inconsistency of the action item level of the DISP combined with centralized responsibility for assessment and evaluation has placed an enormous tracking and reporting burden on the OIE. Future planning efforts could consider a planning model that establishes higher-level goals and objectives in a centralized DISP, then facilitates decentralized unit-level planning activities for action item development. This strategy could preserve the DISP's current best practice of maintaining a campus-wide centralized EDI plan while increasing unit-level engagement and implementation accountability through aligned, decentralized activity.

In the absence of this infrastructure and oversight, there was a question across campus entities (within the Workgroup and from other members of the campus community) as to the value of the Workgroup's efforts to review and provide an update regarding DISP progress. Because there does not appear to be an existing support structure to monitor the plan and ensure alignment or accountability, it seemed like the process of assessing progress would not produce meaningful information or go any further than this group. Therefore, there were many questions as to whether this process was the best use of faculty, staff or administrator time. Most felt that this process should be resumed when there is a Chief Diversity Officer, expanded OIE, and/or standing committee of subject matter experts that can take "ownership" of the process and assure that we are moving forward with the directives that the campus feels to be most important in our diversity efforts.

Finally, the DISP Workgroup believes that CSUSM's 2017-2022 DISP embodies several best practices recognized in higher education diversity strategic planning that should be retained in any future OIE planning efforts, including a clear connection to established campus strategic priorities, broad integration across the university's academic and operational missions, and representative campus community involvement in the plan's creation and implementation. To capture and capitalize on the gains already achieved through the DISP, the above observations/adjustments may help inform a more responsive, measurable, and community-engaged EDI planning process moving forward.

Inclusive Excellence Inquiry Workgroup #2  
Spring 2020 Progress Report Appendices  
Appendix A: DISP Workgroup Members

Amanda Tomanek, English Language Specialist, Writing Center

Amanda Umphrey, Accessibility Consultant, IITS

Anne Randerson, Lecturer, Global Studies

Barbara Taylor, Director of IITS Academic Technology & Lecturer, First Year Programs

Betina Scott, Director of ACE Scholars Services & Lecturer, Social Work

Bridget Blanshan, AVP, Student Development Services & Title IX Coordinator (Convener)

Cameron Stevenson, Associate Director, Institutional Planning & Analysis (Convener)

Char Booth, Associate Dean, University Library

Denise Garcia, Professor of Biology & Director, McNair and NIH Bridges Programs (Convener)

Dina Gilio-Whitaker, Lecturer, American Indian Studies

Erene Hilentzaris, Recruitment & Outreach Coordinator, Extended Learning

Fredi Avalos, Lecturer, Communication

Geoffrey Gilmore, AVP, Student Academic Support Services

Gerardo Gonzalez, Professor of Psychology

Gregg Simmons, Employer Relations Specialist, Career Center

Holly Hampton, Head of User Services, University Library

Jaelyn Freeman, ASI Chair and Chief of Staff

Joely Proudfit, Department Chair of American Indian Studies & Director, California Indian Culture & Sovereignty Center

Melissa Simnitt, Assessment Specialist, Academic Programs

Michael McDuffie, Department Chair of Philosophy & Faculty Director, CSU Institute for Palliative Care

Richard Armenta, Assistant Professor of Kinesiology

Robert Aiello-Hauser, Director of Student Engagement & Inclusion/LGBTQA Pride Center

Sally Serrin Melena, Academic Scheduler, Planning & Academic Resources

Toni Olivas, Engagement & Inclusion Librarian, University Library

Tumay Tunur, Assistant Professor of Kinesiology

## Appendix B: DISP Workgroup Meeting Schedule

Inquiry Workgroup Kick-Off Meeting - December 13<sup>th</sup>, 12:30-2:30pm

January DISP Workgroup Check-In – January 29<sup>th</sup>, 2:00-3:30pm

*Subgroups met as needed during this time*

February DISP Workgroup Check-In – February 28<sup>th</sup>, 1:30-3:00pm

Ad Hoc DISP Workgroup Check-In – March 5<sup>th</sup>, 3:00-4:30pm

*Subgroups were unable to meet due to disruptions caused by COVID-19 pandemic*

March DISP Workgroup Check-In – March 26<sup>th</sup>, 9:30-11:00am

## Appendix C: DISP Subgroup Members

**Goal #1 Subgroup:** Assess campus progress on action steps in support of DISP Goal #1: Access and Success.

- Denise Garcia, Professor of Biology & Director, McNair and NIH Bridges Programs (Lead)
- Amanda Tomanek, English Language Specialist, Writing Center
- Erene Hilentzaris, Recruitment & Outreach Coordinator, Extended Learning
- Holly Hampton, Head of User Services, University Library

**Goal #2 Subgroup:** Assess campus progress on action steps in support of DISP Goal #2: Curriculum, Co-Curriculum, Learning Outcomes.

- Richard Armenta, Assistant Professor of Kinesiology (Lead)
- Dina Gilio-Whitaker, Lecturer, American Indian Studies
- Joely Proudfit, Department Chair of American Indian Studies & Director, California Indian Culture & Sovereignty Center
- Melissa Simnitt, Assessment Specialist, Academic Programs
- Michael McDuffie, Department Chair of Philosophy & Faculty Director, CSU Institute for Palliative Care

**Goal #3 Subgroup:** Assess campus progress on action steps in support of DISP Goal #3: Inclusive Climate.

- Geoffrey Gilmore, AVP, Student Academic Support Services (Lead)
- Amanda Umphrey, Accessibility Consultant, IITS
- Betina Scott, Director of ACE Scholars Services & Lecturer, Social Work
- Fredi Avalos, Lecturer, Communication
- Gerardo Gonzalez, Professor of Psychology
- Robert Aiello-Hauser, Director of Student Engagement & Inclusion/LGBTQA Pride Center

**Goal #4 Subgroup:** Assess campus progress on action steps in support of DISP Goal #4: Institutionalized Diversity.

- Cameron Stevenson, Associate Director, Institutional Planning & Analysis (Lead)
- Barbara Taylor, Director of IITS Academic Technology & Lecturer, First Year Programs
- Fredi Avalos, Lecturer, Communication
- Jaelyn Freeman, ASI Chair and Chief of Staff
- Joely Proudfit, Department Chair of American Indian Studies & Director, California Indian Culture & Sovereignty Center
- Toni Olivas, Engagement & Inclusion Librarian, University Library
- Betina Scott, Director of ACE Scholars Services & Lecturer, Social Work

**Strategic Plan Process & Methodology Subgroup:** Review and make recommendations on strategic plan structure, process, and methods for monitoring, measuring, and ensuring progress.

*[Note: This group will not review or make recommendations on content.]*

- Bridget Blanshan, AVP, Student Development Services & Title IX Coordinator (Lead)
- Char Booth, Associate Dean, University Library
- Tumay Tunur, Assistant Professor of Kinesiology
- Gregg Simmons, Employer Relations Specialist, Career Center
- Cameron Stevenson, Associate Director, Institutional Planning & Analysis (as needed)



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Action Steps for the  
Diversity and Inclusion Strategic Plan (DISP)  
2017-2022

## Goal 1 ACCESS AND SUCCESS (Compositional Diversity)

CSUSM will improve institutional access and equity through effective recruitment and retention of diverse students, faculty, staff, and administrators, providing them with equitable and expanded opportunities for success.

<b>Objective 1. Expand procedures, programs and activities designed to recruit and enroll a diverse student body.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit<sup>1</sup></b>	<b>Progress</b>
1. Review processes and procedures to ensure the continued recruitment and enrollment of a diverse student population, ensuring input from departments that serve specific populations.	Fall 2016 (repeat at least every 5 years)	<b>Provost/</b> Student Affairs	<p>The Admissions Office Coordinator for Strategic Partnerships is creating MOUs with organizations that assist first-generation and underrepresented students, which so far includes:</p> <ul style="list-style-type: none"> <li>• Reality Changers</li> <li>• Blue Heart Foundation</li> <li>• College Bound</li> <li>• Pathways</li> <li>• Noli Indian High School</li> <li>• Sherman Indian High School</li> </ul> <p><b>Readiness &amp; Success Services</b> has partnered with regional high schools to establish a college-going culture/mindset rooted in academic readiness (EAP) and programs such as the College is for Me! annual conference and partnerships with Gear UP! to reduce financial barriers to admission by paying certain Orientation and Early Start fees.</p> <p><b>Educational Opportunity Program</b> has implemented an ongoing recruitment plan that includes outreach efforts to San Diego county high schools and local service area community colleges. Amongst the recruitment plan visits, EOP also:</p> <ul style="list-style-type: none"> <li>• Has conducted for the last 21 years an annual <b>Brothers/Sisters Gonna Work it Out</b> Conferences which brings in 150-200 first generation at risk students to promote and recruit from diverse students.</li> <li>• Has conducted for the last 10 years the <b>Building Bridges Partnership Conference</b> with Palomar, San Jacinto, and Mira Costa Community Colleges EOPS programs in an effort to create and maintain an EOPS –toEOP enrollment funnel with 50-80 transfer students annually</li> </ul>

<sup>1</sup> The unit(s) listed in bold is (are) considered to be the convener(s) and hold primary responsibility for the action item. We assume that listed parties will consult with stakeholders as appropriate.

<p>2. Disaggregate data on Asian/Pacific Islander and Latino students. Use data to determine if there are specific subgroups that are underrepresented or have issues with access, and develop targeted approaches as needed.</p>	<p>Fall 2016 - ongoing</p>	<p><b>Provost/</b> Student Affairs</p>	<p><b>Educational Opportunity Program</b> tracks ethnicity data to include in the recruitment plan to local high schools and community colleges.</p> <p><b>Readiness &amp; Success Services</b> is assessing the impact of EO 1110 on underrepresented populations' experience with the revised proficiency standards/categories and supportbased curriculum.</p>
<p>3. Develop and implement a recruitment plan for African American students. It should identify recruitment sources, community outreach components, and campus events (e.g., financial aid workshop, conferences, etc.).</p>	<p>Spring 2017 - ongoing</p>	<p><b>Provost/</b> Student affairs (with input from BSU and BFSa formally known as AAFSA)</p>	<p>A work group was convened by Student Affairs, and charged by Student Affairs and OIE in Spring 2018 to help identify strategies to recruit and retain Black students and American Indian students. The work group includes faculty, staff, and students.</p> <p>A Native American and African American <b>Recruitment workgroup</b> is finalizing a report to identify opportunities for outreach and barriers to matriculation for African American students within our region.</p> <p>CSUSM is actively participating in a system-wide <b>Young Men of Color</b> initiative to engage in intentional conversations regarding opportunities for additional support for young men of color. The CSUSM team will continue to explore barriers to matriculation and identify additional opportunities for student support.</p> <p><b>Educational Opportunity Program</b> is actively participating in an EOP Directors system-wide to engage in intentional conversations regarding opportunities for additional support for young men of color, with an emphasis on African American students due to statewide data demonstrating a downward enrollment trajectory both at campuses and within EOP.</p>
<p>4. Develop and implement a recruitment plan for American Indian students. It should identify recruitment sources, community outreach components, and campus events (e.g., financial aid workshop, conferences, etc.). Investigate plus factor for admissions.</p>	<p>Spring 2017 - ongoing</p>	<p><b>Provost/</b> Student Affairs/ Community Engagement (with input from CICSC and Tribal Initiative)</p>	<p>The <b>Taskforce</b> is currently working on a draft report. Tishmall Turner, Tribal Liaison, has represented her Office and Community Engagement on this taskforce.</p> <p>The <b>Admissions Office</b> Coordinator for Strategic Partnerships is creating MOUs with organizations that assist first-generation and underrepresented students, which so far includes:</p> <ul style="list-style-type: none"> <li>• Noli Indian High School</li> </ul>

			<ul style="list-style-type: none"> <li>• Sherman Indian High School</li> </ul> <p>A Native American and African American Recruitment workgroup is finalizing a report to identify opportunities for outreach and identify barriers to matriculation for Native American students within our region.</p> <p>CSUSM is actively participating in a system-wide <b>Young Men of Color</b> initiative to engage in intentional conversations regarding opportunities for additional support for young men of color. The CSUSM team will continue to explore barriers to matriculation and identify additional opportunities for student support.</p> <p><b>Educational Opportunity Program</b> tracks ethnicity data to include in the recruitment plan to local high schools and community colleges</p>
<p>5. Gather and review data on recruitment and enrollment of students from underrepresented, disadvantaged, and marginalized groups. Review multiple dimensions of diversity, including access for groups such as people with disabilities, women in STEM disciplines, and others. Develop targeted recruitment plans based on an analysis of relevant data regarding gaps in access and educational equity (with attention to student groups whose numbers are small and/or experience isolation).</p>	<p>Spring 2017 - ongoing</p>	<p><b>Provost/</b> Student Affairs</p>	<p><b>Readiness &amp; Success Services</b> is assessing the impact of EO 1110 on underrepresented populations' experience with the revised proficiency standards/categories and supportbased curriculum.</p> <p>Last academic year <b>Educational Opportunity Program</b> completed a pilot project with CSUSM IPA that shows multiple dimensions of EOP student data. EOP staff has reviewed the data and is currently utilizing the data to imbed into the upcoming year recruitment plan. ACE Scholars Services has created a "Transfer Grant" as a recruiting tool for former foster youth transferring to CSUSM from community college; ACE Scholars Services has attained priority admission to CSUSM for former foster youth in the state of California;</p> <p><b>ACE Scholars Services</b> has broadened their target population to include students who were in foster care before the age of 13 and classified as independent on the FAFSA and students who lived under guardianship.</p>

6. Seek philanthropic support through the campus' first comprehensive campaign to "Prepare Tomorrow's Leaders" which supports scholarships, ACE Scholars Services and Veterans Affairs Initiatives and "Build Great Communities" which will create pathways to college for first-generation and at-risk students, create a lasting legacy of positive sportsmanship and regional spirit, and inspire personal connections through arts and culture.	Fall 2016 - ongoing	University Advancement	
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<b>Objective 2. Increase retention, success, graduation rates, and educational equity for all students, with a specific focus and emphasis on underrepresented and/or underserved students.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Progress</b>
1. Continue to assess success (including graduation) and retention of students and conduct analysis on gaps in educational equity. Conduct data collection and analysis, and generate recommendations, in a way that ensures that educational equity of underrepresented, underserved, and marginalized students is being addressed. Disaggregate data on specific groups to determine if there are subgroups that are underrepresented or have issues with retention or success, and develop targeted approaches as needed.	Spring 2016 - ongoing	OUGS	<p>This action item is actively in progress through the Graduation Initiative Steering Committee (GISC). GISC, informed by the work of IP&amp;A, IITS, and the Office of Undergraduate Studies (OUGS) remains committed to assessing student success (including retention, graduation, educational equity rates, and more).</p> <p><b>Accomplishments</b></p> <p>1. <b>GI 2025:</b> Made meaningful progress towards CSU-established GI 2025 goals for CSUSM. The CSU Preliminary Progress Report for Graduation Initiative 2025 indicates the following (report attached):</p> <ul style="list-style-type: none"> <li>• Freshman 4-Year Graduation Rates: Moderate Progress</li> <li>• Transfer 2-year Graduation Rates: Moderate Progress</li> <li>• URM Equity Gap: Good Progress</li> <li>• Freshmen 6-Year Graduation Rates: Good Progress</li> <li>• Transfer 4-Year Graduation Rates: Good Progress</li> <li>• Pell Equity Gap: Good Progress</li> </ul>

			<p>2. <b>Further integration of Tableau dashboards:</b> IP&amp;A, OUGS, and IITS have made available a variety of dashboards to facilitate analysis of undergraduate student success data at CSUSM. IP&amp;A and OUGS use these tools to monitor graduation rate goals and achievement gaps, and conduct ongoing exploratory data analysis to inform GISC and other student success efforts. Guided by GISC and OUGS, IP&amp;A and IITS continue to enhance the student data repository to enable more complex analyses.</p> <p>3. <b>Sophomore Success:</b> Studied data and identified Sophomore Success as a campus need with a focus on gender disaggregated by race/ethnicity.</p> <p>4. <b>Designed Academic Success Center (ASC) Community of Inquiry, Practice, and Action (CIPA).</b> This faculty group will launch fall 2018 with a focus on sophomore success.</p> <p>5. <b>Designed and facilitated a unit-load study (16/17, 17/18).</b> The results of this study call on CSUSM to reconsider its messaging for nearly all student groups about unit-load and academic progress. This annual study will continue.</p> <p>6. <b>Launched a Unit-load Steering Cmte</b> to oversee the study noted above and to clarify unit-load messaging across campus. Campus messaging is being updated now.</p> <p>7. <b>Continued analysis of first-year success.</b> Given the increased academic probation rates during fall 2017, GISC identified first-year barriers to success. GISC will address some of those barriers in the year ahead. Other barriers will be directed to other committees, units, and work groups on campus as appropriate.</p> <p>8. <b>Responded to the fall 2017 probation rate increase.</b> OUGS developed a cross-divisional partnership with Student Affairs and launched a CLASS hold for first-year students on probation. First-year students were required</p>
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			<p>to make at least three visits to a CLASS center. The results of this pilot are promising: 54.8% of the students who responded to this requirement are expected to return for their second years compared to 25.5% of the total population of students on probation after the first term. In addition, although these students were only asked to visit a Learning Center three times to complete the requirement, the students who responded visited an average of 5.6 times. We look forward to continuing this pilot.</p> <p>9. <b>Collaborated on Degree, Set, Go (DSG)!</b>: The DSG committee is a cross-divisional group led by the Vice-Provost that works collaboratively to strengthen our schedule planning and building across campus with the goal of building schedules that complement the academic major Roadmaps faculty have created for each degree program.</p> <p>10. <b>Identified and defined campus High Impact Practices (HIP)</b>; assessed HIP data quality; identified two kinds of tracking—course-level and student-level:</p> <p>A. Course-level HIP Tracking—led by the Vice Provost through the schedule-build process across the colleges</p> <ul style="list-style-type: none"> <li>• Internships</li> <li>• Service-learning</li> </ul> <p>B. Student-level HIP Tracking (based on CSUSB Model via PeopleSoft)</p> <ul style="list-style-type: none"> <li>• Provides a high-level perspective of our student engagement in HIPs.</li> <li>• This model provides historical data, not live data.</li> <li>• With this model, we can connect our HIP data with other PS data (e.g., link to gpa, retention, gender).</li> <li>• This HIP tracking is a simple yes/no of participation for the given term.</li> <li>• Tracked Programs <ul style="list-style-type: none"> <li>○ GEL including GEL learning communities</li> <li>○ Supplemental Instruction</li> <li>○ Internships</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>○ CLASS (Centers for Learning and Academic Success Services)</li> </ul> <p><b>11. Created data analyst position in OUGS:</b> Through this Strategic Planning activity and the bold GI 2025 targets for CSUSM, OUGS recognized it was at a tipping point from an analytics perspective. In order to deepen the quality of our data, OUGS needed to re-class a qualified staff member as an analyst.</p> <p><b>Data Progress--Available Data Sources with Student Level Access</b></p> <ol style="list-style-type: none"> <li>1. <b>Access to Retention Data:</b> IP&amp;A has moved away from using a static retention file for undergraduate retention analyses and has worked to create, publish, and publicize graduation and retention dashboards in Tableau (<a href="https://www.csusm.edu/ipa/retention-graduation/index.html">https://www.csusm.edu/ipa/retention-graduation/index.html</a>). The public dashboard allows all University staff and faculty to access information on retention and graduation rates with demographic disaggregation. In addition, IP&amp;A has made a version of this dashboard specifically for GISC that allows for more detailed demographic breakdowns.</li> <li>2. <b>Access to Major Retention and Migration Data:</b> IP&amp;A has also worked to create a Tableau dashboard with major-specific retention data, including retention within the major, migration patterns between majors, and major-specific graduation rates. The dashboard allows for demographic disaggregation to drill down on specific student groups. This data is now available to all faculty through this dashboard.</li> <li>3. <b>Access to DFW Data:</b> Finally, IP&amp;A has made a DFW (failing grade) dashboard available to all faculty. This dashboard provides passing rates for all courses since 1995 and can be drilled down to the section level as well as disaggregated across demographic categories.</li> </ol>
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			<p>The DFW dashboard has been made available to all faculty.</p> <ol style="list-style-type: none"> <li>4. <b>Institutional Survey Data:</b> IPA executes several large-scale surveys on a yearly basis:       <ol style="list-style-type: none"> <li>a. <b>Freshman Survey:</b> national survey that collects a wide variety of student-level data about pre-college activities and attitudes.</li> <li>b. <b>Diverse Learning Environments Survey (DLE):</b> administered every other year in Spring (first time in Spring 2015) to sophomores, juniors, and non-graduating seniors (FTF and Transfers). Gauges campus climate and student engagement.</li> <li>c. <b>National Survey of Student Engagement:</b> administered every other year in Spring to freshmen (FTF only) and graduating seniors (both FTF and transfers). Concerned with student engagement and measures some components of campus climate.</li> <li>d. <b>College Senior Survey (CSS):</b> nearly mirrors the freshmen survey but for graduating seniors. The DLE will be going to non-graduating seniors and the CSS will go only to graduating students.</li> <li>e. <b>Second-Year Student Survey (SYSS):</b> administered to all second-year first-time-freshmen in the Fall term and used to determine the factors that contribute to second-year retention and attrition.</li> </ol> </li> <li>5. <b>Other data sources:</b> <ol style="list-style-type: none"> <li>a. <b>First Year Student Attitudes and Academic Perspectives Survey:</b> Our “GEL survey” is designed to get attitudinal data to complement the Freshman Survey.</li> <li>b. <b>Course data:</b> Individual course grades are not added to IPA’s Retention File, but we do have access to them on the student level, so they can be incorporated if necessary.</li> <li>c. <b>Learning Center Data:</b> We have both historical (through CTrack) and current (through Accudemia) usage data for all the learning centers, including Supplemental Instruction and STEM Tutoring.</li> </ol> </li> </ol>
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			<p>6. <b>Data Fellows Program:</b> OUGS and IP&amp;A partnered to pilot a data literacy professional development program for staff and faculty. The goals of this program are to facilitate the development of a campus data culture through individual development, common language, and professional networking. The pilot cohort of 12 faculty, staff, and administrators met for 7 sessions that covered collecting and analyzing data, the research process, campus data sources, and other topics related to data literacy at CSUSM.</p> <p><b>Necessary Next Steps</b></p> <ol style="list-style-type: none"> <li>1. <b>Student Success:</b> Our current campus definition of student success for reporting purposes is limited to graduation, retention rates, and time to degree. As our WASC report has made clear, we need to expand and enrich this definition.</li> <li>2. <b>Continue Data Fellows Program:</b> The second cohort of the Data Fellows Program will begin in Fall 2018 with 15 new Fellows from across the campus (from five out of six divisions). This work will continue to help the campus to interpret and understand the data that we generate in order to make better, more informed decisions about student equity.</li> <li>3. <b>CRASH Team – Collaborative Response to Academic Struggle and Hardship:</b> In response to the increased numbers of new students on academic probation after Fall 2017, the Degree Planner, led by our Vice Provost, OUGS, and partners in Student Affairs are putting together the CRASH (Collaborative Response to Academic Struggle and Hardship) Team to assess and recalibrate the probation process for students. Low-income students, first-generation students, and students from traditionally underserved groups are more likely to struggle academically in their first terms and are more likely to go on academic probation, so streamlining this process and clarifying, opening up, and strengthening support pathways is necessary to ensure equitable outcomes for all students.</li> </ol>
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			<p>4. <b>CSU Student Success Network (SSN) Middle Leadership Academy:</b> The SSN's Middle Leadership Academy theme for the 2018-19 academic year is educational equity with a call for applications in August 2018. CSUSM should respond to this call with a dedicated team that can meet throughout the academic year to work on one of CSUSM's equity challenges. The MLA is a valuable opportunity to learn and share with other CSU campuses.</p> <p><b>Timeline</b></p> <p>1. <b>Spring 2018:</b> Tableau available to units and faculty.</p> <p>2. <b>17/18 AY:</b> Disaggregate Data—Completed as noted below</p> <ul style="list-style-type: none"> <li>• Early Fall (report date of Oct. 1) – Finish collection and report on graduation GPA and post-graduation data for Spring and Summer graduates (for AY17-18: 4-year cohort of Fall 2012 and 6-year cohort of Fall 2010)</li> <li>• Fall Census – Collect enrollment data for 1-, 4-, and 6-year cohorts (for AY17-18: Fall 2016 cohort, Fall 2013 cohort, and Fall 2011 cohorts respectively). Data validated by Institutional Planning and Analysis by Nov. 30.</li> <li>• Early Spring (report date of Feb. 1) – Report on 1-year retention, 4-year graduation, and 6-year graduation rates by college and major for specific cohorts, disaggregated by race, gender, Pell status, etc. (for AY17-18: Fall 2016 cohort, Fall 2013 cohort, and Fall 2011 cohorts respectively)</li> </ul> <p>4. <b>Spring 2017:</b> Re-classed OUGS SSP II to a Student Success Analyst position.</p> <p>5. <b>Fall 2017:</b> Hired a 1.0 SSP II to account for the previous reclass and increased work in OUGS.</p> <p>6. <b>Date unclear:</b> Clarify “student success”: This would be a campus-wide project with timelines and budgets determined by leadership beyond OUGS. OUGS would be an engaged participant.</p>
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			<p>While not assigned to IP&amp;A, the department has held an active role in this item, and therefore, it is important to include this update information for our division. In partnership with OUGS, IP&amp;A has made available a variety of dashboards to facilitate analysis of undergraduate student success data at CSUSM:</p> <p><a href="#">Undergraduate Retention &amp; Graduation Retention &amp; Graduation by Major*</a>  <a href="#">DFW Dashboard*</a>  <a href="#">Major Migration*</a></p> <p>*Role-based permissions apply.</p> <p>IP&amp;A and OUGS monitor graduation rate goals and achievement gaps, and conduct ongoing exploratory data analysis to inform GISC and other student success efforts.</p> <p>Please note: essentially all of the Goal 1, Objective 2 action items are supported by or will necessitate support from IP&amp;A in some form; those highlighted above are the most direct and have a strategic approach.</p>
<p>2. Assess student needs for intrusive support programs, develop or expand programs, and assess their effectiveness.</p> <p>2.1. Review longitudinal data for successes in existing programs such as Educational Opportunity Program, Student Support Services (TRIO), and others of sufficient size and longevity for comparable review.</p> <p>2.2. Identify students who meet the criteria for such programs but whom the university does not have the capacity to serve. Compare student success measures and retention, and time to degree.</p> <p>2.3. Conduct analysis of areas of impact that may improve outcomes, expansion or resources, and trends for identifiable student populations who could benefit from intrusive services (e.g., first generation, students with disabilities, low income, etc.).</p>	<p>Fall 2016 - ongoing</p>	<p>OUGS/ Student Affairs</p>	<p><b>TRIO Student Support Services</b>, with support from the Student Affairs Office of Planning and Assessment, is currently engaged in programmatic review which includes a comprehensive student survey identifying student satisfaction with the program, unmet student needs, and program effectiveness as part of their mid-grant review process.</p> <p><b>Readiness &amp; Success Services</b> has identified a subset of students through our regional Gear Up! Programs who lack necessary support services because they are not part of other specialized programs/populations. This new partnership will focus on retention by connecting students to academic resources and support programs through Personalized Academic Success Services (PASS).</p> <p><b>Readiness &amp; Success Services</b> has also identified <b>TESTING@CSUSM</b> as an area in critical need of expansion and resources in order to provide access to professional and graduate opportunities for our growing 1st generation population that are not currently available in our region.</p>

