

CSUSM DIVERSITY AND INCLUSION STRATEGIC PLAN

I. Message from the President

II. Message from Chief Diversity Officer, AVP of Inclusive Excellence

III. Background, Vision, Guiding Principles, and Alignment with Strategic Priorities

A. Background

Since its founding 25 years ago, CSUSM has made it a priority to be responsive to our regional needs and to provide our students with an excellent educational experience. Addressing our mission has meant providing our students with an inclusive educational experience that prepares them to be effective in a multicultural and diverse work and living environment, both in the region (where most of our students come from and stay) and in the world. As the regional institution best suited to prepare our future leaders to be interculturally proficient, CSUSM has been particularly committed to meeting this challenge, especially in the last 12 years, since Dr. Karen Haynes began her service as the University's third president. Because of her strong commitment to social justice and educational equity, President Haynes together with the administrative leadership have focused on developing a strategic framework for diversity and inclusion at CSUSM.

The office of Inclusive Excellence, formally known as the office of Diversity Educational Equity & Inclusion has its origins in the Educational Equity Task Force (EETF) formed by President Haynes during the 2005-06 Academic Year. In 2007, the EETF created an educational equity statement and vision. In 2008, the EETF recommended committing a 100% FTE position for the Educational Equity and Diversity Officer.

In 2008, President Haynes appointed Dr. Garry Rolison to the position of Special Assistant to the President for Educational Equity and Diversity. Dr. Rolison served in this role on a half-time basis until Derrick Crawford was hired as CSUSM's first Associate Vice President for Diversity and Educational Equity¹ in spring 2011.

In December 2012, CSUSM approved its first Strategic Plan for Diversity and Educational Equity. In 2014, CSUSM received for the first time the Higher Education Excellence in Diversity award, and was honored with this award again in 2015, 2016 and in 2017.

By fall 2014, over half of the goals in the 2012 Strategic Plan for Diversity and Educational Equity had been accomplished; three-fourths of the goals were completed by 2015. A key goal of the 2012 Plan was to assess diversity in the curriculum. This was done through the Diversity Mapping

¹ The chief diversity officer serves as the principal advisor to President Haynes, the Executive Council, other CSUSM leaders, and the CSUSM community on diversity, educational equity, and inclusion. The chief diversity officer also serves as the chief strategist on these issues, having principal responsibility for providing leadership and expertise on a daily basis in this area, as well as being responsible for ombud services. However, ownership and responsibility for diversity, educational equity, inclusion, and social justice is a shared responsibility in which every member of the CSUSM community must be actively engaged for success to be achieved.

project, which ran from late spring 2014 through spring 2015 and assessed not only diversity in the curriculum but all diversity efforts throughout the University. During this time, the consultant, Halualani and Associates, in addition to mining our websites and databases for curricular information related to diversity, also conducted surveys, focus groups, personal interviews, and received documents and anonymous comments from faculty, staff, students and administrators. President Haynes assigned a Diversity Mapping Work