		<p>Last academic year <b>Educational Opportunity Program</b> completed a pilot project with CSUSM IPA that shows multiple dimensions of EOP student data. EOP staff has reviewed the data that which shows that EOP student have at an average retained and graduated students at a higher level than non EOP students.</p> <p><b>Educational Opportunity Program</b> has also identified EOP eligible students that are not in EOP for data comparison purposes, as well as for food for thought on how to better outreach students to apply for the program.</p> <p>The <b>Career Center</b> has collaborated with the Latino Business Student Association to establish the Cougar Career Closet and provide professional/business clothing to students of low financial means. The Career Center sponsored a Senior Experience Project with the College of Business Administration to assess the sustainability of the Cougar Career Closet and its ability to serve CSUSM's students with limited financial resources. The Career Center continues to assess the needs of CSUSM students using the Cougar Career Closet and has developed a process to secure donations to meet those needs.</p> <p>The <b>Career Center</b> is assessing employment needs and exploring employment/post - graduation opportunities for CSUSM's undocumented student population.</p> <p><b>ACE Scholars Services</b> is developing the "ACE Model" to identify and expand services established as effective means for supporting the success of former foster youth and to enhance the visibility of the program so other institutions of higher education can replicate the best practices established in the "ACE Model" to better serve former foster youth in higher education across the nation.</p> <p><b>ACE Scholars Services</b> reviews campus climate and analyzes environmental factors impacting the attractiveness of CSUSM to former foster youth and performs comparative analyses of services provided to former foster youth on other</p>
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			campuses to develop and provide the most robust and comprehensive services to promote/support the academic success, persistence, and graduation of former foster youth at CSUSM.
<p>3. As a Hispanic-Serving Institution (HSI), engage in alignment activities or appropriate actions that promote Hispanic student success and excellence.</p> <p>3.1. Support the Hispanic Serving Institution Title V grant, collaborate with the Title V grant team to merge efforts where objectives are similar.</p> <p>3.2. Create an ad-hoc HSI work group to do an inventory and assess progress in promoting Latino student success and make recommendations for addressing any identified gaps.</p>	<p>Fall 2016</p> <p>Fall 2016</p> <p>Spring 2017</p>	<p><b>Student Affairs</b></p> <p>OIE/HSI team</p> <p><b>Student Affairs/HSI</b> director</p>	<p>An OIE review is in progress on best practices for marketing, voice mail, outgoing mail (to parents and community members), and speech translation to Spanish to support language/cultural inclusion. Next step is to work with Office of Communications.</p> <p>A cross-divisional work group has conducted a review of Latino student needs and existing support programs and provided recommendations to the President and EC in December 2016. The CSUSM Latin@ Center has been established and offers intentional programming to build engagement with, and offer support to, the CSUSM Latino student population. CSUSM has established a DREAMER Resource Office to provide resources and support to undocumented students and students from mixed-status families. Undergraduate Advising Services participates in PASO Advisory meetings and currently 2 Advisors serve as Department contacts for Undocumented and AB 540 Student Support Services Undergraduate Advising Services continues to provide Academic Advising liaison role to specialized programs including: ACE, CAMP, PASO, DSS, EOP, SSS/TRIO, ATHL, VET, Int'l</p> <p><b>Student Note: placed/highlighted below also</b></p>
<p>4. As an AANAPISI, engage in alignment activities or appropriate actions that promote Asian American and Native American Pacific Islander student success and excellence. Create an ad-hoc AANAPISI work group to do an inventory and assess progress in promoting Asian American and Native American Pacific Islander student success and make recommendations for addressing any identified gaps.</p>	<p>Spring 2017</p>	<p><b>Student Affairs</b> (with input from related student organizations and faculty-staff associations)</p>	<p>A work group was convened by Student Affairs, and charged by Student Affairs and OIE in Spring 2018 to help identify strategies to recruit and retain Black students and American Indian students. The work group includes faculty, staff, and students.</p>
<p>5. Identify opportunities to promote diversity in admission and retention of underrepresented graduate students. Review existing data on enrollment and graduation rates and identify ways to promote other opportunities.</p> <ul style="list-style-type: none"> <li>Staff support needed to send representative to recruitment fairs, including those opportunities focused specifically on underrepresented students (e.g., Diversity Forum held annually at UCSB), and to with IPA to conduct an analysis of retention rates for graduate students across the campus.</li> </ul>	<p>Fall 2017</p>	<p><b>Office of Graduate Studies &amp; Research</b></p>	<p>Staff support needed to send representative to recruitment fairs, including those opportunities focused specifically on underrepresented students (e.g., Diversity Forum held annually at UCSB), and to with IPA to conduct an analysis of retention rates for graduate students across the campus.</p> <p><b>OGSR Update</b></p> <p>With regard to admission, OGSR committed to achieving a diverse pool of applicants for graduate programs. The specific plan included continued</p>

			<p>outreach and recruitment, an analysis of retention rates for graduate students across campus to identify disparities, and establishing partnerships across campus (for example, with the student success center) to address disparities. I estimated an annual budget of \$30K to support these activities.</p> <p>While no funds were received, I'm pleased to report that OGSR has made progress on this action item. Most notable is the analytics that were conducted in collaboration with the Graduate Studies Council. As part of the work of the Graduate Studies Council, OGSR has begun developing metrics with regard to the applicant pool and acceptance rates. In collaboration with EMS, we are working to develop online applications for all campus graduate programs using CSU-Apply. This new online system will allow us to more carefully track the number of applicants to different programs, as well as the diversity and qualification of these applicants. This will allow us to set metrics and establish strategic planning targets, and also to monitor acceptance rates. To illustrate a couple of the findings from this work:</p> <p>Over the past six years, the racial/ethnic breakdown of applicants to graduate programs was as follows: White (44%), Hispanic/Latino (23%), International (10%), other/unknown (11%), Asian (6%), African American (2%), Native American (&lt;1%) and two or more races (4%).</p> <p>The overall acceptance rate across all graduate programs over the past 6 years is 50%, and while there is some variability year to year, acceptance rates are higher for Hispanic/Latino (54%), White (55%), two or more races (53%), and Native American (57%), than for African American (34%), Asian (34%), or International (31%). More detailed analyses are currently planned comparing the race/ethnicity of the applied/admitted students to overall campus metrics.</p>
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		<p>In addition, the graduate studies council has formed a working group to develop an outreach and recruitment plan that will increase the number, qualifications, and diversity of applicants to our program. I expect a set of recommendations and concrete plan in the coming year.</p> <p>Additional analyses are planned using tableau to track the retention and graduation rates for students across programs, and across various students groups.</p> <p>Finally, with regard to recruitment, we continue to actively participate in the Diversity Forum. We have also expanded our online recruitment presence, especially for international students through online fairs (e.g., Graduate School Virtual Fair). These are in partnership with the Office of Global Education.</p> <p>While not part of our division action items, it is important to note the active work of IP&amp;A in this action item. IP&amp;A developed Tableau dashboards for stateside graduate student application, admission, enrollment, retention, and graduation data:</p> <p><a href="#">Applicant Profile</a>  <a href="#">Student Profile</a>  <a href="#">Graduate Retention &amp; Graduation</a></p>
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**Objective 3. Expand and enhance procedures and activities designed to recruit, hire, and retain staff, administrators, and faculty<sup>2</sup> so that CSUSM, at all levels, will better reflect the diversity of the region, while also considering critical mass.**

Action Items	Timeline	Responsible unit	Progress
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<sup>2</sup> Unless otherwise indicated “faculty” includes tenure track (TT) faculty, lecturers and non-instructional faculty.

<p>1. Review and revise all recruitment and hiring procedures to include best practices in diversity, which include but are not limited to the following:</p> <ol style="list-style-type: none"> <li>1.1. Require all search committee members for all searches to attend live or online diversity and search committee training. Chairs and Diversity or EEO advocates must attend the in-person trainings. Place the link to the search committee training modules in the ETC dashboard and require all search members (not attending in-person sessions) to complete the training.</li> <li>1.2. Develop hiring procedures for lecturers to incorporate best practices for diversity recruitment and hiring.</li> <li>1.3. Develop hiring procedures for non-instructional faculty (NIF) to incorporate best practices for diversity recruitment and hiring.</li> <li>1.4. Develop and implement processes to ensure that job descriptions are created and reviewed to consider and address diversity.</li> <li>1.5. Time diversity search committee training so as to be able to provide maximum advice and consultation on developing outreach plans.</li> <li>1.6. Continue utilizing diversity search committee training approved by OGC.</li> <li>1.7. Include appropriate levels of intercultural proficiency as a preferred job qualification for all MPP, senior administrator, and faculty position job descriptions and as a preferred job qualification for all staff positions.</li> <li>1.8. Develop a mechanism to review the diversity of the initial applicant pool for all positions and the diversity of the pool at each stage of screening. Authorize hiring managers to address pools that are not diverse. <ul style="list-style-type: none"> <li>• Ensure VPFA and HR Manager are –up-to-date on diversity issues related to hiring by participating in a conference or webinar annually.</li> </ul> </li> <li>1.9. Add preferred diversity provisions to all MPP, staff, non-instructional faculty, and lecturer procedures, as appropriate, similar to those in current faculty and senior administrative appointments procedures.</li> </ol>	<p>Fall 2016-2018</p> <p>Already required; ongoing.</p> <p>Spring 2017</p> <p>Spring 2017</p> <p>Same as 1.1</p> <p>Same as 1.1</p> <p>In progress/ongoing. Same as 1.1 (lecturer &amp; NIF spring 2017)</p> <p>Fall 2018</p> <p>Same as 1.1 above</p>	<p>HR, Faculty Affairs/ OIE</p>	<p>An OIE review of best practices for faculty search/hiring is in progress. The CDO/Faculty Co-Directors for Faculty Recruitment and Success (both tenured faculty members) will offer recommendations for protocol updates.</p> <p>The CDO reviewed the current Search Committee Training provided by Faculty Affairs/OIE.</p> <p>CDO reviewed the CSUSM Staff and MPP Interview and Selection Guidelines. Additionally, Executive Council, along with Legal Counsel reviewed and provided input for these interview and selection guidelines.</p>
<p>2. Assess and address retention issues for faculty that affect diversity.</p> <ol style="list-style-type: none"> <li>2.1. Obtain and assess data showing faculty resignation, tenure, and promotion rates by key diversity dimensions, minimally by race/ethnicity, gender, and department. (Include all faculty, including lecturers, in these analyses.)</li> <li>2.2. Evaluate data related to faculty who have resigned in the last three years, to assess possible reductions in faculty diversity and in representation across gender, race/ethnicity, and other categories for which data is available.</li> <li>2.3. Meet with each Dean regarding faculty who have resigned from their college, to gather information about why faculty resigned and what potentially may have prevented the resignation(s).</li> <li>2.4. Meet with the university faculty/staff associations to inquire into ways to increase retention.</li> <li>2.5. Engage in meetings with recently hired faculty and senior faculty, including faculty of color and others from underrepresented groups, to inquire about retention issues.</li> <li>2.6. Review faculty exit interview parameters and practices and work with the deans if revisions or changes are needed. Develop a standard set of exit interview parameters as appropriate.</li> </ol>	<p>Fall 2018 (every 5 years)</p>	<p>Faculty Affairs/FSAs</p> <p>3.4 Deans/Faculty Center/OIE</p>	<p><b>Faculty Affairs Update</b> Institutional Planning and Analysis has worked to provide data to OIE. Faculty Affairs provided information and data available to our office.</p> <p>Diversity, inclusion, intercultural competence and unconscious bias training was provided to members of all search committees. Retention was also discussed.</p> <p>Follow up suggestions for improvement, comments, questions and/or meetings were requested of all search committee chairs and Diversity Advocates. Feedback was also requested from administrators and HREO. The AVPFA also requested suggestions for improvement on the faculty search process and regarding faculty retention from the OIE. The AVPFA continues to work with the OIE, the Chief Diversity Officer and the OIE’s Faculty Directors.</p>

<p>2.7. Reach out to all faculty to encourage them to provide suggestions or concerns regarding recruitment and retention.</p>			<p>OIE has worked with IITS Business Intelligence Team and other campus partners to produce a Faculty Profile dashboard, to be made available to faculty and staff. This provides access to existing data, and has revealed where gaps in the data exist. Addressing gaps, including in the hiring process and exit protocols/data, are being reviewed to determine how to best collect data from past and moving forward.</p> <p>FSA's have been asked to provide initial input on how they currently support retention, and how they would like to support retention moving forward – given appropriate resources. OIE is also reviewing best practices on affinity group retention efforts.</p>
<p>3. Assess and address retention issues for staff and MPP's that affect diversity.</p> <p>3.1. Obtain and assess data showing retention, resignation, and promotion rates by key diversity dimensions for which data is available, minimally by race/ethnicity, gender, job category, and department or unit.</p> <p>3.2. Evaluate data related to staff and MPP's who have resigned in the last three years to assess possible reductions in diversity and in representation across gender, race/ethnicity, and other categories.</p> <p>3.3. Meet with the university faculty/staff associations to inquire into ways we can increase retention.</p> <p>3.4. Review and if needed revise exit interviews and other processes to encourage learning the reasons staff, SAA and MPP's leave CSUSM. Consider conducting exit interviews 6 months after an employee has left</p>	<p>Fall 2018 – review every 5 years</p>	<p><b>Human Resources</b></p>	<p><b>3.1 Have developed basic queries to track turnover rates (and type of separation) for all staff / MPPs. IPA is working with OIE on appropriate sorting of related diversity dimensions.</b></p> <p><b>3.2 Will need to disaggregate the collected data in order to note trends and make specific recommendations.</b></p> <p><b>3.3 No progress.</b></p> <p><b>3.4 reviewed and modified methodology for exit interviews – offering in-person and online options. Forward certain information to area managers for review and action.</b></p>
<p>4. Each division and college (and its components where appropriate) will identify any underrepresentation and inequities in retention rates among its employees. Each division or college will develop strategies to remedy any identified underrepresentation or inequity in retention and integrate these strategies into its strategic plans.</p> <p>4.1. Divisions and colleges will include deadlines and assessments to address progress toward meeting the University goal of a diverse workforce.</p> <p>4.2. Divisions and colleges when reviewing for underrepresentation will use the local population (the region CSUSM serves) as a benchmark. Disaggregate and review the data by job category (all faculty, staff, and MPP, and SAA) and by individual departments. At a minimum, review categories of gender and race/ethnicity, and include others whenever possible. For populations such as African Americans and American Indians whose local numbers are so low that mirroring the local demographics would not allow for critical mass, higher goals may be set.</p> <p>4.3. Conduct this process as part of any College or Division strategic plan update, in consultation with OIE.</p>	<p>Fall 2017, recurring as part of strategic planning.</p>	<p><b>Vice Presidents/All Divisions and Colleges, depending on level strategic planning is done.</b></p>	<p><b><u>Academic Programs Update</u></b></p> <ol style="list-style-type: none"> <li>1. The Office of Academic Programs has five staff members (in addition to me) plus one student assistant categorized as follows: <ol style="list-style-type: none"> <li>a. 6 female, 1 male (student assistant)</li> <li>b. 4 Hispanic, 1 Asian</li> </ol> </li> <li>2. I would welcome a consultation with ODEEIO about this.</li> </ol> <p><b><u>CEHHS Update</u></b></p> <p>CEHHS Contextual Information The College of Education, Health &amp; Human Services (CEHHS) remains committed to supporting our college and university-wide efforts related to diversity, inclusion, and equity. To this end our college strategic plan includes specific steps guiding and highlighting our annual efforts. Importantly, CEHHS has a standing committee to support our college efforts to meet a number of university-wide</p>

			<p>diversity and inclusive excellence priorities. Specifically, the CEHHS Committee for Inclusion, Diversity, and Equity (C.I.D.E.) is charged as follows:</p> <p><i>The charge of the Committee for Inclusion, Diversity, and Equity will make recommendations to the Dean regarding policy, programs, curriculum, services, recruitment, and retention to obtain equitable outcomes. -C.I.D.E. Minutes 3.26.18</i></p> <p>C.I.D.E. is comprised of six faculty: two members representing each of the three units of CEHHS (SOE, SON and SHSHS), who are elected by the faculty within their respective divisions; and a seventh member elected at large from among the eligible CEHHS faculty. Student members will be nominated by the department chairs and directors and the current members of CIDE will elect two student members from those nominated. Each Fall, the C.I.D.E. will review, revise, and solicit recommendations from the CEHHS community regarding changes/additions to the diversity portion of the college strategic plan.</p> <p>In preparation for this 2018 progress report, all Schools/Departments were asked to provide an update on their progress in each Goal/Objective/Action noted below.</p> <p>CEHHS Schools and Departments have made conscientious efforts to increase the diversity of the tenure-track faculty, lecturer faculty, and staff. Since 2016, for those programs that were offered new tenure-line hires, there has been genuine progress in hiring new faculty from diverse backgrounds, but these gains have been mitigated by other faculty departures or retirements. For this report, each program provided data to suggest they are actively examining the diversity among their faculty and offered examples of concrete efforts to attract a more diverse pool of candidates. Table 1 provides trend data regarding faculty hires in light of ethnicity and gender categorization. CEHHS appears to mirror university-wide patterns when examining Non-URM vs URM faculty data although wide variations are noted at the program/department level (see URM Hi/Lo trends). With regard to gender, CEHHS faculty are predominately female (76%) when compared to CSUSM data (58.8%)</p>
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		<p>5.5 CEHHS has not established deadlines and assessments to address progress toward meeting the University goal of a diverse workforce. This topic will be added to the C.I.D.E. Committee for 18/19 AY.</p> <p>5.6 The Dean of CEHHS is working with the Office of Inclusive Excellence to collect data that will assist in examining if disproportionality does exist in our College among our faculty, staff, and administrators. CSUSM faculty data are readily available institutionally and were utilized in this report. Staff/administrative data should be forthcoming.</p> <p>5.7 CEHHS is committed to updating and/or implementing elements of our strategic plan if data reveal continued inequities among our faculty, staff, and administrators. Given some of the Hi/Lo data revealed in this current progress report, the Dean will work with program leads to consider the data and determine how to address ongoing issues of under-representation. As well, the College will ask C.I.D.E. to continue to review, revise, and solicit recommendations from the CEHHS community regarding changes/additions to the diversity portion of the college strategic plan. Finally, CEHHS will consult with the Office of Diversity and Inclusive Excellence on our strategic plan and consider recommendations that may enhance our College's contribution to our university-wide diversity efforts.</p> <p><b><u>CHABSS Update</u></b></p> <p>Interim Dean Basu responded to this goal, objective, and action item by indicating the Dean's Office and the CHABSS Diversity Working Group (CDWG) would review data and suggest strategies for addressing the aforementioned. I have not been appraised of specific progress in this area.</p> <p>Recruiting a diverse student, staff, faculty, and administration is critical for the success of CSUSM. Since arriving on campus one year ago, I have spoken with the Chief Diversity Officer, Joe-Joe McManus, about working with CHABSS to enhance our practices around recruitment and retention to enhance our processes designed to attract and retain diverse student and employee populations. Given that I am unaware of assessments for our current workforce status, I will connect with Dr. McManus to explore best practices for completing this</p>
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			<p>work and will build committee charges that focus accordingly.</p> <p>I echo Interim Dean Basu’s recommendation that CSUSM to purchase an institutional membership to the National Center for Faculty Development and Diversity. In past, I have worked with faculty who have gone through the NCFDD programs and have had substantive success with their professional trajectories as a result.</p> <p><b><u>CoBA Update</u></b></p> <p>We have data on the diversity of faculty and staff, but there is limited data collection regarding the diversity of students as well as retention rates. We need University assistance and access to data, particularly on student retention rates. We are working with IPA.</p> <p>The highest priority need is for the dean’s office to be notified immediately when a student does not return in the following semester. This is still a major issue in our college. Notification occurs today with a student that participates in the Professional Mentoring Program, a 2<sup>nd</sup>-year student coached by an Executive in Residence, or an attentive faculty member. However, many higher-risk students are not detected. Longer term, we look forward to the implementation of early warnings by the Predictors Group work in the Office of Undergraduate Studies.</p> <p><b><u>CSM Update</u></b></p> <ol style="list-style-type: none"> <li>1. Proposed timeline       <ol style="list-style-type: none"> <li>a. Ongoing</li> </ol> </li> <li>2. Steps to achieve the action       <ol style="list-style-type: none"> <li>a. As articulated in the CSM 10-year strategic plan, over the next ten years, the work of the College will be driven by our commitment to exploration, discovery, educational excellence, equity, and inclusion. We will accomplish this by expanding and enhancing faculty and student research.</li> </ol> </li> </ol> <p><i>i.</i> The College will significantly increase the number and diversity of faculty who are passionate and productive scholars, boosting our reputation as a leading comprehensive university.</p>
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			<p><b>a) Please see the attached poster presentation from AAC&amp;U 2018, entitled “Diversity in STEM Faculty Recruitment: What’s Next?”</b></p> <p>ii. In addition, we will create more opportunities for students to engage in interdisciplinary research with faculty and in the community allowing students to express their academic creativity and discover new ways of synthesizing information.</p> <p><b>a) As described in our annual report, we have secured significant external funding to support our Summer Scholars Program, which has grown in six years from a program of 9 students to a program of 28 students.</b></p> <p>iii. We will expand our available resources to support research, including the opening of a new integrated science and engineering building, whose configuration will support collaboration and interaction, foster innovation, and inspire instructional excellence and interactive learning.</p> <p><b>a) As described in our annual report, we have leveraged IDC return and salary savings to offer competitive start-up packages to faculty and renovate buildings to create spaces that foster research and innovation.</b></p> <p>3. Estimated budget to accomplish (indicate whether onetime and/or annual cost)</p> <p>a. Start-up costs for individual faculty range from \$40K - \$100K, depending on equipment and computing needs. These are one-time costs that extend over 2-3 years.</p> <p>b. Renovation costs for individual faculty range from \$50K - \$150K. One-time.</p> <p>i. If major utility is involved, costs can easily approach \$500K</p> <p>c. Starting salaries for some STEM faculty, notably CSIS and ENG, are based on market value and approaching \$100K (recurring cost of course).</p> <p>4. Provide rationale why the action cannot be completed</p> <p>a. While IDC return has improved with hiring of research active faculty and sheer numbers of research active faculty, the absolute amount, and the allocation model are not sufficient to support ongoing start-up costs at the growth rate needed.</p>
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b. There is insufficient space on campus to accommodate additional research-active STEM faculty.

**Extended Learning Update**

- Proposed/necessary timeline
  - CSUSM EL continues to work with HR and for the postings of positions to ensure that the advertisements are going to diverse publications to create a diverse applicant pool. This practice will continue to be reviewed and expanded for position recruitment. In addition, CSUSM EL Leadership Team looks at the diversification of the organization on a semi-annual basis to access if the organization has a diverse make-up to meet our organizational and programming goals.
- Proposed/necessary steps to achieve the action
  - ongoing
- Estimated budget to accomplish the action (indicate whether required funding would be one time and/or an on-going annual cost)
  - Costs are incurred at the recruitment phase and are covered from the recruitment process within CSUSM EL Budget.
- If the action cannot be completed, please provide a rationale for why this is the case.
  - N/A
- If the action item is already in progress, please indicate the progress which has been made including the expected completion date, if known.
  - Since 2011
- If the action item has already been completed, please indicate the approximate date on which it was completed.
  - Ongoing
- If the action item is not appropriate for your area, please indicate why and suggest the person to whom we might direct this request.
  - N/A

		<p><b><u>Faculty Affairs Update</u></b></p> <p>Diversity, inclusion, intercultural competence and unconscious bias training was provided to members of all faculty search committees.</p> <p>Funding was obtained to enhance faculty recruitment. Faculty Affairs has evaluated and revised faculty hiring procedures and has requested the OIE provide suggestions for expanding and enhancing the procedures.</p> <p>Faculty Affairs uses the <u>NSF data tables</u> to compare the diversity of available doctorates to our search pools.</p> <p>Regarding Action Item 4, Faculty Affairs does not currently have the resources (including staffing and technical resources) to do a full evaluation of underrepresentation and inequities in retention rates. Institutional Planning and Analysis, in conjunction with each college, may be more appropriately suited to this task.</p> <p><b><u>IITS Update</u></b></p> <p><b><u>Goal 1 – Access and Success</u></b></p> <p>IITS is rather unique in higher education technology, and the Information Technology field in general, as over half of the managers in the department are female, many of whom were recently promoted to their current roles. With a very high number of CSUSM graduates working in the department, joining the professional staff after graduation is, and will continue to be, the most successful means by which IITS reflects the growing diversity in our students and the region. As our connection to the student population has become a primary pathway for many of our future employees, maintaining funding for a robust student assistant program is key to the success of our diversity strategy. This work furthers both our educational duty and developmental goal to help students gain real world and hands-on experiences central to becoming an effective and valued employee at CSUSM and other employers throughout the region. Overall student access and retention at the campus level is further supported by IITS' current activities through the Degree Planner initiative and other data-driven strategies that are more effective and timely when tied into institutional dashboards and trending analysis tools. It is through the use of data and tools such as Tableau that the university will gain the insights necessary to achieving increased institutional access and equity.</p>
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			<p><b>IITS has seen continued success and enjoyed the continued success of our efforts. The following information is compiled from September 2016 through July 2018. Notable achievements included:</b></p> <ul style="list-style-type: none"> <li>• The number of female managers within the unit has increased to 6 of 9, including all of the senior leadership team with the exception of the CIO.</li> <li>• Recruitments of permanent technical staff continue to demonstrate multiple trends, with new hires sharing the following demographics: 25% are former CSUSM students, 40% are underrepresented groups, and 60% were female.</li> <li>• Partnering with the Office of Inclusive Excellence (OIE) and Institutional Planning &amp; Assessment (IP&amp;A), IITS created dashboards which provide data and insights into faculty demographics.</li> <li>• IITS has been an active participant in the campus' <i>Degree, Set, Go</i> initiative by maintaining the Degree Planner and providing reporting and other assessment tools. In the past two years, the Degree Planner has grown from nominal use to over 94%.</li> <li>• Assisting campus academic and affinity centers, over the course of two years, IITS implemented Academia in 38 centers. This tool allows these student service units to schedule, track, and report on student use and participation.</li> </ul> <p><b><u>OGSR Update</u></b></p> <p>With regard to recruiting and retaining a diverse workforce, I'm pleased to report sustained progress. This continues to be a central consideration, and OGSR has a highly diverse staff. In addition, I recently chaired the search for the new Dean of CEHHS, in which a diverse pool was a key consideration. This will continue to be a top consideration in recruiting staff in the office, and I expect that OGSR will continue to be a diverse and inclusive work environment for all employees, including staff and student assistants.</p>
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			<p><b><u>OUGS Update</u></b></p> <p>The Office of Undergraduate Studies (OUGS) is committed to fostering a diverse community of faculty, staff, and students. Diversity is key in our hiring practices. However, we have not analyzed the demographics of the OUGS community. To ensure that we are in fact fostering a diverse community that reflects the region, we must. We look forward to working with our division and unit to develop such a plan.</p> <p>As we await that collaboration, with each of our staff and MPP searches, we have paid to ensure that our position postings are advertised in publications with diverse audiences.</p> <p><b><u>University Library Update</u></b></p> <ul style="list-style-type: none"><li>• The Library Faculty has revised its <u>faculty mentoring program</u> to account for diverse career stages, to thoughtfully pair mentors-mentees, and to allow for peer mentoring groups.</li><li>• The Library has consistently taken steps to influence the local pipeline of those entering the Library field through Library presence at the Major-Minor and Graduate and Professional School fairs and developing programming to introduce current CSUSM students to career opportunities in the library and information science field.</li><li>• In spring 2018, the Library recruited for an Engagement and Inclusion Librarian position (bilingual English and Spanish required). This position is just the second bilingual librarian position to be posted in the CSU system.</li><li>• The Library will undertake a climate survey of its current employees in fall 2018.</li></ul>
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			<p>The Faculty Profile dashboard will provide access to demographic data, searchable by department and faculty type, and will assist in the identification of underrepresentation.</p> <p>OIE has begun discussions on a similar profile of staff/administration</p> <p>Throughout recruitment processes FAS has focused on ensuring diverse applicant pools and hires.</p> <p>Doing further analysis requires that we receive data and subject matter expertise about any gaps or issues. If any are identified, we would incorporate them into <b>the</b> existing FAS “develop workforce strategies” strategic objective.</p> <p>CE will engage in strategic planning this summer and integrate this objective into our strategic plan.</p> <p>Student Affairs has not conducted a review of all employees, disaggregated by job category and individual departments, to identify underrepresentation and inequities in retention rates based upon gender and race/ethnicity.</p> <p>Search committees for Student Affairs positions are required to attend diversity/bias training to help ensure an equitable process and position announcements are posted to outlets that reach a diverse audience of potential applicants to strive for a diverse applicant pool.</p> <p><b>Educational Opportunity Program</b> staffing recruitment searches require experience and background in working with underrepresented student populations. Although no underrepresentation and inequities in retention rates among its employees exist, the staff reflect both the region and students in terms of diversity.</p>
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**Objective 4. Develop and provide mechanisms of support for CSUSM employees that will foster success and upward mobility for an increasingly diverse faculty and staff.**

Action Items	Timeline	Responsible unit	Progress
<p>1. Assess and make recommendations on success and upward mobility for faculty. (Consider, among other options: (1) providing mentors for newly hired faculty who can give them support and guidance and help them feel connected and engaged; and (2) sponsoring a welcome reception for new faculty and mentors.</p> <ul style="list-style-type: none"> <li>annual Membership to National Center for Faculty Development and Diversity (<a href="#">NCFDD</a>)</li> </ul>	<p>Fall 2016 ongoing</p>	<p>Faculty Center/ Faculty Affairs/ Colleges</p>	<p><b>Faculty Center Update</b></p> <p><b>1) Faculty Center Connections:</b> Provides 1:1 mentors or mentoring circles for all faculty. These groups are intentionally cross-college and cross-disciplinary. We have found that having a mentor outside of one's department (or college) can be extremely helpful when new faculty are facing challenging situations. New faculty are highly encouraged to participate and all faculty are invited to participate.</p> <p>Progress: Over the last 6 years, the majority of our first year tenure line faculty have participated in this program. Last year, we had 43 faculty participants, including 15 new tenure line faculty in the program. Faculty meet with their groups individually and the FC hosts several group functions.</p> <p>The plan is for this program to continue in the FC. Currently there are no professional development funds for faculty who participate in the program.</p> <p>Increased support from deans and department chairs encouraging new faculty and senior faculty to participate, as well as permanent funding in budget, would help enhance program.</p> <p><b>2) Consider membership in National Center for Faculty Development and Diversity</b> The National Center for Faculty Development and Diversity (NCFDD) is an independent center that is 100% dedicated to helping faculty, particularly under-represented faculty, make a successful transition from graduate student to professor. They offer programs and services to help new faculty to increase writing productivity, maintain work-family balance, create broad networks of collegial support on their campus, and develop a committed stance towards their institutional home.</p> <p>The NCFDD also provides opportunities for online workshops, full day workshops, half-day workshops, and</p>

			<p>Keynote speakers. Scheduling these events is another opportunity to maximize the membership and provide faculty development surrounding issues of diversity. <a href="http://www.facultydiversity.org/">http://www.facultydiversity.org/</a></p> <p>We have not moved forward with this due to the high cost of the program.</p> <p>An institutional membership is \$20,000  Individual memberships (\$480 per year)-  Full-day workshop (6 hours) \$9500  Half-day workshop (3 hours) \$7500</p>
2. Assess and make recommendations on success and upward mobility for staff.	Fall 2016	Human Resources	<p>Have some basic PeopleSoft queries that track staff promotions, reclassifications, and salary increases. Have tracked this information annually since 2016.</p>
3. Review tenure and promotion guidelines to assess whether there are ways to ensure that faculty research, teaching, and service in the area of diversity and social justice are valued and rewarded.	Spring 2018	Academic Senate/Academic Affairs/Community Engagement	<p><b><u>Academic Senate Update</u></b></p> <p><b>Progress at July 2018:</b> Senate's proposed plan included referral to FAC to determine if changes to the University RTP document to include elements of diversity and social justice are warranted. Senate has not yet referred this action item to FAC. The referral for consideration will be made in Fall 2018.</p> <p>CEFAC developed a toolkit to support faculty preparing their WPAF and a toolkit to support review committees. These toolkits are available in the Faculty Center. CE also maintains a Community Engaged Scholarship Incentive Grant program and is committed to sustaining the program with base funding; the intent is to support faculty with their research in the field.</p>
4. Review evaluation and retention guidelines for lecturers to make sure that teaching in the area of diversity and social justice and contributions to and proficiency in creating inclusion in the classroom are valued and rewarded. Continue to incentivize and promote increasing cultural proficiency of lecturers through professional development opportunities at the Faculty Center.	Fall 2018	Faculty Affairs/ Faculty Center	<p>Continue to incentivize and promote increasing cultural proficiency of lecturers through professional development opportunities at the Faculty Center.</p> <p>Provide support for faculty to integrate diversity content and inquiry across core subject and disciplinary courses. Offer a competitive stipend that faculty can apply for to strengthen or add diversity and inclusion content to courses.</p>

			<p><b><u>Faculty Center Update</u></b></p> <p><b>Action:</b></p> <p><b>1) Professional development for lecturers</b> For the past seven years, lecturers have been invited to participate in all professional development activities in the Faculty Center; they also can apply for our Professional Development Grants as well as our Diversity grants. As a result, increased numbers apply for and receive funding for grants. In addition, lecturers regularly participate in our workshops, Summer Teaching Institute, and Faculty Learning Communities, including those that focus on Diversity and Cultural Intelligence.</p> <p><b>Progress:</b> We provide comprehensive professional development to all faculty and many of our lecturers continue to be active participants in our programming. 12 lecturers participated in our Summer Teaching Institute in 2018, and 23 were members of our Faculty Learning communities last year. Lecturers continue to tell us that participating in FC learning communities has been a highly valuable experience</p> <p>In addition, 18 lecturers received professional development grants (out of 62 total grants awarded).</p> <p><b>Action:</b></p> <p><b>2) Continue to Support Faculty Fellow for Lecturers.</b> The faculty fellow works with each college level Lecturer Advisory Boards to make positive changes for lecturer faculty. Support from Deans and Department Chairs would strengthen this process to make sure it is valued and recognized within evaluations.</p> <p><b>Progress:</b> The lecturer faculty fellow is now a regularly funded position in the FC base budget; the fellow organizes all orientations and WPAF workshops for lecturers. This past year, almost 60 new lecturers participated in orientations and 83 participated in WPAF workshops. In addition, the lecturer faculty fellow regularly meets with the advisory boards at the college level. This has resulted in enhanced conversations about lecturer needs. One result of these discussions was that IITS made changes in the TRC to better facilitate conversational space and to add lockers for lecturers to store items.</p>
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<p>5. Review and find ways to increase engagement of lecturers and provide viable paths, in addition to teaching, by which lecturers can add value and contribute their expertise to the University.</p> <ul style="list-style-type: none"> <li>University Lecturer Inclusion Task Force formed and will submit final report to Senate by March 2017.</li> </ul>	<p>Fall 2018</p>	<p><b>Academic Senate/-Faculty Affairs</b></p>	<p><b><u>Academic Senate Update</u></b></p> <p><b>Progress at July 2018:</b> FAC seated a Lecturer Inclusion Task Force (LITF) in Fall 2016 which continued through Spring 2018. Attached please find their 2017-2018 year-end report. The committee is requesting to be reseeded to continue to explore ways to include faculty. A referral back to the Task Force will be made in Fall 2018 with a request to collect information over the originally proposed questions over:</p> <ul style="list-style-type: none"> <li><i>What is the current time commitment of lecturer faculty to university, college and departmental committees?</i></li> <li><i>And What recommendations can be made to Senate regarding the time commitment that is reasonable for lecturer faculty to serve in these capacities?</i></li> </ul>
<p>6. Strengthen the role of the Faculty Staff Associations (FSAs) and support them in continuing to create a positive inclusive climate and in promoting inclusive excellence in leadership development at CSUSM. Provide FSAs with enhanced resources to help them generate these benefits, including allotting additional funding to expand the Annual Leadership Conference and exploring ways to encourage and allow for participation to conduct FSA business.</p>	<p>Fall 2016, in progress</p>	<p><b>OIE/HR</b></p>	<ul style="list-style-type: none"> <li>CDO currently meets monthly with FSAs, and OIE is represented at FSA meetings to ensure OIE is aware of work and needs</li> <li>OIE is working with the FSAs to promote and enhance the annual University Leadership Conference</li> <li>A new FSA, the Jewish Faculty Staff Association, was established 7/1/2017</li> <li>FSA funding is under review by the OIE, and discussions ongoing on how to better provide resources toward FSA missions and goals</li> <li>A formal process for FSAs to work collaboratively with the Development Office on grants was established</li> </ul> <p>FAS has outlined a Leadership Development training program for FAS that includes a segment on Authentic Leadership. After testing in FAS, we hope to offer to other divisions.</p>

## Goal 2 CURRICULUM, CO-CURRICULUM, LEARNING OUTCOMES (Substantive Diversity)

**Develop students' skills, knowledge, and abilities to advocate for, lead, and participate in social change, to function and contribute effectively in a diverse and multicultural world, and to understand the role of diversity in their own lives and in society.**

**Objective 1. Develop courses and other curricular components that will foster students' intercultural proficiencies and social justice skill sets and enable them to be proactive with regard to diversity and inclusion.**

Action Items	Timeline	Responsible unit	Progress
<p>1. Develop a diversity course requirement (to include general education and/or majors courses) wherein all students must take a specified number of units of an approved diversity course(s) that address(es) global and/or domestic diversity. Do this within the purview of Academic Senate processes, and in a way that does not exceed current overall unit requirements.</p>	<p>Fall 2016-ongoing</p>	<p>Academic Senate/ OIE (ex officio)/ Faculty Center</p>	<p><b>Academic Senate Update</b>  <b>Action Item 1:</b> Develop a diversity course requirement (to include general education and/or majors courses) wherein all students must take a specified number of units of an approved diversity course(s) that address(es) global and/or domestic diversity. Do this within the purview of Academic Senate processes, and in a way that does not exceed current overall unit requirements.</p> <ul style="list-style-type: none"> <li>1.1. Create a committee (e.g., Diversity Curriculum Committee) that includes subject matter experts to develop and implement the diversity course requirement.</li> <li>1.1.1 Develop learning outcomes for diversity curriculum, to include issues of race/ethnicity, class, gender, sexual orientation, intersectionality, power and privilege, on both global and/or domestic levels.</li> <li>1.1.2 Develop criteria for certification of diversity curriculum.</li> <li>1.1.3 Establish a protocol for assessment of diversity courses.</li> <li>1.1.4 Establish a protocol for quality assurance of the diversity content and learning objectives.</li> </ul> <p><b>Progress at July 2018:</b> Attached please find the Senate approved Diversity and Equity Graduation Requirement (DEGR) Policy. In short and to the specific requirements articulated in the Action Item 1 above:</p> <p>1.1 A GEC subcommittee was created in 16-17 which continued into 17-18. The subcommittee included subject matter experts from across the university who carried out three world cafes across 17-18 to garner additional perspectives and input into the development of the DEGR. The subcommittee developed a report (please see attached), which outlines a proposal for the rest of the action items.</p> <ul style="list-style-type: none"> <li>1.1.1 The approved DEGR policy includes core knowledge, disposition and skills competencies expected of each student in the areas of Diversity &amp; Equity in the US and Diversity &amp; Equity in Global Contexts.</li> <li>1.1.2 This is a work in progress that will continue through 2018-2019 AY.</li> </ul>

			<p>1.1.3 This is a work in progress that will continue through 2018-2019 AY.</p> <p>1.1.4 This is a work in progress that will continue through 2018-2019 AY.</p> <p>Spring 2018 GEC put forth the draft of the <u>Diversity and Equity (D&amp;E) Graduation Requirement</u>, which was created in a collaborative effort and passed in Academic Senate with final revisions. (<u>Academic Senate 5/2/18 minutes</u>). The CDO provided input/advice to the GEC, the subcommittee, and Senate leadership. The OIE Faculty Director of Inclusive Excellence served on the D&amp;E Requirement Subcommittee. The CDO, the Faculty Director, and other members of the OIE also actively participated in the World Cafés that helped to inform the development of the requirement.</p>
<p>2. Provide support for faculty to integrate diversity content and inquiry: Create Diversity Faculty Liaisons for each college (WTU or stipends) who will work in collaboration with the Office of Inclusive Excellence and the Faculty Center (e.g. via the Diversity Faculty Fellow).</p>	<p>Fall 2016 –ongoing</p>	<p><b>Faculty Center/</b> Academic Senate/ OIE</p>	<p><b><u>Faculty Center Update</u></b></p> <p><b>Action: Create Diversity Faculty Fellows at Colleges</b> Developing liaisons between colleges and the Office of Diversity and Educational Equity.</p> <p><b>Progress:</b> Due to changes in the staffing of OIE and the hiring of a Faculty Director for Curriculum through their office, this is not something we moved forward with. The Faculty Center continues to have a Faculty Fellow for Diversity and Inclusion who will work closely with the Faculty Director in the OIE office on professional development activities for faculty related to pedagogy and curriculum.</p> <p>The OIE expanded as a team to include Faculty Directors, Faculty Fellows, Student Assistants and Interns, and OIE liaisons representing ASI, CHABSS, CEHHS, the Library, and UPD. CoBA, CSM and Faculty Center liaisons will join the team Fall 2018. The OIE Team meets monthly and promotes collaboration, information and resource sharing, feedback and dialogue.</p>
<p>3. Provide support for faculty to integrate diversity content and inquiry by offering a summer institute for faculty specifically covering power, privilege, race, gender, and class (and their intersections). Include discussion on how to 1) connect global/international perspectives to localized politics and contexts, 2) strengthen diversity and social justice pedagogy, and 3) integrate it into the curriculum, as well</p>	<p>Summer 2017-ongoing</p>	<p><b>OIE/Faculty Center</b></p>	<p><b><u>Faculty Center Update</u></b></p> <p><b>Action:</b> <b>1) Continue offering workshops</b></p> <p>Continue to provide funding for Faculty Fellow for Diversity and Inclusion.</p>

<p>as competitive stipends that faculty can apply for to strengthen or add diversity and inclusion content to courses.</p>			<p>Offer workshops on various topics related to diversity, culturally intelligence curriculum and faculty to faculty relationships.</p> <p><b>Progress:</b> The Faculty Center continues to receive funding in our base budget for a Faculty Fellow for Diversity and Inclusion. The fellow works on programming and workshops.</p> <p>Last year, we hosted a number of workshops related to difficult dialogues in the classroom.</p> <p><b>Action:</b> <b>2) Continue Faculty Learning Communities</b></p> <p>Provide a space for 8-10 faculty per year to explore in depth and reflect on their own positionalities and how these affect their pedagogical choices. In addition, faculty have time to work on individual projects related to their own courses. Topics might include digital storytelling telling, culturally relevant textbooks, difficult dialogues, creating social justice curriculum in different disciplines, etc.</p> <p><b>Progress:</b> In addition to leading workshops, the Fellow leads FLCs related to diversity and inclusion (see attached FLC for 18/19)</p> <p><b>Action:</b> <b>3) Create a Certificate in Diversity and Inclusion Pedagogy</b></p> <p>Develop a yearlong program where faculty would apply for and participate in a series of sessions (self-reflection, building cultural knowledge through a historical framework, becoming a master learning, and coaching) to develop in-depth knowledge of cultural intelligence and applications to their courses and curriculum. The goal of this program would be develop expertise across faculty.</p> <p>Faculty who complete the series of the workshops (for example, complete 5/6 in a series) could use the “certificate” in their WPAF and RTP evaluations or could become Faculty Associates (could provide mentoring to other faculty)</p> <p><b>Progress:</b></p>
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		<p>Due to discussions around the GE Diversity requirement in 17/18, the Faculty Center staff decided to put a hold on this plan until more was known about the GE requirement and what professional development would be needed.</p> <p>Discussion of the best way to offer professional development for faculty will continue in 18/19. The Faculty Fellow will collaborate with the Faculty Director in OIE as well as the GEC to provide support and professional development activities for faculty who are working on course development.</p> <p><b>Action:</b>  <b>4) Support Faculty Associates in Diversity and Inclusion</b></p> <p>After completing the certificate in cultural intelligence, faculty could apply to become Faculty Associates in Diversity and Inclusion. All Associates would</p> <ol style="list-style-type: none"> <li>1) Meet regularly with other associates to discuss curriculum, readings, etc.</li> <li>2) Act as coaches to other faculty,</li> <li>3) Help lead/develop the workshops for the certificate program, and/or</li> <li>4) Create NFI workshops,</li> <li>5) Work on projects related to curriculum within their college level (act as faculty liaisons)</li> <li>6) Lead workshops in the Faculty Center <ul style="list-style-type: none"> <li>** this would help us to continue to build a pool of faculty who were experts in cultural intelligence and who could act as coaches to other faculty.</li> </ul> </li> </ol> <p><b>Progress:</b>  Due to discussions around the GE Diversity requirement in 17/18, the Faculty Center staff decided to put a hold on this plan until more was known about the GE requirement and the best way to offer support and development to faculty.</p> <p><b>Action:</b>  <b>5) Provide a support person for all aspects of Cultural Intelligence</b></p> <p>What would it take?  The implementation of increased workshops, a certificate program, website materials, oversight and management would require ½ time additional support.</p> <p><b>Progress:</b></p>
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			<p>Due to discussions around the GE Diversity requirement in 17/18, the Faculty Center decided to put a hold on this plan until more was known about the GE requirement and what the role of the FC would be in helping faculty development courses.</p> <p>OIE has provided counsel to faculty on content integration, equity in pedagogy, and assessment of equity in the classroom.</p> <p>OIE is included in the New Faculty Institute, and discussion has begun on the implementation for a summer faculty institute.</p> <p>Note AA numbering not clear come back after clarification to add note (page 20-22 in AA report)</p>
<p>4. Explore optimal ways and best practices to integrate diversity content and attention to inequity into relevant graduate courses and seminars (including specific program-level activities and curriculum for different graduate courses and programs).</p>	<p>Ongoing, but at least 5 academic years.</p>	<p><b>Dean of Graduate Studies</b></p>	<p><b><u>OGSR Update</u></b></p> <p>This was a longer-term goal, and in our initial response, I had listed it with a 5-year timeline. I also specified that this was best addressed through the Graduate Studies Council, and the faculty who coordinate each of the graduate programs on campus. I'm pleased to report that over the past 2-years, the Council has consistently included diversity as a discussion topic. The council has reviewed the DISP, and they have discussed each of the specific goals, objectives, and items that are related to graduate studies.</p>
<p>5. Identify and strengthen programs/departments that particularly contribute to developing diversity courses and content that enhances understanding of and competencies regarding structural inequity, power and privilege, intersectionality, historically marginalized communities, and global/domestic connections (and to diversity course requirement).</p> <ul style="list-style-type: none"> <li>● CHABSS specified plans for course delivery in Ethnic Studies and American Indian Studies, Chicax, and to support other low enrolled courses with diversity content already in progress.</li> <li>● Library has plans for space redesign to articulate contributions to curricular and co-curricular activities and on student development of inquiry and curiosity; no budget needed</li> </ul>	<p>Fall 2016</p>	<p><b>Academic Affairs/ College Deans/ LAMP</b></p>	<p><b><u>CHABSS Update</u></b></p> <ul style="list-style-type: none"> <li>● <i>CHABSS specified plans for course delivery in Ethnic Studies and American Indian Studies, Chicax, and to support other low enrolled courses with diversity content already in progress.</i></li> </ul> <p>Interim Dean Basu addressed this goal, objective, and action item by articulating the College's general commitment to diversity in the curriculum and she also outlined degree programs in the pipeline that will offer additional diversity-focused courses in CHABSS.</p>

<ul style="list-style-type: none"> <li>● CoBA indicated maintaining and expanding support for current co-curricular initiatives related to diversity (heavy on international exposure); budget needs unclear.</li> <li>● CSM noted initial goals to integrate changes into the current college strategic plan with specific focus to support faculty to write training grants that underrepresented minority students and to provide support to reward faculty who work toward increasing diversity in various areas of STEM; budget unknown</li> <li>● CEHHS offered suggestions for enhancing diversity in each program, ranging from global to granular.</li> </ul>			<p>During the 2017-2018 year, Ethnic Studies was approved as a major and will begin offering major courses starting this fall 2018. In addition, American Indian Studies has come fully online and currently supports 9 majors and 5 minors. Currently, faculty continue work on a Chicana Studies major and CHABSS has played an important role in creating a diversity requirement for the general education program (Fredí Avalos chaired the process last year for Faculty Senate, for example).</p> <p>CHABSS will continue to explore ways to build curricular and co-curricular programs for the college and university. To that end, we are in the process of enhancing our Career Readiness program and course to best serve the needs of a diverse student body as we attend to course content, a range of professions of interest to our students, and the intercultural competence required to be a working professional in the 21st century.</p> <p><b><u>University Library Update</u></b></p> <ul style="list-style-type: none"> <li>● <i>Library has plans for space redesign to articulate contributions to curricular and co-curricular activities and on student development of inquiry and curiosity; no budget needed</i></li> </ul> <p>The University Library contributes in a variety of ways to this action, with a focus on student development of inquiry and curiosity to move forward social justice and equity. The Library's contributions include:</p> <ul style="list-style-type: none"> <li>● Information literacy curriculum modules focused on diversity themes, specifically in first-year courses (GEL, GEW, and GEO).</li> <li>● Context Exhibit Series with a new exhibit each semester. These exhibits consistently and intentionally bring in diversity themes. The exhibits are embedded in a variety of courses across the curriculum, requiring students to visit and complete assignments around them. Since fall 2016, exhibits have included <i>(In)Visible Project</i>, a multimedia installation that presented an intimate and dignified portrait of San Diego's homeless population; <i>Revolutionary Grain: Celebrating the Spirit of the Black Panthers</i>; and <i>The Laboring Self</i>, an interactive installation about unregulated work and its effect on workers' bodies.</li> <li>● Common Read Program, which has consistently and intentionally considered books with diverse characters and themes. The selected book is</li> </ul>
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			<p>embedded in the GEL course in addition to a variety of additional courses across the curriculum. The Common Read title for 2016-17 was <i>Sal Si Puedes (Escape if You Can): Cesar Chavez and the New Revolution</i> by Peter Mathiessen. The title for 2017-18 was <i>Between the World and Me</i> by Ta-Nehisi Coates.</p> <ul style="list-style-type: none"> <li>• A variety of outreach programs, including sponsorships of Arts &amp; Lectures programs focusing on diverse themes and hosting and sponsoring “Conversations that Matter” in the Library. Programming examples include a panel titled “(In)visible, Insecure, and In College: Critical Perspectives on Homelessness and Hunger at CSUSM,” a collaboration with the Office of Inclusive Excellence through Conversations that Matter; “Revolutionary Grain: Meet the Photographer and Black Panthers,” a collaboration with Black Student Center; and “A Night with Alicia Garza, co-founder of the Black Lives Matter Movement,” an Arts and Lectures signature event.</li> <li>• Purchasing and making accessible information resources that support diversity curriculum, including resources such as the Ethnic NewsWatch and GenderWatch news sources, and the Womens Studies International database. Additions include Chicano Database, LGBT Life full-text, the Kanopy media streaming platform, and several journals.</li> <li>• Ongoing: Many of the individual library faculty members are doing research on diverse populations and their barriers to information access, as well as other critical information literacy topics.</li> </ul> <p>In the short term (within one year), we propose that to complete this action items, the University and Library could take the following steps:</p> <ul style="list-style-type: none"> <li>• The Library will articulate its contributions to diversity in the curriculum and co-curriculum within a diversity framework and make it available to the campus community. The Library will also tie budget requests to this framework.</li> <li>• Like its “liaison program” to the academic departments, the Library will design and implement an “Ambassador Program” to reach out to co-curricular student groups, beginning with groups with a diversity focus. This has</li> </ul>
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			<p>happened with the creation of the Engagement and Inclusion Librarian position and Grassroots Outreach Team.</p> <ul style="list-style-type: none"> <li>• The University should intentionally increase funding to support diversity programs (both curricular and co-curricular), rather than decrease it.</li> <li>• The General Education Committee should be highly encouraged to reconsider the approach to diversity in the general education curriculum, which will in turn influence how the Library collaborates with faculty teaching that curriculum.</li> </ul> <p>In the longer term (post one year), we propose the University Library could take the following steps to contribute to this action item:</p> <ul style="list-style-type: none"> <li>• Focus on redesign of spaces in Kellogg Library to integrate diversity through art into the physical space. A mural by artist Jessica Sabogal will be painted in the Library stairwell during winter 2018-19.</li> </ul> <p>Additional University Library Progress:</p> <ul style="list-style-type: none"> <li>• Beginning fall 2017, the Library eliminated fines for all populations with an eye toward economic justice.</li> <li>• The 24/5 Zone, a collaboration between the Library and ASI, opened in fall 2017. Between the hours of midnight to 6 a.m., overnight Library service saw 2181 unique student visitors for a total of 8,773 visits. By ethnicity, users were predominantly Hispanic/Latinx (49%), followed by white (21%), Asian, (15%), unspecified (5%), mixed race (5%), and Black (4%).</li> <li>• In the upcoming year, the Library will be revisiting its relationship with USU student center “libraries” to provide additional discovery points and access to materials in those collections. The Library is also investigating the possibility of a “family study room” or study space.</li> </ul> <p><b><u>CoBA Update</u></b></p> <ul style="list-style-type: none"> <li>• <i>CoBA indicated maintaining and expanding support for current co-curricular initiatives related to diversity (heavy on international exposure); budget needs unclear.</i></li> </ul>
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			<p>This retreat develops leadership skills among the diverse student body.</p> <p>And in our MBA Program:</p> <ul style="list-style-type: none"> <li>• BA 612 International Finance</li> <li>• GBM 612 (2): International Culture and Negotiations</li> <li>• GBM 614 (2): Executive Seminar: Doing Business in a Selected Country/Region</li> <li>• MKTG 614 (2): Global Marketing and Sales</li> <li>• OM 616 (2): Global Supply Chain Management</li> <li>• GBM 685 (4): International Experience</li> <li>• OM 634 (2): Global Procurement &amp; Strategic Sourcing</li> </ul> <p>When a student does not return in a succeeding semester, and I am aware of it, I call the student to determine why. Anecdotally there is no singular reason. It can be for financial, family, or work-related reasons as well as academic disillusionment.</p> <p>We have several programs that attempt to provide retention support:</p> <ul style="list-style-type: none"> <li>• Dedicated discipline-specific Academic Advisors within the college that plan and can track a student throughout their academic career at CSUSM.</li> <li>• Year 2 and transfer students (starting fall 2017): Required BPD (or BUS 300) with all students being coached by Executives in Residence.</li> <li>• Years 3, 4 and beyond, including MBA: (optional) Professional Mentoring Program.</li> <li>• Years 2, 3 and beyond: Student Success Grant Program: For professional development outside of the classroom. Examples include providing fees for Latino undergraduates to attend the PhD Project Annual Conference.</li> <li>• Financial support for the newly formed Latino Business Society and the Cougar Career Closet.</li> <li>• Inter-college Senior Experience projects broaden the engagement of CoBA students with students across different colleges, disciplines, and backgrounds in a real-world setting. Approximately 20 inter-college projects have been completed.</li> </ul> <p><b>CoBA Plan:</b> There is a desire to increase the number of students who study abroad, and a long-term goal to make this available to 100% of our students. Efforts are underway to search for funding, and students are</p>
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			<p>encouraged to seek scholarship support for the overseas study. Approximate cost is \$3,000/student.</p> <p>CoBA will also continue to financially support all twelve existing student societies as well as any newly-formed societies.</p> <p>There is no plan or intended plan to extend other initiatives further apart from our normal curriculum development for each program. Rationale: There is a multitude of resources in other colleges and in other programs that offer options to students.</p> <p><b><u>CSM Update</u></b></p> <ul style="list-style-type: none"> <li>• <i>CSM noted initial goals to integrate changes into the current college strategic plan with specific focus to support faculty to write training grants that underrepresented minority students and to provide support to reward faculty who work toward increasing diversity in various areas of STEM; budget unknown</i></li> </ul> <ol style="list-style-type: none"> <li>1. Proposed timeline       <ol style="list-style-type: none"> <li>a. Ongoing</li> </ol> </li> <li>2. Steps to achieve the action       <ol style="list-style-type: none"> <li>a. CSM recently updated its strategic priorities and action plan. With regard to Action Item 5 on the DISP, CSM plans to develop curriculum revisions as appropriate in concert with the campus wide plan and identify resources to make curriculum changes.</li> <li>b. CSM continues to work with OGSR to support faculty grant writing efforts. CSM faculty continue to increase extramural federal and state support for underrepresented minority students through research and training grants. Highlights include:           <ol style="list-style-type: none"> <li>i. NIH SCORE (Kim BIOL, Zhang CSIS)</li> <li>ii. NIH Bridges (Garcia BIOL)</li> <li>iii. DoD Research and Education Program for NBCUs and MIS Equipment/Instrumentation (Perron PHYS)</li> <li>iv. USDA/AFERI (Vourlitis BIOL)</li> <li>v. HHMI Inclusive Excellence (Vourlitis BIOL)</li> </ol> </li> </ol> </li> <li>3. Estimated budget to accomplish       <ol style="list-style-type: none"> <li>a. Grants for these purposes range from \$1M - \$5M. Several grants are needed at any given time.</li> </ol> </li> </ol>
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			<p>b. One-time costs may involve reassigned time or stipend to enable faculty additional time to submit and, if awarded, direct project.</p> <p>4. Provide rationale why the action cannot be completed</p> <p>a. We have only so much bandwidth to write grants and execute projects. More faculty/more space = more potential student impact.</p> <p><b><u>CEHHS Update</u></b></p> <ul style="list-style-type: none"> <li>• <i>CEHHS offered suggestions for enhancing diversity in each program, ranging from global to granular.</i></li> </ul> <p>A strength of CEHHS is the extent to which each program has thoughtfully developed courses and other curricular components in support of our students' ability to develop knowledge, skills, and dispositions related to diversity, inclusion, and social justice. These are often threaded throughout the curriculum (versus one-shot diversity experiences) that are often also integrated with clinical or field experiences in diverse community settings.</p> <p>Selected examples include:</p> <p><b>Kinesiology</b></p> <p>Kinesiology offers a number of courses that include content of this nature, including courses at each stage in the curriculum (from KINE 202 to KINE 495). AY 2017/2018 was devoted to further refinement of these courses and to the development of an instrument (see attached survey) to assess these proficiencies in undergraduate Kinesiology majors. This survey was piloted in Spring 2018 and, moving forward, will be used to acquire data that can inform curriculum development, particularly in 1st and 2nd year students.</p> <p><b>Public Health</b></p> <p>All MPH students take a course titled "Community-based Participatory Research" (CBPR) which uses equitable participation in research to address health disparities that exist at community levels. The CBPR course and several MPH courses are infused with competencies on diversity and social justice related to the expanding role of public health practitioners in providing strategic skill sets needed to implement social change. These are supplemented with internships or practice experiences and integrative learning experiences that are designed to increase knowledge, promote health equity, and improve the</p>
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			<p>health and well-being of diverse communities, particularly disadvantaged populations.</p> <p><b>Education</b>  The School of Education continues to proactively promote events and activities in support of diversity, equity, and social justice. The Encuentros Leadership Summer Residential Teacher Academy is one example that seeks to address the secondary education dropout rate among Latino males by serving as a “college-prep boot camp” in leadership, confidence and skill building. In addition, Project ACCEPT provides scholarships and other support to Bilingual Teacher Candidates and In-service Teachers to obtain the dual language certificate. These development/training opportunities for students encapsulate some of the work the School of Education engages in related to Action item 1 for this goal.</p> <p><b>Speech Language Pathology</b>  The MS, BS and post-bac programs all have curriculum related to building intercultural proficiencies and a social justice lens in graduates, including SLP 364, SLP 602, SLP 654 and the SLP 640 clinical series. As the Diversity &amp; Inclusion Graduation Requirement was just approved by the Academic Senate in May 2018, goals to build curriculum related to that policy have not yet been established within the department. The department will engage in these conversations across AY 18-19.</p> <p><b>Human Development</b>  The Department continues to develop diversity-related courses to help students enhance their understanding of and competences regarding issues, including, but are not limited to, social justice, structural inequity, power and privilege, and historically marginalized communities. We achieve this through offering courses, particularly HD 351: Health Disparities in Human Development and HD 382: Multiculturalism, Diversity, and Social Justice. The Department is planning to assess one of the Department’s Program Student Learning Outcomes that is relevant to the issues during AY 2018-2019.</p>
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<p>6. Review diversity-related undergraduate course offerings and scheduling. Inquire into the reasons why many diversity courses that are on the books are not regularly offered. (For example: Are some diversity courses not offered because of a lack of instructional expertise to teach these courses? Are diversity-related courses prioritized? Are these courses attached to major requirements and or appealing high-yield FTES bearing units?)</p>	<p>In progress</p>	<p>Office of the Provost</p>	<p><u>PAR Update</u></p> <ol style="list-style-type: none"> <li>1) The Planning and Academic Resources (PAR) Leadership Group was convened twice during AY 15/16 by the Vice Provost to discuss this assignment. The group consists of Vice Provost Haddad, and Deans Schultz, Eisenbach, and Formo. We propose the following plan: <ul style="list-style-type: none"> <li>▪ For each of the last three years, identify the proportion of diversity courses offered out of all diversity courses on the books. Compare to the proportion of all courses offered out of all courses on the books. If the proportion for diversity courses is not significantly (statistically) smaller, then we propose that no action is taken on this item. If the proportion for diversity courses is significantly smaller, then we drill down further by looking at elective diversity courses versus required diversity courses (and possibly other distinguishing parameters), and</li> <li>▪ Form action groups to propose remedies.</li> </ul> </li> <li>2) Planning and Academic Resources is able to run the analysis above by January 1, 2017, if asked to proceed.</li> <li>3) No urgent needs pertaining to Goal 2, Objective 1, Action Item 7 have been identified.</li> <li>4) No related additional funding has been identified at this point. Depending on the results of the data analysis outlined above, additional resources may prove to be necessary.</li> </ol>
<p>7. Reinstigate the Social Justice Symposium.</p>	<p>Fall 2019</p>	<p>OIE/Diversity Council</p>	<p>The Faculty Director for Inclusive Excellence has done research to determine why the Social Justice Symposium ended, and is tasked with developing an approach to providing a similar, more sustainable, version moving forward.</p>
<p>8. Create an intercultural proficiency certificate program for faculty and staff. This action item requires further feedback from the Faculty Center.</p>	<p>Fall 2020 - ongoing</p>	<p>Faculty Center/ OIE</p>	<p>No progress update to report for the President's Division.</p>

<p>9. Each College will address in its strategic plan how objective Goal 2, Objective 1 will be accomplished. Colleges' strategic plans will also address how diversity and inclusion will be "life staged" (what students should learn about diversity in their first, middle, and final years at CSUSM) as an institutional learning outcome and consider increasing diversity courses in first- and second-year courses.</p>	<p>Spring 2019</p>	<p>College Deans/Office of Provost</p>	<p><b><u>CEHHS Update</u></b></p> <p>An assessment of the responses provided by each program for this Action Item reveals clear differences with regard to programmatic efforts to "life-stage" diversity and inclusion concepts across the arc of their program. In some cases, the development of students' skills, knowledge, and abilities to advocate for, lead, and participate in social change, to function and contribute effectively in a diverse and multicultural world are core competencies defined by various accrediting bodies (e.g. Social Work, Nursing, Education). In these cases, the knowledge and skills related to diversity and inclusion are developmentally sequenced throughout the program and also integrated into practice via community based field placements. In other programs, faculty are beginning to examine the coherence of courses taught within the department's curriculum to ensure that the curriculum is developmentally appropriate as expected via our university Program Review processes.</p> <p><b><u>CHABSS Update</u></b></p> <p>Interim Dean Basu promised that the CHABSS Diversity Working Group (CDWG) would review lower division courses for diversity content and that CHABSS has goal 2, object 1 in its strategic plan.</p> <p>During the 2017-2018 academic year, CDWG reviewed LDGE courses offered by CHABSS to determine how diversity is integrated into learning outcomes and course content. The following department chairs responded to the survey: ANTH, COMM, DANCE, ECON, ENVS, GBST, HIST, LBST, LTWR, LS, PHIL, PSCI, PSYC, TA, WMST. All departments responded that diversity appears in their curriculum in some form.</p> <p>CDWG submitted their report in January 2018 and identified the following main findings:</p> <ol style="list-style-type: none"> <li>1. Diversity is included in some courses, but is not the main focus. In these cases, there may be discussions of "cross-cultural issues" (PSYC) or through the use of demographics (ECON) or a focus on identity (DANCE);</li> <li>2. The inclusion of diversity varies depending upon department curriculum and the approaches of individual instructors. For example, GEO, GEW, and HIST LDGE all cover diversity issues as a result of the focus in textbooks (and department commitment);</li> </ol>
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			<p>3. Courses in which diversity is integral to the field or discipline and, thus, implicitly informs the whole content of the class. For example, HIST focuses on uncovering the “hidden stories” of people from historically subordinated groups, ENVS studies food justice and sustainability which require considerations of diversity, and LTWR’s GEW curriculum focuses on power and privilege in writing instruction; and</p> <p>4. Courses in which specific readings/lectures/assignments have a diversity focus in cases where diversity may not be integral to the discipline. For example, GEOG courses focus on regional variations and their relationship to physical and cultural environments while Theatre takes a socially engaged approach to the study of Theatre which includes coverage of feminist theatre, Chicanx theatre, and LGBTQ theatre.</p> <p>Diversity and inclusion are fundamental priorities for CHABSS. As we move forward, we will continue to support innovative curriculum that emphasizes diversity in its content, such as the courses offered through the new major in Ethnic Studies. We will examine ways to enhance our diversity efforts as we engage in strategic planning for the next phase of CHABSS’ development and history.</p> <p><b><u>CoBA Update</u></b></p> <p><b>What is currently being done:</b> There are several levels of investment in diversity and inclusion in our college:  For students in the <i>Global Business Management Option</i>: The GBM program has been carefully designed to broaden our students’ global worldview and develop worldly professionals. Required courses are specifically designed to build the essential knowledge and develop the personal skills that are critical to being successful in today’s dynamic, uncertain, and complex business environment. Examples include Strategic Management in Global Environments, Leadership in a Global Context, Cross-Cultural Negotiation and Global Business, Management in Different Cultures, Global and Cross-Cultural Marketing, Ethics of Management in Global Environments, International Accounting, Multinational Financial Management, among others.</p> <ul style="list-style-type: none"> <li>• Students must complete a foreign study or work experience. This experience is designed to develop the personal insights and understanding about living and working in a foreign country that only comes from first-hand exposure. This</li> </ul>
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			<p>exposure is necessary to better understand the challenges and opportunities of foreign markets.</p> <p>For students in the <i>Global Supply Chain Management Option</i>:</p> <ul style="list-style-type: none"> <li>• Strategic Management in Global Environments</li> <li>• Cross-Cultural Negotiating and Global Business</li> <li>• Management in Different Cultures</li> </ul> <p>For students in the <i>Management Option</i>:</p> <ul style="list-style-type: none"> <li>• Strategic Management in Global Environments</li> <li>• Management in Different Cultures</li> <li>• International Business Management</li> <li>• Cross-Cultural Negotiating &amp; Global Business</li> <li>• In the Executive's Chair</li> </ul> <p>For students in the <i>Marketing Option</i>:</p> <ul style="list-style-type: none"> <li>• Strategic Management in Global Environments</li> <li>• Global and Cross-Cultural Marketing</li> </ul> <p>For all students:</p> <ul style="list-style-type: none"> <li>• Students can participate in key courses outside the <i>Global Business Management Option</i> that develop global leadership skills.</li> <li>• CoBA now conducts twice-yearly an off-campus leadership retreat for all student club leaders. This retreat develops leadership skills among the diverse student body.</li> </ul> <p>And in our MBA Program:</p> <ul style="list-style-type: none"> <li>• BA 612 International Finance</li> <li>• GBM 612 (2): International Culture and Negotiations</li> <li>• GBM 614 (2): Executive Seminar: Doing Business in a Selected Country/Region</li> <li>• MKTG 614 (2): Global Marketing and Sales</li> <li>• OM 616 (2): Global Supply Chain Management</li> <li>• GBM 685 (4): International Experience</li> <li>• OM 634 (2): Global Procurement &amp; Strategic Sourcing</li> </ul> <p>When a student does not return in a succeeding semester, and I am aware of it, I call the student to determine why. Anecdotally there is no singular reason. It can be for financial, family, or work-related reasons as well as academic disillusionment.</p> <p>We have several programs that attempt to provide retention support:</p> <ul style="list-style-type: none"> <li>• Dedicated discipline-specific Academic Advisors within the college that plan and can track a student throughout their academic career at CSUSM.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Year 2 and transfer students (starting fall 2017): Required BPD (or BUS 300) with all students being coached by Executives in Residence.</li> <li>• Years 3, 4 and beyond, including MBA: (optional) Professional Mentoring Program.</li> <li>• Years 2, 3 and beyond: Student Success Grant Program: For professional development outside of the classroom. Examples include providing fees for Latino undergraduates to attend the PhD Project Annual Conference.</li> <li>• Financial support for the newly formed Latino Business Society and the Cougar Career Closet.</li> <li>• Inter-college Senior Experience projects broaden the engagement of CoBA students with students across different colleges, disciplines, and backgrounds in a real-world setting. Approximately 20 inter-college projects have been completed.</li> </ul> <p><b>CoBA Plan:</b> There is a desire to increase the number of students who study abroad, and a long-term goal to make this available to 100% of our students. Efforts are underway to search for funding, and students are encouraged to seek scholarship support for the overseas study. Approximate cost is \$3,000/student.</p> <p>CoBA will also continue to financially support all twelve existing student societies as well as any newly-formed societies.</p> <p>There is no plan or intended plan to extend other initiatives further apart from our normal curriculum development for each program. Rationale: There is a multitude of resources in other colleges and in other programs that offer options to students.</p> <p><b><u>CSM Update</u></b></p> <ol style="list-style-type: none"> <li>1. Proposed timeline       <ol style="list-style-type: none"> <li>a. Ongoing</li> </ol> </li> <li>2. Steps to achieve the action       <ol style="list-style-type: none"> <li>a. As articulated in the CSM 10-year strategic plan, over the next ten years, the work of the College will be driven by our commitment to exploration, discovery, educational excellence, equity, and inclusion. We will accomplish this by preparing graduates to productive members of an agile, resilient and inclusive STEM workforce.</li> </ol> </li> </ol>
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		<p>i. We will actively work to instill creativity, curiosity, critical thinking, and innovation in our students.</p> <p>ii. Hands-on experiences, research, and collaborations across disciplines, colleges, and industry, will prepare our students to be highly valued by graduate schools and the workplace.</p> <p>iii. Incentivize faculty to engage in professional development so as to redesign curriculum</p> <ol style="list-style-type: none"> <li>1. Establish language in the RTP documents to incentivize tenure track faculty to renew the commitment to contemporary pedagogy</li> <li>2. Establish language to incentivize adjunct faculty to renew the commitment to contemporary pedagogy in documents associated with review and retention documents</li> </ol> <p>iv. Create opportunities for regular collaborations with industry leaders to optimize alignment of curriculum with regional workforce needs</p> <ol style="list-style-type: none"> <li>1. Develop resources to facilitate off campus professional development opportunities</li> </ol> <p>v. Ensure that the College supports a curriculum and culture that is inclusive and demonstrates a commitment to diversity and equity</p> <ol style="list-style-type: none"> <li>1. Develop curriculum revisions as appropriate in concert with campus wide plan</li> <li>2. Identify resources to make curriculum changes</li> </ol> <p>vi. Provide opportunities to support and recognize “team science” collaboration</p> <ol style="list-style-type: none"> <li>1. Teams are powerful engines for innovation and performance <ol style="list-style-type: none"> <li>a. Diverse teams are more innovative</li> </ol> </li> <li>2. Leverage knowledge diversity <ol style="list-style-type: none"> <li>a. Learn as a team, practice as a team</li> <li>b. Understand “who knows what”</li> <li>c. Learning goals (vs performance goals) produce higher cross understanding, team performance <i>and</i> individual performance</li> </ol> </li> </ol>
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			<p>3. Achievement awards</p> <p>4. Create language to recognize the value of collaborations into the RTP process</p> <p>3. Estimated budget to accomplish</p> <ul style="list-style-type: none"> <li>a. Some of this can be dealt with through standing committees (Faculty Development Committee, Curriculum Committee, Governance and Planning Committee) at next to no cost, perhaps an occasional reassignment of WTU.</li> <li>b. Awards require sponsors (~\$3000 each currently).</li> <li>c. Professional development opportunities may require resources, WTUs or travel support (\$500-\$6,000 per opportunity).</li> </ul> <p>4. Provide rationale why the action cannot be completed</p> <ul style="list-style-type: none"> <li>a. Budget limitations</li> </ul> <p><b><u>University Library Update</u></b></p> <p>The University Library contributes in many ways to the substantive diversity of the experience of the campus community (examples outlined above). The <u>Library's strategic plan</u>, approved in May 2015, does include diversity in a variety of ways, including:</p> <p>In its vision statement: <i>The CSUSM University Library will be an innovative leader in the CSU system. We will accomplish this by inspiring learners, stimulating curiosity, and promoting intellectual exchange and diverse perspectives for all.</i></p> <p>In its mission statement: <i>The University Library is an essential partner in teaching and learning, research, and community engagement at CSUSM. We collaborate with our diverse campus community to ensure user-centered learning experiences, welcoming environments, and accessible information resources in order to facilitate scholarly inquiry and prepare students to be critical thinkers who are engaged members of their local, regional, and global communities.</i></p> <p>In its values: <i>The employees of the CSUSM University Library... ensure inclusiveness, celebrate diversity, and foster social justice....</i></p> <p>Goals that explicitly refer to diversity include supporting diverse curriculum; developing diverse spaces; and "improving strategies to recruit and retain Library faculty</p>
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			<p>and staff in ways that underscore the Library’s commitment to inclusion and diversity.”</p> <p>In discussions with the Library Dean’s Cabinet, there is openness to adding a sixth goal to Library Strategic Direction 1: <i>The Library will lead in exploring, planning, and assessing programs that ensure and enhance student learning and success.</i> This goal would focus specifically on Library contributions to the curriculum and co-curriculum and would be added only after a transparent and inclusive revision process with clear responsibility for who will convene this goal.</p> <p>University Library Progress:  During summer 2017, the Library engaged in open forums to refresh its <u>strategic plan</u> due to the accomplishment of many stated goals and changes in Library personnel and the local environment; a draft of the Library’s updated plan was ready for vetting in fall 2017 and approved by the Provost in February 2018. In addition to the above, the Library added a strategic direction, <b>“A Just and Inclusive Library.”</b> The text of this direction and associated goals are:</p> <p><b><i>Strategic Direction 6, A Just and Inclusive Library:</i></b> The Library will invest in organizational and employee growth and embody the social justice mission of the University.</p> <p>Goals</p> <ol style="list-style-type: none"> <li>1. Create infrastructure for a strategic and sustainable organizational development program for Library employees in order to continuously enhance skills, foster knowledge sharing, promote innovation, and increase engagement with the vision of the Library. (Planning begins 2015-16; convener: Professional Development Committee)*</li> <li>2. Ensure the Library actively contributes to diverse groups and communities by collectively advocating for social change, fostering inclusion, and celebrating difference. (Planning begins 2017-18; convener: Diversity Advisory Group)*</li> <li>3. Improve strategies to recruit and retain a diverse Library faculty and staff. (Planning begins 2015-16; convener: Library Administration)</li> <li>4. Ensure the Library draws a nationally competitive pool of applicants in its faculty</li> </ol>
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			<p>searches by making adjustments to faculty recruitment processes. (Planning begins 2015-16; convener: Library Administration and Faculty)</p> <p>5. Conduct a Library-wide assessment of organizational climate and working conditions as a basis for formulating strategies to respond to areas identified for improvement. (Planning begins 2018-19).</p>
10. Community Engagement will address in their strategic plan how they will achieve Goal 2, Objective 1 in student internships, service learning, civic learning and community-engaged scholarship.	Summer 2017	<b>Community Engagement</b>	Strategic planning will occur in July 2018.
11. Seek philanthropic support through the campus' first comprehensive campaign to "Build Great Communities" which will create pathways to college for first-generation and at-risk students, create a lasting legacy of positive sportsmanship and regional spirit, and inspire personal connections through arts and culture.	Fall 2016 - ongoing	<b>University Advancement</b>	
12. Increase opportunities for a wider pool of students to of diverse backgrounds to travel with Legislative Liaison to Sacramento and D.C. to engage in our advocacy efforts.	Fall 2017 - ongoing	<b>Legislative Liaison</b>	Legislative Affairs now provides advocacy training for students participating in LobbyCorps. Advocacy efforts in Sacramento and D.C. have been expanded to include students who have undergone this training. Future action to provide additional opportunities for a wider pool would include encouraging more students to apply for the LobbyCorps program.

**Objective 2. Develop co-curricular activities that will foster students' intercultural proficiencies and social justice skill sets and enable them to be proactive with regard to diversity and inclusion.**

Action items	Timeline	Responsible unit	Progress
1. Student Affairs will address in their strategic plan how they will achieve Goal 2 through a variety of activities that will culminate in a co-curricular transcript.	Fall 2016 ongoing	<b>Student Affairs/</b> Academic Affairs	<b>Student Affairs</b> has identified the implementation of the Co-Curricular Model (CCM) as one of its strategic priorities for 2018-2021. The CCM offers an intentional framework for student learning outcomes that focus on Civic Engagement & Social Responsibility, Leadership & Interpersonal Development, Critical Thinking & Ethical Decision Making, Career & Professional Development, and Holistic Wellness. Each of these outcomes incorporates elements of intercultural proficiency and social justice development for student participants.

			<p>The identification and adoption of a co-curricular transcript that satisfies the needs of the range of campus constituents is ongoing.</p> <p><b>Readiness &amp; Success Services</b> – PASS has partnered with The Alliance on Cougar Connection, a summer program designed around CCM learning outcomes and best practices to prepare incoming students for increased classroom success. This pre-collegiate program focuses on the tenets of holistic wellness, leadership, and social responsibilities as members of the CSUSM community.</p>
2. Community Engagement will address in their strategic plan how they will achieve Goal 2 in student internships and civic learning.	Fall 2016 - ongoing	<b>Community Engagement</b>	<b>Strategic planning will occur in July 2018.</b>
3. Finance and Administrative Services and Advancement will assess how they can be supportive of Goal 2, and will integrate into their strategic plans ways in which they can help the University achieve this goal.	Fall 2016 - ongoing	<b>FAS/Advancement</b>	
4. Conduct assessment of study abroad and cultural exchange programs in terms of rigorous diversity or intercultural competency rubrics so as to identify key impacts.	Fall 2017	<b>Office of Global Education</b>	<p><b><u>Extended Learning Update</u></b></p> <ul style="list-style-type: none"> <li>• Proposed/necessary timeline</li> <li>• Ongoing - While CSUSM EL does not control curriculum, EL staff works in collaboration with faculty for new programming or modifications of existing programs to add access to further education. CSUSM EL Leadership Team within the strategic plan, emphasizes that they will collaborate for programming needs to meet global, regional and diverse community needs. This is an ongoing process in collaboration with faculty and external partners. Students in self support programs incorporate a goal to give them a global preparation.</li> </ul> <p>Proposed/necessary steps to achieve the action</p> <ul style="list-style-type: none"> <li>○ Continuous</li> <li>• Estimated budget to accomplish the action (indicate whether required funding would be one time and/or an on-going annual cost) <ul style="list-style-type: none"> <li>○ Costs for programs are individually assessed and any costs incurred, because CSUSM EL is self-support, would be incorporated within the program budget being developed and offered.</li> </ul> </li> </ul> <p>If the action cannot be completed, please provide a rationale for why this is the case.</p> <ul style="list-style-type: none"> <li>• If the action item is already in progress, please indicate the progress which has been made</li> </ul>

			<p>including the expected completion date, if known.</p> <ul style="list-style-type: none"> <li>○ Ongoing and embedded in the process</li> <li>● If the action item has already been completed, please indicate the approximate date on which it was completed. <ul style="list-style-type: none"> <li>○ Ongoing</li> </ul> </li> <li>● If the action item is not appropriate for your area, please indicate why and suggest the person to whom we might direct this request. <ul style="list-style-type: none"> <li>○ N/A</li> </ul> </li> </ul>
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<b>Objective 3. Integrate curricular and co-curricular elements focused on diversity and related areas in ways that result in synergy between these efforts and foster greater learning.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Progress</b>
<p>1. Confirm and encourage collaborations across all divisions as appropriate. The primary focus of this recommendation is for Academic Affairs, Student Affairs, Community Engagement to connect the curricular, co-curricular, and experiential sides of learning about diversity.</p> <p>1.1. Continue the Beyond the Stereotype campaign to include religion, class, disability, gender, and sexual orientation.</p> <p>1.2. Build on the CSUSM integrated Co-Curricular model.</p> <p>1.3. Hold a retreat to discuss and plan how to achieve this collaboration.</p> <p>1.4. Identify the desired campus engagement level for diversity (using the DELTA Taxonomy Scale, recommended by Halualani and Associates).</p>	<p>Fall 2016</p> <p>Campaign in progress</p> <p>Ongoing</p>	<p><b>All Vice Presidents</b></p> <p><b>OIE</b></p> <p><b>All Vice Presidents</b></p> <p><b>All Vice Presidents</b></p> <p><b>Diversity Council</b></p>	<ul style="list-style-type: none"> <li>● The new Beyond the Stereotype campaign on sexual orientation and gender diversity was unveiled at the October 2017 All Peoples Luncheon. Posters are slated to be featured in the Library to start fall 2018, and then moved to the USU by spring 2018.</li> <li>● The previous campaign posters which are focused on race and ethnicity will remain in USU until spring 2018 and then will be archived in the Library. In addition, smaller versions of the initial campaign posters are now being displayed in Housing, as well as in the CICSC and OIE.</li> <li>● The next campaign committee will be convened in fall 2018 to consider which topic to address next, and begin the process.</li> </ul> <p>FAS is not directly involved in the mentioned initiatives, but supports them with infrastructure needs such as risk assessments, security, contracts, and events support.</p> <p>Objective 3 undergirds all co-curricular programming that originates in CE. We've addressed 3.1.2 through collaboratively planned events. Events in 17-18 were:</p> <p>American Democracy Project – Journalism Panel Heterodox discussion</p> <p>Dr. Martin Luther King Day of Service Cesar Chavez Day of Service</p>

			<p>Speaking of Democracy – University Hour discussions with students facilitated by Leadership North County alumni</p> <p>A campus-wide strategic plan for co-curricular activity as CSUSM that depends on collaboration across divisions has not been developed.</p> <p>Curricular, co-curricular, and service learning collaborations across divisions to support diversity education are ongoing with new opportunities being developed as identified, such as <b>Veterans Services’</b> partnership with Women Studies on the screening of “Served Like a Girl” to raise awareness about the unique challenges and experiences women in the military. 1.1 The Beyond the Stereotypes campaign is focused on sexual orientation during the second phase of the campaign which is currently in development for Fall 2018. 1.2 Student Affairs has identified the implementation of the Co-Curricular Model (CCM) as one of its strategic priorities for 2018-2021 and will be building collaborations to support the CCM across campus. (See Goal 2/Objective 2 above)</p>
<p>2. Develop an Intercultural Proficiency/Intelligence certificate for students that whereby students take identified courses and participating in co-curricular activities.</p>	<p>Fall 2020</p>	<p><b>Academic Affairs/ Student Affairs</b></p>	<p>This effort will coincide with the development of a CoCurricular transcript that will track student participation in intentional Co-curricular programs focused on Intercultural Proficiency.</p> <p><b>Progress at July 2018:</b> The timeline set out for this proposed certificate was projected at 1.5-2 years. As all CSU campuses were tasked with major changes to curriculum associated with EO 1100 and 1110 in 17-18, along with CSUSM campus specific curricular changes to comply with CO directives over the LOTER and campus-unique priorities to implement a Diversity &amp; Inclusion Graduation Requirement, work associated with this proposal was delayed. The topic will be brought forward by the Senate chair to the Senate Officers and EC in Fall 2018.</p>

### Goal 3 INCLUSIVE CLIMATE

Foster and maintain an inclusive, welcoming, campus environment where all campus members thrive and are heard and where differences are considered a collective strength.

**Objective 1. Increase capacity of faculty, students, staff, and administration to engage across differences respectfully, civilly, and productively. Address concerns regarding micro-aggressions, difficult dialogues, barriers, and interpersonal relations at all levels of the University.**

Action Items	Timeline	Responsible unit	Progress
<p>1. Foster positive relations among staff and administrators by implementing the Human-Resources-proposed diversity/multicultural staff, MPP, and Student Assistant training (part of the training will involve improving interpersonal relationships through intercultural competence as well as developing intercultural proficiency).</p>	<p>Fall 2017</p>	<p>HR/OIE/All Divisions</p>	<p>No progress update to report for the President’s Division.</p> <p>Included a training requirement (including non-discrimination) for all staff search committee members effective July 1, 2018.</p> <p>Encouraged division participation in SAND/CSU webinar opportunities: Conversational Intelligence &amp; Cultural Intelligence</p> <p>Encouraged division participation in the FSA University Leadership Conference in 2017 &amp; 2018</p> <p>CE holds division wide professional development events/activities designed to connect with communities including those marginalized communities in the CSUSM service region. One example is day long field trips to community partners including North County Health Services and the Rincon reservation.</p> <p>Student Affairs is in the planning stages for a Student Employee Day of Development conference in August 2019 to provide professional development for student employees from across campus, which will include developing intercultural proficiency.</p>
<p>2. Provide professional development training, discussions, and/or other similar opportunities for faculty, students, staff and administrators to learn more about improving interpersonal relationships and how to avoid and address micro-aggressions. For those interested in a deeper dive into addressing micro-aggressions, make facilitated training available to all employees.</p>	<p>Fall 2016 Spring 2017</p>	<p>HR/Faculty Center/Academic Senate/Student Affairs/OIE/AA</p>	<p>Professional development opportunities in the form of workshops, trainings, and University Leadership Conference sessions have been provided for students, faculty and staff. The following workshop topics and trainings have been offered since 2016.</p> <ul style="list-style-type: none"> <li>• Search Committee Training (ongoing)</li> <li>• Cultural Appropriation (ongoing)</li> <li>• The Connection: Where Diversity and Sustainability Meet (ongoing, in partnership with the Office of Safety, Risk, and Sustainability)</li> <li>• Mindfulness</li> <li>• Understanding Your Unconscious Bias</li> <li>• What’s Culture Have to Do with it?</li> <li>• Building Community in Difficult Times</li> <li>• Freedom of Speech</li> <li>• We Have to Talk</li> <li>• How to Facilitate Difficult Conversations</li> <li>• Sharing Inequitable Burdens: Intersectional Emotional Labor in Institutional Spaces</li> </ul>

			<ul style="list-style-type: none"> <li>• Civic Responsibility: How to Teach Virtue</li> <li>• From the Towers to the Trenches: Women in Leadership across Research and Experience</li> <li>• Embracing Conflict</li> </ul> <p>Conference attendance and presentation by campus partners such as the Chief of Police and the Sustainability Manager provided unique opportunities for PD as well.</p> <p>Continue to offer Real Colors personality temperament workshops.</p> <p>Expand scope of Strengths Finders training. Understanding that different people have different strengths highlights that differences indeed add value to the organization.</p> <p><b>Student Affairs</b> continues to offer VetNet Ally, SafeZone, and Undocumented Students Support trainings to divisional staff and campus members. These trainings all include elements of intercultural competency and increasing cultural awareness to avoid inadvertently offering offense during interpersonal interactions.</p> <p><b>Educational Opportunity Program</b> staff will continue to participate in VetNet Ally, SafeZone, and Undocumented Students Support trainings. These trainings all include elements of intercultural competency and increasing cultural awareness to avoid inadvertently offering offense during interpersonal interactions.</p>
3. Provide training for faculty to facilitate workshops on difficult dialogues /hot-topics/micro-aggressions in the classroom.	Spring 2017 ongoing	Faculty Center/SA/AA	<b>Disability Support Services</b> has conducted faculty workshops to provide training on how to support students in the classroom.

<b>Objective 2. Take active efforts to create an inclusive and welcoming campus environment that supports diversity and social justice, where trust can flourish, and where all campus community members feel included, valued, and respected.</b>			
Action Items	Timeline	Responsible unit	Progress
1. All divisions/colleges (or their components) will work with the OIE to determine how to include in their strategic plans how they will achieve the objectives in Goal 3. Specific action items should include (but not be limited to) providing development/training opportunities for employees and/or students, developing innovative approaches to creating an inclusive	Fall 2017 - ongoing	All Vice Presidents/OIE	All divisions/colleges (or their components) will work with the OIE to determine how to include in their strategic plans how they will achieve the objectives in Goal 3. Specific action items should include (but not be limited to) providing development/training opportunities for employees and/or students, developing innovative

<p>environment, including diversity and inclusion in mission statements and learning outcomes, ensuring inclusion is a consideration in decision making, and attending and providing retreats or development days focused on diversity and inclusion.</p>			<p>approaches to creating an inclusive environment, including diversity and inclusion in mission statements and learning outcomes, ensuring inclusion is a consideration in decision making,, and attending and providing retreats or development days focused on diversity and inclusion.</p> <ol style="list-style-type: none"> <li>1. The Office of Academic Programs Vision statement (since Fall 2015) is: <i>Academic Programs will be known for its commitment to excellence in service, teamwork, and innovative solutions that support the university's mission, with a special emphasis on the values of diversity and inclusivity.</i></li> <li>2. We have not made progress on specific development or training opportunities for the five Academic Programs staff members. However, two staff members did attend the University Leadership Conference in April 2018. Also, two members are active in LAFS and one in APIFSA.</li> </ol> <p><b><u>CEHHS Update</u></b></p> <p>During the 17/18 the following activities were accomplished:</p> <ul style="list-style-type: none"> <li>• To further their work, C.I.D.E. established various sub-committees including: Bylaws; Recruitment; Teaching/Pedagogy; Curriculum; Survey, and Literature Review.</li> <li>• C.I.D.E. hosted the first CEHHS Inclusive Teaching seminar on 4/24/2018. The focus of this seminar was "Using Technology to Support Diverse Learners and was attended by approximately 30 CEHHS faculty/staff.</li> <li>• In January 2019 CEHHS will host a performance of "The Defamation Experience," a nationally acclaimed diversity program that explores the highly charged issues of race, class, religion, gender, and the law.</li> </ul> <p>Selected Examples of Other CEHHS-focused Inclusive Efforts</p> <p><b>Nursing</b> The School of Nursing (SoN) is involved in a number of endeavors focused on embracing and maintaining an inclusive and welcoming environment. The SoN has enrolled 5 students into a grant funded program (GAIN) focused on increasing the numbers of American Indians in healthcare at both the undergraduate and graduate levels.</p>
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			<p>The SoN works closely with the Office of Diversity, Education Equity and Inclusion to maintain awareness of the most effective and current evidence-based data to guide our work. The SoN is also engaged in supporting former foster youth, also a recognized underserved population, through the on-campus ACE Scholars Services. The SoN has not only successfully graduated a student from the ACE program; but has also hired this graduate who is now one of our exemplar lecturers.</p> <p><b>Social Work</b> The Department of Social Work is very invested in maintaining a program that is rigorous, fair, and supportive of diversity and social justice. In light of this commitment, the Department has developed and is administering a departmental climate and commitment diversity survey annually. Results from this survey are utilized to provide feedback to the program and assist in creating plans for programmatic improvement.</p> <p><b>Kinesiology</b> The Kinesiology department conducted a survey in a core undergraduate course (KINE 301) that examined student experience with regard to inclusivity and diversity. The results from the pilot survey will be discussed and evaluated this coming year and will be used to begin identifying areas for improvement in the curriculum as well as to provide insight into student experiences in our courses. Additionally, our faculty are engaged in inclusive teaching practices and creating a supportive environment that fosters success for students from all backgrounds. One of our faculty members gave a workshop as part of the newly established inclusive teaching series to help educate faculty about creating an inclusive learning environment that fosters different learning styles, celebrates diversity, and provides examples from diverse perspectives in the classroom that resonate with students from all backgrounds. Further, all faculty are encouraged to include diversity statements in their syllabi.</p> <p><b><u>CHABSS Update</u></b></p> <p>Interim Dean Basu stated that she planned to expand professional development training offered to all staff, making professional development curricula available to departments, and to having CDWG discuss ideas for action item 1.</p>
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			<p>When I arrived last year, I was not appraised how this goal was met during the 2016-2017 academic year. As Interim Dean Basu noted, "CHABSS has already included diversity as part of its mission statement and strategic plan" (September 29, 2016 memo). This past academic year, CHABSS addressed Inclusive Climate, specifically efforts "to create an inclusive and welcoming campus environment" related to action item 1 as follows:</p> <ol style="list-style-type: none"> <li>1. We provided professional development for staff and chairs in the areas of conflict, which included in one case a 5 hour focus on the relationship between conflict and social identity and power, key components of diversity and inclusion work.</li> <li>2. This coming year, we will engage in a new round of strategic planning and will retain diversity and inclusion as foci in our mission statement. On August 23, 2018, we will kick off our strategic planning process with a keynote address from the Vice Chancellor of Diversity and Inclusion at the University of Colorado, Denver, Dr. Brenda J. Allen, as she discusses "Cultivating Justice Through Planning."</li> </ol> <p>Currently, CHABSS is paying for its own professional development for staff and faculty. We would like to be involved in a university-wide training for department chairs and other campus leaders related to diversity and inclusion. This should be part of our regular professional development and it would be helpful to bring together resources from various parts of campus to support diversity leadership development.</p> <p><b><u>CoBA Update</u></b></p> <p><b>What is currently being done:</b> In recognition of the historical and sometimes contentious and unwelcoming culture within our college:</p> <ul style="list-style-type: none"> <li>• Faculty/staff: All CoBA faculty and staff complete behavioral and communication style training. Since our last report in 2016, this includes approximately 15 new faculty and three staff. This is the starting point in understanding differences in race, culture, gender, sexual orientation, socio-economic status, religious and political beliefs, and other ideologies. This training has been followed by a small number of</li> </ul>
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			<p>working sessions to explore the “whole is greater than the sum of its parts” when diverse teams work together, as well as learning how to work with others that have diametrically opposite styles.</p> <ul style="list-style-type: none"> <li>• Students: All second-year students, starting in fall 2016, and all transfer students, starting in fall 2017 must complete a one year personal and Business Professional Development Program (BPD). Starting in fall 2018, this will be a required two-unit course of all incoming students, BUS 300. This program includes, among others, training in cultural competency. Students enrolled in our Global Business Management Program receive much more focused training in global and cultural diversity and competency.</li> <li>• To build a diverse faculty body, we recruit using a broad array of ethnically-diverse resources. An excellent example is our connection to the PhD Project - a catalyst for African-Americans, Hispanic-Americans and Native-Americans to return to academia to earn their doctorates and become business professors. We have successfully recruited several faculty through this program, and continue to work with the program.</li> <li>• In spring 2019, CoBA will host a CSU Regional Diversity Summit on campus with the support of all of the colleges, the PhD Project, and numerous community organizations.</li> <li>• Once a hire candidate has been identified we have implemented a “full court press” methodology to increase the <i>likelihood of acceptance</i> of an offer, once the offer is made. This is vitally important in that we do not offer competitive pay scales. This effort identifies and provides potential solutions to any impediment to a candidate accepting a position (e.g., housing, cost of living, health care, child care, etc.).</li> <li>• We have implemented an onboarding program including a personal and customized “Day One” booklet to welcome a new hire and ease the first days of transition. Initially implemented with new tenure-track faculty, this is now customized for all staff and lecturer hires as well.</li> <li>• All faculty and staff hires receive an assignment of a “CoBA Guide” who is responsible for easing transitions into the college and University.</li> <li>• A fully open and transparent leadership style is essential to improving trust among the various</li> </ul>
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groups. We hold frequent communications across the college, informally at our weekly “All-Hands” meetings, plus at least four college-wide communication meetings a year. We have implemented a CoBA Kudos award card; they are given weekly from faculty and staff to “thank others” in the presence of the assembled college members present.

**CoBA Plan:**

- As new faculty and staff are hired, the same behavioral and communication style instruments will be used to maintain a 100% common language across the college. Cost: ~5-7% a staff member’s time + \$100/participant.
- Implement tiered team-building across the college. This is a three-year effort starting in spring 2017 and completed by spring 2020. Estimated annual cost is \$10,000/year or \$30,000 in total.
- Diversity training session being planned for fall 2018/spring 2019 for all new faculty. Expected participation is 75%. Training is mandated for all faculty serving on search committees.

**CSM Update**

1. Proposed timeline
  - a. Ongoing
2. Steps to achieve the action
  - a. Our strategic plan articulates a strategic priority to ensure that the College supports a curriculum and culture that is inclusive and demonstrates a commitment to diversity and equity. Action plan includes
    - i. Investigate/develop protocols that increase diversity of faculty candidate pools during searches (***see efforts outlines in attached AAC&U poster presentation***)
    - ii. Identify resources to make curriculum changes
  - b. Our strategic plan articulates a strategic priority to increase career relevant employment opportunities on campus for students. Action plan includes
    - i. Enhance opportunities to work as tutors, teaching assistants, learning

			<p>assistants, graders, supplemental instructors, research assistants and laboratory assistants</p> <p>ii. Provide resources to enhance the teaching skills of undergraduate and graduate students</p> <p>c. Our strategic plan calls for increasing the number of tenure track faculty in accordance with our 30 year/90 faculty plan and increasing requisite staffing levels. Action plan includes</p> <ul style="list-style-type: none"> <li>i. Seek external funding</li> <li>ii. Document College needs with data-driven analysis</li> <li>iii. Conduct recruitments to meet academic requirements and diversity commitment</li> </ul> <p>d. Our strategic plan articulates a strategic priority to provide opportunities to support and recognize faculty collaboration. Action plan includes</p> <ul style="list-style-type: none"> <li>i. Add achievement award that recognizes faculty collaboration</li> <li>ii. Create language to recognize the value of collaboration in the RTP process</li> <li>iii. Develop mechanisms to compensate faculty for curriculum collaborations</li> <li>iv. Create mechanisms for faculty exchange between Colleges</li> </ul> <p>e. Our strategic plan articulates a strategic priority to increase faculty and staff professional development opportunities. Action plan includes:</p> <ul style="list-style-type: none"> <li>i. Develop mechanisms to compensate and incentivize time spent in professional development <ul style="list-style-type: none"> <li>1. Incorporate NFI attendance in all new faculty offer letters</li> </ul> </li> <li>ii. Create language to recognize the value of professional development in faculty and staff review process</li> <li>iii. Develop resources to facilitate off campus professional development opportunities</li> </ul> <p>f. According to our mission statement, the College provides a supportive and inspiring bachelor and masters level educational environment where excellent instruction, interdisciplinary and collaborative research, innovation, and creative endeavors thrive.</p>
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			<p>i. As articulated in the last section on “team science”, such an environment can thrive when we leverage knowledge diversity</p> <ol style="list-style-type: none"> <li>1. Learn as a team, practice as a team</li> <li>2. Understand “who knows what”</li> <li>3. Learning goals (vs performance goals) produce higher cross understanding, team performance and individual performance</li> </ol> <p>3. Estimated budget to accomplish</p> <ol style="list-style-type: none"> <li>a. Some of this can be dealt with through standing committees (Faculty Development Committee, Curriculum Committee, Governance and Planning Committee) at next to no cost, perhaps an occasional reassignment of WTU.</li> <li>b. Professional development opportunities may require resources, WTUs or travel support (\$500 - \$6,000 per opportunity).</li> <li>c. Costs associated with recruitment and retention of faculty have been discussed elsewhere.</li> </ol> <p>4. Provide rationale why the action cannot be completed</p> <ol style="list-style-type: none"> <li>a. This has been discussed previously.</li> </ol> <p><b><u>Extended Learning Update</u></b></p> <ul style="list-style-type: none"> <li>• Proposed/necessary timeline <ul style="list-style-type: none"> <li>○ CSUSM EL includes inclusion steps across EL programs and hiring procedures.</li> </ul> </li> <li>• Proposed/necessary steps to achieve the action <ul style="list-style-type: none"> <li>○ CSUSM EL 5 year strategic plan statements for diversity and inclusion are included in the plan and they continue to be incorporated as part of the annual professional development schedule for each annual year with categories for review in diversity and inclusion topics for every employee.</li> </ul> </li> <li>• Estimated budget to accomplish the action (indicate whether required funding would be one time and/or an on-going annual cost) <ul style="list-style-type: none"> <li>○ There are no costs incurred as HR or other areas on campus have conducted the speaking, workshops or other as we</li> </ul> </li> </ul>
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			<p>have utilized experts internal and external to campus for volunteer basis and/or sending employees to programs offered across campus that have had no cost.</p> <ul style="list-style-type: none"> <li>• If the action cannot be completed, please provide a rationale for why this is the case. <ul style="list-style-type: none"> <li>○ N/A at this time</li> </ul> </li> <li>• If the action item is already in progress, please indicate the progress which has been made including the expected completion date, if known. <ul style="list-style-type: none"> <li>○ EL strategic plans have diversity incorporated across the plans.</li> </ul> </li> <li>• If the action item has already been completed, please indicate the approximate date on which it was completed. <ul style="list-style-type: none"> <li>○ Completed</li> </ul> </li> <li>• If the action item is not appropriate for your area, please indicate why and suggest the person to whom we might direct this request. <ul style="list-style-type: none"> <li>○ N/A</li> </ul> </li> </ul> <p><b><u>Faculty Affairs Update</u></b></p> <p>Faculty Affairs welcomes the OIE’s input on how to include diversity in our strategic plan to achieve the goal of an inclusive climate. To this end, the AVPFA provides search committee training on diversity, unconscious bias and intercultural competence. The AVPFA has also sought and obtained funding to further diversity efforts, provided training and support jointly with CFA for Unconscious Bias training, attended conferences regarding diversity and EEO. Faculty Affairs also brought a diversity related speaker to campus to provide training to our division.</p> <p><b><u>IITS Update</u></b></p> <p><b><u>Goal 3 – Inclusive Climate</u></b></p> <p>CSUSM is well positioned with a technological environment that is open and inclusive of all members of the campus community and public. From the welcoming and accessible content of the campus website, to the software and systems that close the digital divide for students, CSUSM technology universally serves all students. Specifically, IITS assists and recognizes the unique needs of individuals with disabilities through the production of accessible course materials, affirms identity through our student name change process, and provides access to campus technology</p>
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			<p>through lab computers and Cougar Apps that make software available both on and off campus. Building upon our existing campus app and online services, IITS can and will foster inclusiveness through technology. We envision this tool as an active connection making information and access to services readily available to students. Information technology is also a means to inform, build, and track student engagement that fosters student life and engagement at cultural events. Specific to student life, IITS will create event demographic reports that can be highly effective in gauging the success of student outreach and identify groups that may not feel connected to various activities. To create this vision, it may take additional investments in tools such as Salesforce where we can create a single point of contact and can track all forms of student engagement with the campus. Our continued work to facilitate the accessibility of all electronic materials, software, and services is also vitally important and requires a champion. The department continues to believe in the potential, and eventual requirement, to have a dedicated ATI Coordinator position for campus. Technology is the universal and ubiquitous tool that can help enable and strengthen the inclusive climate at CSUSM.</p> <p><b>IITS has seen continued success and enjoyed the continued success of our efforts. The following information is compiled from September 2016 through July 2018. Notable achievements included:</b></p> <ul style="list-style-type: none"> <li>• CSUSM has spent several years focused on reducing the educational barriers created by high textbook costs through the adoption of Open Educational Resources (OER). CSUSM continued to be a leader across the CSU, as the campus reached \$3.3 million in textbook savings since the program started in Spring 2013. Due to the efforts of 100 faculty in 24 different disciplines, CSUSM’s combined efforts have provided significant savings in over 400 courses (~23,000 students enrolled), with an average savings of \$106 per student. In the AY 7/18, 9,800 students in 150 courses saved \$984,000.</li> <li>• Web accessibility has long been a priority for the CSU and CSUSM. In 2017, the Chancellor’s Office adopted new website scanning tools that campuses were required to use in order measure website accessibility as reported by the software’s “health score”. The tools evaluated CSUSM’s website and content against Section 508 Standards and updated WCAG 2.0 guidelines.</li> </ul>
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			<p>the new Technology Learning Center (TLC) includes access to high end Mac and Windows computers that may exceed the capabilities of technology students may have access to on their own.</p> <p><b><u>OGSR Update</u></b></p> <p>In our initial response, OGSR proposed launching a strategic planning process to update the mission statement and to consider new objectives aligned with the DISP. The proposed timeline was two years, and the requested budget was \$1500. Due to staffing changes in OGSR over the past two years, the strategic planning process was delayed.</p> <p>Importantly, while OGSR did not undertake a formal strategic planning process, we have continually engaged in strategic planning, and have identified specific short-term and long-term strategic goals. These are summarized under the other DISP items.</p> <p><b><u>OUGS Update</u></b></p> <p>The Office of Undergraduate Studies Strategic Plan includes a plan for helping to facilitate an inclusive learning environment for students.</p> <p>This summer, OUGS is completing strategic plans for six learning centers/programs—Academic Success Center, Language Learning Center, Math Lab, Supplemental Instruction, STEM Center Tutoring, and Writing Center. OUGS and each of its learning centers is committed to fostering an “inclusive, welcoming campus environment where all campus members thrive and are heard and where differences are considered a collective strength.” As we finalize what will be five plans (we are merging STEM Supplemental Instruction and STEM Tutoring into the STEM Student Success Center), we are reviewing each plan to ensure demonstrated commitment to and development of inclusiveness and educational equity.</p> <p><b>Timeline</b>  <b><i>CLASS Strategic Plan (which will include the 5 learning centers)</i></b>  <b>Fall 2018:</b> Publish the plans</p>
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			<p><b><u>University Library Update</u></b></p> <p>The University <u>Library's strategic plan</u>, approved in May 2015, does include its contributions to an inclusive campus climate in a variety of ways, including:</p> <p>In its vision statement: <i>The CSUSM University Library will be an innovative leader in the CSU system. We will accomplish this by inspiring learners, stimulating curiosity, and promoting intellectual exchange and diverse perspectives for all.</i></p> <p>In its mission statement: <i>The University Library is an essential partner in teaching and learning, research, and community engagement at CSUSM. We collaborate with our diverse campus community to ensure user-centered learning experiences, welcoming environments, and accessible information resources in order to facilitate scholarly inquiry and prepare students to be critical thinkers who are engaged members of their local, regional, and global communities.</i></p> <p>In it's values: <i>The employees of the CSUSM University Library... ensure inclusiveness, celebrate diversity, and foster social justice....</i></p> <p>Goals that explicitly refer to diversity including "implementing processes, procedures, and policies that cultivate a welcoming, safe, and inclusive environment" and "improving strategies to recruit and retain Library faculty and staff in ways that underscore the Library's commitment to inclusion and diversity." The strategic plan also has a specific goal for the creation of a comprehensive professional development program, which will intentionally include opportunities for diversity training.</p> <p>In discussions with the Library Dean's Cabinet, there is openness to creating a standing committee in the Library with a charge to recommend ongoing approaches to these issues and in service of an inclusive climate. There would be careful recruitment of membership to this group so that our "usual suspects" when it comes to diversity initiatives are not overtaxed and in order to encourage organizational learning in this area. A small subgroup is already inquiring about how these types of committees operate in other academic libraries. The University could incentivize the creation of these standing committees or task forces at the College level so that the committee might have a budget to operate.</p>
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			<p>University Library Progress:  During summer 2017, the Library engaged in open forums to refresh its <u>strategic plan</u> due to the accomplishment of many stated goals and changes in Library personnel and the local environment; a draft of the Library’s updated plan was ready for vetting in fall 2017 and approved by the Provost in February 2018. In addition to the above, the Library added a strategic direction, “<b>A Just and Inclusive Library,</b>” which includes an assessment of Library-wide climate. The text of this direction and associated goals are:</p> <p><b><i>Strategic Direction 6, A Just and Inclusive Library:</i></b> The Library will invest in organizational and employee growth and embody the social justice mission of the University.</p> <p>Goals</p> <ol style="list-style-type: none"> <li>1. Create infrastructure for a strategic and sustainable organizational development program for Library employees in order to continuously enhance skills, foster knowledge sharing, promote innovation, and increase engagement with the vision of the Library. (Planning begins 2015-16.)</li> <li>2. Ensure the Library actively contributes to diverse groups and communities by collectively advocating for social change, fostering inclusion, and celebrating difference. (Planning begins 2017-18.)</li> <li>3. Improve strategies to recruit and retain a diverse Library faculty and staff. (Planning begins 2015-16; convener: Library Administration)</li> <li>4. Ensure the Library draws a nationally competitive pool of applicants in its faculty searches by making adjustments to faculty recruitment processes. (Planning begins 2015-16.)</li> <li>5. Conduct a Library-wide assessment of organizational climate and working conditions as a basis for formulating strategies to respond to areas identified for improvement. (Planning begins 2018-19.)</li> </ol> <p>In August 2017, the Library deployed the DiSC behavioral assessment model to all Library personnel and has continued an ongoing program of learning opportunities to apply DiSC-related skills and insights. In addition, a new Library-Wide Learning Committee will begin its work in fall 2018 in order to support new and existing learning initiatives and engage Library employees with learning and development</p>
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			<p>opportunities.</p> <p>The CDO has begun discussions with division and college leadership about how DISP can be incorporated into strategic goals. Student Affairs, for example, is working to incorporate the DISP Action Items for which they have responsibility into the SA Strategic Plan. Additionally, within Finance and Administrative Services division, Sustainability and OIE worked to develop strategic goals within the Sustainability Master plan revision.</p> <p>The CDO and Diversity Coordinator advise campus leadership on key decisions, specifically as relates to issues of diversity, equity and inclusion. This includes hiring decisions, professional development, policy and practice.</p> <p>FAS measures Diversity and Climate satisfaction in our annual Employee Engagement Survey, administered by UCSD. Questions include:</p> <ul style="list-style-type: none"> <li>• People of all ethnic groups, cultures, and backgrounds are treated fairly in my department.</li> <li>• People of all sexual orientations are treated fairly in my department.</li> <li>• FAS promotes a work environment where all people are welcomed.</li> <li>• My department actively supports a diverse work environment.</li> <li>• My department provides an environment where everyone is treated in a professional manner.</li> </ul> <p>Survey results show excellent scores for above questions</p> <p>Strategic planning will occur in Summer 2018; CE includes diversity as a division value in public documents; we've established norms and expectations regarding language for public presentations; the leadership team holds D&amp;I as a central consideration for all decisions; the entire staff recently took a field trip to the Rincon reservation as part of our professional development plan.</p> <p><b>Student Affairs</b> has invited the Chief Diversity Officer to attend an upcoming Student Affairs Leadership Team planning retreat to discuss incorporating the DISP into departmental strategic plans.</p> <p>The 2017 <b>Student Affairs Professional Development Conference</b> theme was "We are Diversity", and included multiple developmental opportunities focused on the needs of AB540 students, gender non-conforming students, students with food/housing insecurities, students</p>
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			<p>supporting families, building multi-cultural competency, and critical race theory.</p> <p>The <b>Student Affairs</b> mission statement includes a commitment to “prepare students to be active and positive contributors in a diverse global community”, which its vision statement says that it “will provide a high impact, student-centered educational experience to ensure that students become positive and socially just contributors in a rapidly changing world.”</p>
2. Assess and fortify the Leadership Academy curriculum to provide opportunities to learn about and develop skills for inclusive leadership, to engage in related discussions regarding institutionalizing diversity and inclusion at CSUSM, and to learn about the role of leaders in supporting CSUSM’s mission and vision for diversity and inclusion. Attention should be given to incorporating issues of diversity and inclusion throughout the whole Academy curriculum.	Fall 2017	HR/ OIE	<p>No progress update to report for the President’s Division.</p> <p>Planning to roll out FAS Leadership Development training program that incorporates Authentic Leadership aspect.</p>
3. Encourage and expand the use of 360-degree evaluations beyond administrators to other leadership roles such as Staff Lead, and include in these confidential evaluations, items related to the individual's competence in valuing diversity and in providing and promoting an inclusive work environment.	Spring 2018	HR/OIE	<p>No progress update to report for the President’s Division.</p> <p>Initiated staff 360s in HR (summer 2018). Will need to assess and modify certain portions of the form and processes.</p>
4. Continue the President’s diversity and inclusion awards to students, faculty, and staff.	Ongoing	President’s Office	<p>The President’s Office maintains a deep commitment to our diversity and inclusion awards. Since 2013/14, the following individuals have been recognized by the President.</p> <p><b>Student Champion for Inclusive Excellence and Diversity Awardees:</b></p> <ul style="list-style-type: none"> <li>• 2017/2018 - Juan Martin Leyva; Sociological Practice</li> <li>• 2016/2017 - Brandy Williams; Sociology</li> <li>• 2015/2016 - Thiana Ruiz; Spanish and Human Development</li> </ul> <p><b>Faculty, Staff, and MPP Inclusive Excellence and Diversity Awardees:</b></p> <ul style="list-style-type: none"> <li>• 2017/2018 Faculty: Fredi Avalos; Communication, CHABSS</li> <li>• 2016/2017 Administrator: Geoffrey Gilmore; Student Affairs</li> </ul>

			<ul style="list-style-type: none"> <li>2015/2016 Faculty: Annette Daoud; School of Education, CoEHHS</li> <li>2014/2015 Staff: Minerva Gonzalez; College Assistance Migrant Program</li> <li>2013/2014 Faculty: Sharon Elise; Sociology, CHABSS</li> </ul>
5. Maintain CSUSM's commitment to an American Indian blessing for all new buildings and spaces; incorporate into current facilities policies.	Fall 2016 - ongoing	ECS	
6. Formalize Heritage Month celebrations by providing funds and assigning departments or organizations responsible for programming of each celebration.	Fall 2017- ongoing	OIE	Student engagement centers, in collaboration with FSA and student organizations, have taken on the responsibilities for heritage month activities.
7. Create an Inclusive Excellence seminar that meets over an academic year, open to staff and MPP's, in which participants explore matters involving inclusive leadership and development of skill sets to be effective in a diverse environment. Graduates of the seminar may receive a certificate. (Campus Connect model)	Fall 2019 -ongoing	OIE/HR	<p>No progress update to report for the President's Division.</p> <p>Planning to roll out FAS Leadership Development training program that incorporates Authentic Leadership aspect.</p>
8. Explore creation of a Council of Graduate Students, which could be charged with looking at targeted diversity efforts and opportunities for graduate students in activities and graduate programs across campus.	Fall 2016	Office of Graduate Studies	<p><b><u>OGSR Update</u></b></p> <p>At the initial implementation of the DISP, OGSR committed to forming a Council of Graduate Students. This Council would work to create opportunities for graduate students across campus, to discuss and make recommendations with regard to diversity issues, and to represent student interests on the faculty-run Graduate Studies Council.</p> <p>I'm pleased to report that the Graduate Representatives Council was officially established two years ago, and met regularly during the academic terms. Each program appoints a student representative, and the student council meets monthly immediately prior to the Graduate Studies Council. They have addressed a number of issues, ranging for issues of inclusiveness, to immediate issues like summer parking, and travel support for professional conferences. The GRC (Graduate Representatives Council) also hosts a social event each semester, aimed at fostering cross-program connections, and fostering an inclusive campus climate. This year, the student council applied for official recognition as a student organization with ASI, which was granted.</p> <p>In the initial plan, OGSR requested \$1000 per year to support the student council. No funds were provided, but OGSR has provided the student council with a budget of ~\$2000 per year to support its work. In addition, Sara Baramy (staff support in OGSR) helps with scheduling and tracking membership in the GRC.</p>

<p>9. Explore and assess avenues of collaboration between the Office of Inclusive Excellence and the CSUSM sustainability program</p>	<p>Fall 2016 ongoing</p>	<p><b>Sustainability program/ OIE</b></p>	<ul style="list-style-type: none"> <li>• CSUSM is leading the effort to promote inclusive sustainability at the CSU system level, along with CSU East Bay and Monterey Bay. Together the three campuses presented at the 2018 National Council on Race and Ethnicity in American Higher Education (NCORE) and are scheduled to present at the upcoming California Higher Education for Sustainability Conference (CHESC) in July 2018. These presentations demonstrate system-wide actions and efforts related to synergies between inclusive excellence and sustainability. Our collective efforts at bridging social and environmental justice on our respective campuses and system-wide were highlighted.</li> <li>• Created a foundational GEL classroom presentation and regularly co-present on the importance of connecting inclusive excellence and sustainability.</li> <li>• This past year, Sustainability and OIE worked to develop strategic goals within the Sustainability Master plan revision.</li> <li>• Collaborating on a joint internship program that connects sustainability with the OIE.</li> <li>• Together, OIE and Sustainability are collaborating with our Temecula Extended Learning campus to integrate themes and concepts of inclusive excellence and sustainability into student co-curricular activities.</li> <li>• Partnered on a social justice grant through the OIE for an environmental justice film screening and discussion during Earth Week, which highlighted how environmental justice is a fundamental point for connecting OIE and the Sustainability Program.</li> </ul> <p>•CSUSM is leading the effort to promote inclusive sustainability at the CSU system level, along with CSU East Bay and Monterey Bay. Together the three campuses presented at the 2018 National Council on Race and Ethnicity in American Higher Education (NCORE) and are scheduled to present at the upcoming California Higher Education for Sustainability Conference (CHESC) in July 2018. These presentations demonstrate system-wide actions and efforts related to synergies between inclusive excellence and sustainability. Our collective efforts at bridging social and environmental justice on our</p>

			<p>respective campuses and system-wide were highlighted.</p> <ul style="list-style-type: none"> <li>•Created a foundational GEL classroom presentation and regularly co-present on the importance of connecting inclusive excellence and sustainability.</li> <li>•This past year, Sustainability and OIE worked to develop strategic goals within the Sustainability Master plan revision.</li> <li>•Collaborating on a joint internship program that connects sustainability with the OIE.</li> <li>•Together, OIE and Sustainability are collaborating with our Temecula Extended Learning campus to integrate themes and concepts of inclusive excellence and sustainability into student co-curricular activities.</li> <li>•Partnered on a social justice grant through the OIE for an environmental justice film screening and discussion during Earth Week, which highlighted how environmental justice is a fundamental point for connecting OIE and the Sustainability Program.</li> </ul>
10. Create a regional annual diversity, educational equity, and inclusion conference.	Fall 2018- ongoing	OIE/Diversity Council	The CDO and the Faculty Director for Inclusive Excellence have begun discussions on the feasibility of an annual conference, possibly in collaboration with external professional associations and/or the establishment of a regional conference associated with a national conference parent organization.
11. Continue to recruit external constituents that reflect the demographics of the university to serve on the Foundation Board and Alumni Council.	Ongoing	University Advancement	

**Objective 3. Provide safe and inclusive spaces where students, faculty, staff, and administrators can connect with or obtain support from others who share or validate their valued identities.**

Action Items	Timeline	Responsible unit	Progress
1. Enhance support for the Social Justice Centers.	Fall 2016- ongoing	Student Affairs/ AA	<p><b>Student Affairs</b> engaged in a divisional organizational review in summer of 2017 and developed a new organizational model which aligned the five student August 17, 2018 14 engagement centers (Black, Latin@, LGBTQA, Gender Equity, Cross-Cultural) into a new Student Life unit under the leadership of an AVP for Student Life. This model was also supported by recommendations from a consultant report which examined the centers' operations. This new model will provide synergy and additional support for these centers.</p> <p><b>Veterans Services</b> partnered with the Latino Center on the Memorial Day Dedication to Congressional Medal of Honor</p>

			<p>recipient Sergeant Rafael Peralta (Hispanic Marine who was born in Mexico and whose family lives in San Diego)</p> <p><b>Veterans Services</b> partnered with the Black Student Center and the North County Alumni Chapter of Delta Sigma Theta to recognize members of the military and Veterans who have overcome obstacles to achieve success in education and life.</p>
2. Continue to support the Veterans Center and Veterans strategic plan. Engage active duty military and veterans in curricular and co-curricular activities.	Fall 2016 -ongoing	<b>Student Affairs</b>	<p>The <b>Co-curricular model</b> is being expanded into all areas of Student Affairs, including Veterans Services. Veterans Services continues to establish new collaborations to increase active duty and veteran engagement with campus programs and services.</p>
3. Continue to follow best practices contained in the CSU System wide Audit Report for services for students, faculty, and staff with disabilities.	Fall 2016-ongoing	<b>HR /Student Affairs/ (DACC)/ Faculty Affairs/ OIE/</b>	<p>No progress update to report for the President's Division.</p> <p>Looked for system audit on this – best practices hard to find, so perhaps we think in terms of accommodations that we currently make for those staff with disabilities.</p> <p><b>Disability Support Services</b> continues to employ best practices in support of students with disabilities and provides guidance to the campus in support of all campus members.</p>
4. Maintain CSUSM's commitment to providing housing accommodations for LGBTQ students and gender-inclusive bathrooms. Facilitate use of students' and employees' preferred pronoun and name to respect their gender identity.	Fall 2016 –ongoing	<b>Facilities/Enrollment management SDS-Housing</b>	<p><b>Enrollment Management Services</b> has implemented options for students to indicate a preferred name that will appear on campus systems.</p> <p><b>Educational Opportunity Program</b> has participated in a statewide application / admissions committee to comply with CO's statewide initiative to facilitate use of students' preferred pronoun and name to respect their gender identity in the Cal State Apply EOP application tile.</p>
5. Provide ally training to support diverse communities & encourage attendance at all levels to best serve students.	Currently Ongoing	<b>Pride center/Latin@ center/AB 540 committee/Veteran's Center/ Black Student Center/Cross Cultural Center/Title IX</b>	<p><b>Student Affairs</b> continues to offer VetNet Ally, SafeZone, and Undocumented Students Support trainings to divisional staff and campus members. Targeted invitations to attend trainings are sent to all divisional employees to encourage attendance.</p>
6. Expand services and information where needed to undocumented and AB 540 students, students with disabilities, and students eligible for other educational and equity programs.	Currently ongoing	<b>Enrollment management/ (with input from AB540 committee and STAND)/ Student Affairs</b>	<p>The <b>DREAMer Resource Office</b> was opened in Fall 2017 to support undocumented students and students from mixed-status families.</p> <p>Student Affairs has developed and offers an <b>Undocumented Student Support Services</b> training to equip service providers with the information needed to better serve undocumented students. This training was piloted</p>

			<p>with representatives from STAND, UWB, NLRC and other campus stakeholders for input.</p> <p><b>Disability Support Services</b> has implemented workshops to train faculty on issues facing students with disabilities. Undergraduate Advising Services participates in PASO Advisory meetings and currently 2 Advisors serve as Department contacts for Undocumented and AB 540 Student Support Services</p> <p><b>Undergraduate Advising Services</b> continues to provide Academic Advising liaison role to specialized programs including: ACE, CAMP, PASO, DSS, EOP, SSS/TRIO, ATHL, VET, Int'l Student Note: placed/highlighted above also</p> <p><b>Educational Opportunity Program</b> provided office space for the DREAMer Resource Office that opened in Fall 2017 to support undocumented students and students from mixed-status families.</p> <p><b>Educational Opportunity Program</b> provides student services, information, guidance, and an EOP grant to undocumented EOP students.</p> <p>In collaboration with the DREAMer Resource Office, the <b>Career Center</b> is developing intentional programming and resources in support of the career goals of undocumented students.</p> <p>The <b>Career Center</b> is developing a DREAMer Resource Guide for undocumented students at CSUSM to explore post-graduation opportunities.</p>
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**Objective 4. Continue to celebrate the diversity and cultures that are representative of our region and of the communities that make up CSUSM; proactively engage with and create a sense of welcoming to our surrounding communities.**

Action Items	Timeline	Responsible unit	Progress
1. Annually host the All Peoples Celebration.	Currently Ongoing	OIE	The All Peoples Luncheon Celebration is an annual event. The 2018 celebration will be held on October 25, 2018, and planning is underway.
2. Expand internship, civic learning and service learning opportunities in diverse environments.	Fall 2016 ongoing	Community Engagement	These opportunities have been expanded across the region. CE will undertake a partner taxonomic analysis in fall 2018 that will guide strategic expansion in the future.
3. Strengthen ties with local underrepresented and marginalized communities.	Fall 2017 ongoing	Community Engagement/OIE/Student Affairs	The TKF foundation sponsored research through OIE on restorative justice in schools, which are being used to inform recommendations on how restorative practices can be used at CSUSM. TKF works with underrepresented and

			<p>marginalized communities in public elementary, middle and high schools.</p> <p>We've informally strengthened ties with tribal partners and with Black and Hispanic chambers of commerce. CE will undertake a partner taxonomic analysis in fall 2018 that will guide strategic expansion in the future.</p> <p><b>Admissions &amp; Recruitment</b> engages in intentional recruitment efforts to strengthen ties with local communities and student engagement center leaders continue to create and nurture relationships with communities reflective of the students they serve.</p> <p><b>Educational Opportunity Program</b> has included community recruitment events within its recruitment plan with local elementary, middle schools, and high schools that include parent bilingual presentations in an effort to engage and create a welcoming environment within the local community.</p> <p><b>Educational Opportunity Program</b> has also developed and implemented bilingual parent information sessions in which 150-200 parents or student supporters attend annual in the Parent/Supporters First Contact program each summer. In addition, EOP staff presents at the Spanish Speaking Parent Summer Orientations.</p> <p>The <b>Career Center</b> is working with the California Indian Culture and Center to establish and nurture partnerships with the Chief Financial Officers of local tribal governments to provide employment opportunities for CSUSM students.</p> <p><b>Readiness &amp; Success Services</b> has partnered with regional high schools to establish a college-going culture/mindset rooted in academic readiness (EAP) and programs such as the <b>College is for Me!</b> annual conference and partnerships with <b>Gear UP!</b> to reduce financial barriers to admission by paying certain Orientation and Early Start fees.</p> <p>Memorandums of understanding (MOUs) have been established with Riverside County and San Diego County through <b>ACE Scholars Services</b> offering priority admission to former foster youth. ACE Scholars Services is establishing a third MOU to officially offer priority admission to former foster youth from Orange County applying to CSUSM as first-year students.</p>
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			<p><b>ACE Scholars Services</b> has partnered with the YMCA of San Diego to administer the THP+FC (Transitional Housing Program + Foster Care) to license rooms in the QUAD for former foster youth at a reduced rate and provide additional and collaborative case management services.</p> <p>The <b>Black Student Center</b> has established relationships and partnerships with several educational institutions (including high schools and community colleges), community organizations, and community members bringing CSUSM into activities and conversations regarding the needs and interests of local and surrounding Black communities.</p>
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**Goal 4 INSTITUTIONALIZED DIVERSITY**

**Ensure that CSUSM’s institutional priorities, initiatives, policies, and practices take into account, reflect, and support the university’s goals and expectations for diversity and inclusion.**

<b>Objective 1. Review, revise, and reinforce relevant policies and practices across the university to make sure that they are inclusive and foster diversity.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Progress</b>
<p>1. Audit, review, and make recommendations on relevant CSUSM policies and procedures to ensure they are designed to achieve the goals and objectives of the Diversity and Inclusion Strategic Plan. At a minimum includes policies and procedures for:</p> <ul style="list-style-type: none"> <li>1.1 Academic Affairs</li> <li>1.2 Academic Senate</li> <li>1.3 Student Affairs</li> <li>1.4 finance &amp; Administrative Services (including vendor policies)</li> <li>1.5 Community Engagement</li> <li>1.6 Advancement</li> <li>1.7 Intercollegiate Athletics</li> <li>1.8 Office of the President</li> </ul>	Fall 2016-Fall 2021	OIE/FAS	<p>In Fall 2017, the President and Executive Council, with input from the Senior Leadership Team, updated the charge and membership for the Critical Issues Team to assure relevant and robust policies and procedures for supporting the campus community and fostering diversity and inclusion. Additionally, the President convened work teams to review critical policies, such as Time, Place, and Manner; Posting Policy; and Critical Incident Management in an effort to gather input and revise the policies. Currently, these policies are under review.</p> <p>The CDO provided input on Posting Policy and discussions on which policies need updating.</p> <p>The CDO/Faculty Director for IE/OIE were involved in the development of the new Diversity &amp; Equity Course Requirement policy.</p> <p>The CDO/Faculty Recruitment Co-Directors/OIE are in the process of reviewing and providing recommendations to update Faculty Search/Hiring protocols.</p> <p>The CDO provided input on freedom of speech, and contributed to outlining procedures through the Critical Issues Team for supporting faculty/staff when they are targeted or feel threatened.</p>

			<p>Athletics developed a Gender, Equity, Diversity and Inclusion Plan and vetted with the CDO/OIE for input.</p> <p>We will look for guidance on the audit portion from OIE to show which policies on campus do not achieve the DISP goals and objectives. Once identified, the VPFAS Office can work with those divisions to help them through the policy revision process.</p>
2. Revise administrative and criteria creation processes to make the distribution of privately-funded scholarships inclusive and reflective on donor intent.	Fall 2016 – ongoing	<b>Student Affairs/University Advancement</b>	Conversations about how to implement this action are ongoing.

**Objective 2. Strengthen, appropriately resource, and appropriately staff the Office of Inclusive Excellence in the context of an overall diversity and inclusion function led by a Chief Diversity and Inclusion Officer reporting to the President and with access to the Executive Council as needed, who supports and facilitates the needed transformative changes, and holds responsibility to provide counsel, coaching, and leadership on the elaboration and execution of the Diversity and Inclusion Strategic Plan and its key components.**

Action Items	Timeline	Responsible unit	Progress
<p>1. Determine the scope and function of the OIE in collaboration with identified units</p> <p>1.1 Provide leadership on diversity and inclusion vision and strategy across the University.</p> <p>1.2 Develop basic definitions of related terms and phrases (e.g. diversity) to assist in creating broad understanding to ensure these concepts are commonly known and infused within the CSUSM culture.</p> <p>1.3 Support recruitment, hiring, retention of diverse faculty/staff/administration.</p> <p>1.4 Foster inclusive climate, culture, and community.</p> <p>1.5 Assist in facilitating and championing student access, success, and achievement.</p> <p>1.6 Support &amp; champion curricular &amp; co-curricular learning for intercultural proficiency and skills for inclusion.</p> <p>1.7 Assist and manage diversity and inclusion assessment and analytics.</p>	Summer 2017	<b>Executive Council/OIE</b>	<p>The Executive Council provides leadership of diversity and inclusion by serving as champions of this work for their divisions and across the university. Executive Council works diligently to foster an inclusive climate, culture and community, and keeps their eye on our progress. For example, Executive Council reviews campus climate data, as related to the Great Colleges Survey and the Diverse Learning Environments Survey, in order to continue ensuring our strategic priorities remain at the forefront and a continued focus on employee success and student access, success, and achievement, and how these elements may interconnect with their divisions work and progress. The Executive Council provides input on the diversity and inclusion assessment and analytics tools, e.g. such as the recent creation of the Faculty Dashboard and the Diverse Learning Environments Survey dashboard. Furthermore, in 2014, Executive Council requested the inclusion of additional campuswide custom statements related to diversity and inclusion within the Great Colleges to Work; these custom statements were maintained in the 2017 survey and continue to provide insights as related to our work and allow us to monitor our progress and efforts.</p> <ul style="list-style-type: none"> <li>The Office of Diversity, Educational Equity, Inclusion and Ombuds was re-branded as the Office of Inclusive Excellence (OIE) to incorporate a more enterprise-wide approach and commitment.</li> <li>Faculty Co-Directors for Faculty Recruitment and Success were hired, and two recruitment tools were</li> </ul>

			<p>purchased (Vitae Recruiter and The Registry), to provide support for recruitment and hiring.</p> <ul style="list-style-type: none"> <li>The CDO has reviewed campus climate data from the Great Colleges to Work For, Diverse Learning Environments (DLE), and National Survey of Student Engagement (NSSE), and is working on recommendations for addressing specific challenges highlighted by the surveys.</li> <li>CDO/OIE were involved in the process to develop the Dreamer Office, and advised on moving law enforcement vendors to a separate job fair in order to best ensure inclusion of undocumented students.</li> </ul> <p>Inclusive Excellence Steering Committee will help provide guidance and recommendations.</p> <p>DISP was completed. Included in DISP; integrated into public presentations emerging from CE CE participates in faculty recruitment when invited. CE follows established HR protocols for hiring staff. CE leadership team fosters inclusive community through daily interactions and professional development opportunities. CE programs focus on access and success. CE programs maintain proficiencies and skills as learning outcomes. We are working on assessment and analytics. EC has reviewed all materials in a timely manner with critical feedback.</p>
<p>2. Evaluate &amp; determine the resources, staffing, and structure of the Office of Inclusive Excellence.</p>	<p>Summer 2017</p>	<p><b>Executive Council/OIE</b></p>	<p>The Executive Council stays abreast of resourcing, staffing, and structuring needs as related to the Office of Inclusive Excellence. While resources are limited across the university, the Executive Council works to ensure discretionary funding for key programs, initiatives, and travel are available to the Office of Inclusive Excellence that may not be available in other divisions within the university.</p> <p>The office has expanded with the addition of part-time faculty associates (2 Faculty Fellowships and 2 Faculty Directorships) who assist with dedicated DISP action items related to faculty recruitment and success, curriculum and pedagogy, and research/support. The Faculty Directors were funded by the CO for the first year, and Academic Affairs has agreed to transfer funds for the two positions moving forward.</p>

			<p>OIE has also added a Student Intern position, and for the 2017-18 academic year, was provided a student as an ACE Scholar in Residence through ACE Scholars.</p> <p>Inclusive Excellence Steering Committee will help provide guidance and recommendations.</p> <p>Ongoing</p>
<p>3. Develop the charge of the Diversity Council and recharge Council. The charge, among other items, should include:</p> <p>3.1 Assist in reviewing unit reports and plans resulting from this plan and provide appropriate input</p> <p>3.2 Develop common rubrics and guidelines for unit diversity strategic plans</p>	Spring 2017	<b>Executive Council/OIE</b>	<p>The Diversity Council was sunset in Fall 2016.</p> <p>The new Inclusive Excellence Council will be charged by the President, and have their first meeting in fall 2018.</p> <p>Inclusive Excellence Steering Committee will help provide guidance and recommendations.</p> <p>Awaiting final plan for the Diversity Council.</p>
<p>4. Continue support for an Ombuds Office that reports to OIE.</p> <p>4.1 Develop a marketing plan to better advertise Ombuds services.</p>	Spring-Summer 2017	<b>OIE</b>	<p>New materials were created by the Ombuds team to promote Ombuds services. Materials are shared at monthly new employee orientations, new faculty orientations, new student orientations, and through FSA's. Additionally, materials are available at multiple locations across campus.</p>

**Objective 3. Promote transparency and continuous improvement by monitoring and analyzing progress on all goals and objectives in the diversity and inclusion strategic plan and by making data-based decisions.**

<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Progress</b>
<p>1. Monitor and analyze progress on all diversity and inclusion goals and action items</p>	Summer 2017 ongoing	<b>Executive Council/</b> IPA/OIE	<p>Executive Council continues to stay abreast of progress on diversity and inclusion goals and action items, and continues to integrate goals and objectives into their division's work in order to create sustainability and continued progress over time.</p> <p>IP&amp;A has worked extensively with the OIE including public facing and in-house diversity dashboards to help monitor goals. Any additional goals should be communicated to IP&amp;A for action.</p> <p>OIE: Divisional Progress Updates are being provided and will inform an Annual Inclusive Excellence Report. The Inclusive Excellence Council will review and have the opportunity to discuss Annual Reports with the CDO and campus leadership.</p> <p>Inclusive Excellence Steering Committee will help provide guidance and recommendations.</p>

			Reporting mechanism launched in 2018.
2. Create and maintain diversity dashboard, updated annually.	Spring 2017 ongoing	IPA	<p>Detailed, disaggregated data on applicants and enrolled students has been available to the campus community and public via interactive Tableau dashboards since 2017.</p> <p><a href="#">Applicant Profile</a>  <a href="#">Student Profile</a>  <a href="#">Undergraduate Retention &amp; Graduation</a></p> <p>IP&amp;A continues to partner with OIE and the Business Intelligence team to produce additional reports and resources for disaggregated data on students, staff, and faculty. We will be releasing a public Diversity Dashboard for the OIE website by the end of Summer 2018, pending approval from the Executive Council.</p> <p>OIE: OIE in collaboration with IPA is developing infographics and multiple dashboards to make available on the website.</p> <p>Infographic representation of diversity, and a Faculty Profile dashboard, along with links to student and staff data are being added to the OIE webpages by fall 2018.</p>
3. Conduct regular diversity campus climate surveys for all members of the community 3.1 Determine surveys to be conducted and how often.	Fall 2017 ongoing	IPA	<p>The <a href="#">Diverse Learning Environments Survey</a> was administered to sophomores, juniors, and non-graduating seniors in Spring 2015 and 2017.</p> <p>The <a href="#">Great Colleges Survey</a> was administered to CSUSM employees in Spring 2014 and 2017. CSUSM chooses to survey all faculty, staff and administrators beyond what is required by the Great Colleges program to assure that all employees of CSUSM have a voice. The Great Colleges Task Force from 2014 recommended to Executive Council that this survey should be conducted on a three-year cycle. The survey will be administered again in Spring 2020.</p>
4. Conduct an analysis of the 2015 Diverse Learning Environment Survey and make recommendations	Spring 2017	IPA/ Diversity Council	<p>Report frequencies for the 2015 Diverse Learning Environments Survey are available on IP&amp;A's <a href="#">website</a>. More detailed analyses were conducted and shared with the Graduation Initiative Steering Committee, Office of Undergraduate Studies, Office of Inclusive Excellence, Trans &amp; Gender Nonconforming Task Force, and others.</p> <p>The Diverse Learning Environments Survey was administered again in Spring 2017. IP&amp;A has developed a new dashboard (draft here, role-based permissions apply) which will allow any CSUSM employee to explore the results of the survey and</p>

			<p>disaggregate them by a variety of demographic and academic variables. This survey is expected to launch by end of Summer 2018, pending approval by the Executive Council.</p> <p>OIE: The replacement for the Diversity Council, the Inclusive Excellence Council, will be charged and meet for the first time in fall 2018.</p>
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<b>Objective 4. Embed accountability within each organizational division/unit responsible for implementation of the diversity and inclusion goals and objectives assigned to it.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Progress</b>
1. Provide a safe space for reporting inconsistencies and issues with implementation of the Diversity and Inclusion Plan.	Spring-Summer 2017	OIE/Executive Council	<p>The OIE confidential email, <a href="mailto:equity@csusm.edu">equity@csusm.edu</a>, will be included with language requesting any questions or concerns with the DISP and/or IE Annual Report.</p> <p>Inclusive Excellence Steering Committee will help provide guidance and recommendations.</p> <p>Support OIE</p>
2. Develop metrics, benchmarks, assessments, and specific goals for all objectives.	Spring-Summer 2017	IPA, OIE	<p>IP&amp;A has worked extensively with the OIE including public facing and in-house diversity dashboards to help monitor goals. These dashboards along with the other dashboard links provide a rich source of metrics and assessment material.</p>
3. Each unit will report annually on its progress in achieving its goals and objectives to OIE and Executive Council.	Fall 2017 ongoing annually	Executive Council/ OIE	<p>Executive Council has actively worked to incorporate the DISP Action Items into their divisional work and will provide annual updates to report on progress that is occurring within their divisions.</p> <p>All Divisional Progress Updates will submitted to OIE by 8/17/2018. The Updates will be included in the IE Annual Report and submitted to the President and Executive Council.</p> <p>Inclusive Excellence Steering Committee will help provide guidance and recommendations.</p> <p>Annual report process launched in 2018.</p>

**Objective 5. Encourage and support campus administrators, particularly in high level positions, to regularly promote, speak about, and model the value of diversity and inclusion, and hold them accountable for this in their goals and performance reviews.**

Action Items	Timeline	Responsible unit	Progress
<p>1. Review <a href="#">Culture of Leadership</a> document to ensure it reflects goals and expectations for diversity and inclusion.</p>	<p>Fall 2016 – in progress</p>	<p><b>President/Executive Council</b></p>	<p>In Fall 2016, Executive Council charged the Campus Culture Work Group with revising the Culture of Leadership document to ensure it is inclusive and reflective of the Campus Community. The work group held a series of town hall meetings, as well as provided an online form for soliciting input regarding the document. To ensure a collaborative and iterative process to assure as much input as possible, the work group provided multiple opportunities for campus-wide review as well as the ability to give input on the revisions at various stages. The interim CDO also provided input during this process to assure the revision was reflective of our values and goals related to diversity and inclusion. After the semester-long process, in February 2017, the revised version, which was renamed the <a href="#">CSUSM Culture: Working Together</a> document, was shared with the Campus Community and posted to the website. This document has been incorporated into CSUSM’s MPP Onboarding Program, provided to new hires via Human Resources, as well as highlighted during the Campus Connect program.</p> <p>Inclusive Excellence Steering Committee will help provide guidance and recommendations.</p> <p>Completed by taskforce</p>
<p>2. Provide suitable developmental opportunities for campus administrators to enhance their individual and collective capacity to speak out and lead on diversity and inclusion.</p>	<p>Fall 2017</p>	<p><b>HR/OIE</b></p>	<p>OIE provided a professional development opportunity to the Chief of Police and the Sustainability Manager to attend a national conference on diversity and inclusion. Both were well received and were able to bring back useful information and actionable ideas.</p> <p>Planning to roll out FAS Leadership Development training program that incorporates Authentic Leadership aspect.</p>
<p>3. Revise administrator/MPP performance review documents and processes as necessary to ensure administrators are evaluated on their progress with the diversity and inclusion goals they are responsible for in this plan, and in promoting diversity and inclusion.</p>	<p>Spring 2018 ongoing</p>	<p><b>Executive Council/HR/OIE</b></p>	<p>Human Resources is currently soliciting input from various resources regarding the MPP performance review documents and processes with the intent of revising these documents and vetting through Executive Council in the fall semester.</p> <p>Summer 2018 -Completed revisions to the MPP evaluation form. Drafted a guidebook to accompany the evaluation process.</p>

			Diversity is included in MPP performance reviews; CE will incorporate DISP goals in annual goal process for all MPP's and track progress outside of performance review process which is an HR guided process.
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California State University  
SAN MARCOS

## Inclusive Excellence Inquiry Workgroup #2: DISP

Co-conveners: Bridget Blanshan,  
Denise Garcia, Cameron Stevenson

1

## Charge

Inclusive Excellence Inquiry Workgroup #2: ***Review and Provide Updates on the Diversity & Inclusion Strategic Plan (DISP)***

- Assess the university's progress toward the DISP goals, objectives, and action items
- Review the DISP framework and process to develop recommendations for how CSUSM can continue to adapt and assess the plan over time

Note: We will not be revising the content of the DISP.



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2

## Subgroups

### Subgroups 1-4

*Assess campus progress on action steps in support of DISP Goals*

Goal #1: Access & Success

Goal #2: Curriculum, Co-curriculum, Learning Outcomes

Goal #3: Inclusive Climate

Goal #4: Institutionalized Diversity

### Subgroup 5

*Review and make recommendations on strategic plan structure, process, and methods for monitoring, measuring, and ensuring progress*



3

## Proposed Timeline

**January Meeting 1/29:** convene subgroups, clarify goals and timeline

*1/30-2/27: Subgroups meet as needed to review 2017-18 DISP Updates, assess progress based on that document, and compile findings*

**February Meeting 2/28:** check in on subgroup progress, discuss next steps for information gathering

*2/29-3/25: Subgroups meet as needed to coordinate efforts for further information gathering and compile findings*

**March Meeting 3/26:** subgroup work completed, identify significant gaps or outstanding issues

**April Retreat 4/16:** review and synthesize findings, analyze relevant data, consider broader themes and recommendations

*Based on subgroup findings and retreat outcomes, co-conveners will draft final report to be submitted by end of May*



4

## Proposed Timeline

**Prior to 2/28:** Subgroups meet as needed to review 2017-18 DISP Report Draft, assess progress based on report, and compile findings

**Resources:**

Emails will be sent to subgroups noting leads, members, next steps  
Action Item Template will be shared via OneDrive  
2017-18 Draft DISP Action Items Update

**For context:**

Diversity and Inclusion Strategic Plan  
Halualani & Associates Diversity Mapping



5

## Assessing Progress

**Objective 1:** CSUSM will improve institutional access and equity through effective recruitment and retention of diverse students, faculty, staff, and administrators, providing them with equitable and expanded opportunities for success.

Action Items	Timeline	Responsible Unit	2020 Status	Comments
1. Review processes and procedures to ensure the continued recruitment and enrollment of a diverse student population, ensuring input from departments that serve specific populations.	Fall 2016 (repeat at least every 5 years)	Prowost/ Student Affairs		
2. Disaggregate data on Asian/Pacific Islander and Latino students. Use data to determine if there are specific subgroups that are underrepresented or have issues with access, and develop targeted approaches as needed.	Fall 2016 - ongoing	Prowost/ Student Affairs		
3. Develop and implement a recruitment plan for African American students. It should identify recruitment sources, community outreach components, and campus events (e.g., financial aid workshop, conferences, etc.).	Spring 2017 - ongoing	Prowost/ Student Affairs (with input from AAFSA and BSU)		
4. Develop and implement a recruitment plan for American Indian students. It should identify recruitment sources, community outreach components, and campus events (e.g., financial aid workshop, conferences, etc.). Investigate plus factor for admissions.	Spring 2017 - ongoing	Prowost/ Student Affairs/ Community Engagement (with input from CICS and Tribal Initiative)		
5. Gather and review data on recruitment and enrollment of students from underrepresented, disadvantaged, and marginalized groups. Review multiple dimensions of diversity, including access for groups such as people with disabilities, women in STEM disciplines, and others. Develop targeted recruitment plans based on an analysis of relevant data regarding gaps in access and educational equity (with attention to student groups whose numbers are small and/or experience isolation).	Spring 2017 - ongoing	Prowost/ Student Affairs		
6. Seek philanthropic support through the campus' first comprehensive campaign to "Prepare Tomorrow's Leaders" which supports scholarships, ACE				



6

## Process Considerations

- Inclusivity
- Scope
- Division of labor
- Calibration
  
- Other recommendations from the group?



7

## Proposed Timeline

**January Meeting 1/29:** convene subgroups, clarify goals and timeline

*1/30-2/27: Subgroups meet as needed to review 2017-18 DISP Updates, assess progress based on that document, and compile findings*

**February Meeting 2/28:** check in on subgroup progress, discuss next steps for information gathering

*2/29-3/25: Subgroups meet as needed to coordinate efforts for further information gathering and compile findings*

**March Meeting 3/26:** subgroup work completed, identify significant gaps or outstanding issues

**April Retreat 4/16:** review and synthesize findings, analyze relevant data, consider broader themes and recommendations

*Based on subgroup findings and retreat outcomes, co-conveners will draft final report to be submitted by end of May*



8

## Appendix F: DISP Workgroup Meeting Notes

### DISP Workgroup - February Check-In

2/28/2020 | 1:30-3pm | UH 443

Workgroup members in attendance: Bridget Blanshan, Denise Garcia, Cameron Stevenson, Richard Armenta, Geoffrey Gilmore, Char Booth, Betina Scott, Barbara Taylor, Amanda Umphrey, Michael McDuffie, Holly Hampton

Observations shared by co-conveners, subgroup leads, and members:

- **Subgroups adopted different approaches to the work of assessing progress on DISP action items.** Subgroups 1 & 4 began by reviewing the 2017-18 action item updates to identify actions that had been recorded at that time. Subgroups 2 & 3 began to identify responsible parties and develop plans for emailing those units to solicit new updates; as of this meeting, Subgroup 2 had begun to collect updates from responsible parties.
- **Not all action items are clear or measurable, making it difficult to assess progress.** In several cases, the narrative provided in the 2017-18 updates was also nebulous or lacked specificity. There is a need for the university to clarify DISP strategies and determine what sufficient progress would look like for each. This is likely outside the scope of this group, but there is an opportunity for the group to “flag” action items that it feels are unclear or unmeasurable.
- **This is a significant and complex task that may be difficult to complete within the given timeframe.** The group agreed that there is value in understanding what has and has not been done with regard to the DISP, but there are concerns about the logistics of tracking down the information and ensuring that the result of this work is timely and meaningful. Having reviewed the DISP action items and OIE’s previous attempt to audit these actions (the 2017-18 updates), there is an opportunity for the group to make recommendations to the President and future CDO regarding how this process can work more effectively moving forward.

*Request:* The workgroup asked for the full 2017-18 action updates document to be shared with all members.

*Response:* The document will be shared via email (see attached).

*Request:* The workgroup asked for clarification regarding the charge from the President and the timeline.

*Response:* The Inquiry Workgroup Plan can be found at this [link](#). The current deadline for this workgroup’s final report is May 1<sup>st</sup>. Co-conveners shared that they had met with the initiative leads earlier in the week, and Drs. Prado-Olmos and Clark-Ibanez stated their intention that the workgroup

proceed in a way that feels meaningful to the group; what can this group offer in terms of recommendations and observations that will inform the President as CSUSM embarks on university-wide strategic planning, and help a new CDO as they continue to steward the DISP?

The workgroup discussed how best to move forward, and the below was proposed as one possible approach. **Further discussion is needed, so workgroup members agreed to reconvene the following week to continue strategizing.**

1. Subgroups review action items using the following sorting categories:
  - Action has been completed
  - Action is ongoing
  - Need to request new or additional information
  - Action item is unclear or unmeasurable
2. Workgroup to determine how to request new or additional information from responsible parties
  - Divvy up by responsible party or distribute via EC?
  - For unclear/unmeasurable items, how do responsible parties understand these expectations?
  - Do responsible parties need further support or resources in order to meet expectations?

The workgroup will also need to determine how this information can be collected and meaningfully synthesized. It may be possible to extend our reporting deadline, but the work will likely need to be concluded before the end of the semester. Questions to consider: What do we feel would be the best use of this group's time during Spring 2020? What can we realistically accomplish, and what should be recommended for future action?

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### **DISP Workgroup – Ad Hoc Check-In**

3/5/2020 | 3-4:30pm | KEL 3010

Workgroup members in attendance: Bridget Blanshan, Denise Garcia, Cameron Stevenson, Richard Armenta, Geoffrey Gilmore, Char Booth, Betina Scott, Amanda Umphrey, Toni Olivas, Michael McDuffie.

The workgroup continued its discussion of how to move forward with its task of a DISP progress update, considering what can realistically be accomplished within the given timeframe (Spring 2020).

### **NEXT STEPS – SUBGROUPS 1-4**

Between now and March 20<sup>th</sup>, subgroups 1-4 will reconvene and review the action items and progress updates and re-sort according to the following categories. This will replace the previous scale. Subgroups will sort based on information that is readily available to the group (e.g., from 2017-18 information gathered by OIE, from CSUSM website, from knowledge of a workgroup member).

1. **Completed** - should be used if the action is one-time and appears to have been completed – please use comment box to provide a succinct update.
2. **Ongoing** - should be used if the action appears to be happening on a regular cycle (annual, biannual, etc.) - please use comment box to provide a succinct update.
3. **Request Update** - should be used when the action item is clear, concrete, and the subgroup expects that a concise update can be reasonably requested from the responsible party within the short timeframe.
4. **Hold** - should be used for the following circumstances. Please use comment box to specify.
  - a. Action item requires clarification or established metrics before an update can be requested.
  - b. Action item is broad or complex and would require extensive information gathering.
  - c. Any other situations in which the subgroup does not feel that an update can reasonably be requested and evaluated within the short timeframe.

\*\*Subgroups are not expected to reach out to responsible parties at this time. Once the sorting process is complete (Leads, please upload your work to the shared drive by end of day on March 20<sup>th</sup>), we will group requested updates by responsible party so that these individuals can receive and respond to just one request.

#### NEXT STEPS – SUBGROUP 5

Subgroup 5 will focus on the process, methodology, and structure of the DISP. This will include reviewing existing models and best practices in diversity strategic planning, and developing ways to collect and synthesize this workgroup’s broader recommendations. In this vein, Subgroup 5 will take the lead in planning the April retreat.

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#### **DISP Workgroup - March Check-In**

3/26/2020 | 9:30-11am | Zoom (Virtual)

Workgroup members in attendance: Bridget Blanshan, Cameron Stevenson, Richard Armenta, Geoffrey Gilmore, Holly Hampton, Amanda Umphrey, Erene Hilentzaris, Toni Olivas, Melissa Simnitt, Char Booth, Gregg Simmons, Amanda Tomanek, Michael McDuffie, Joely Proudfit, Dina Gilio-Whitaker

Purpose of Meeting: To check in with workgroup members and discuss the effects of the COVID-19 pandemic on our collective ability to continue this work during the Spring 2020 semester.

Recommendation: Pause the work of Inclusive Excellence Workgroup #2.

Notes:

- Conveners and workgroup members acknowledged the significant disruption to work and daily life as we transition instruction and operations to a virtual environment while also caring for ourselves, family members, and loved ones. Faculty, staff, and administrators are juggling responsibilities that we could not have anticipated, and things continue to change daily. This work is important, but it will be difficult to be fully inclusive or productive during this time.
- Workgroup members in attendance agreed that we should pause the work of this group for the time being. We will share meeting notes with those who were unable to attend and invite their input or concerns. Conveners will then consult with Drs. Clark-Ibanez and Prado-Olmos, who will likely need to confer with the President, regarding these considerations and a timeline for resuming the work of this group.
- The workgroup agreed that there would be value in documenting our Spring 2020 work to date, along with challenges and opportunities that have been identified through this process. Conveners will work with subgroup leads to prepare an internal progress report, and will share it with the workgroup so that those who are willing and able to provide feedback can do so.

*Some comments were submitted via the chat function. A transcript of those comments is below.*

09:34:05 From Cameron Stevenson : Welcome everyone! We are allowing a few more minutes for any additional folks who may be joining us. Thanks for your patience!

09:36:40 From char : Sorry for the bad connection all!

09:37:12 From char : Two-body (wireless) problem at home at the moment!

09:37:37 From Holly Hampton : No worries, Char! :)

09:46:30 From iPhone (2) : I'm in favor of taking a pause. the work we are doing is important but we are in unprecedented times. I think we are most productive with our work on the DISP when we work face to face.

09:47:46 From Amanda Umphrey @ CSUSM : I am in favor of a pause as well.

09:48:53 From Toni Olivas : It sounds like pause is what most people are comfortable with, and I completely understand. I am also in favor of pausing.

09:49:26 From Holly Hampton : I agree with a pause.

09:50:13 From Erene Hilentzaris : Ditto. Hope everyone is staying safe and healthy!

09:50:14 From Melissa Simnitt : I am also in agreement that a pause would be practical.

09:51:31 From Toni Olivas : No concern

09:51:36 From char : Agreed to pause - where flexibility is possible at this time I believe it's beneficial. Interested in people's thoughts about the suggestion from Richard about a preliminary report. Would people have the bandwidth to review, provide input?

09:52:34 From Toni Olivas : I'm happy to be a second (or third or fourth) pair of eyes on a preliminary report.

09:53:53 From Geoffrey's iPad : I agree with the pause.

09:54:09 From iPhone (2) : this is Joely I would be happy to review report

09:54:25 From Gregg Simmons : I am in favor of a pause as well.

09:54:56 From Michael McDuffie : I'm good with a pause and can also look at a draft report.  
thanks

09:56:36 From Holly Hampton : Got it. Thank you!

09:57:24 From char : Yes, thanks to everyone and I hope folks are taking care —

09:57:35 From Gregg Simmons : Take care!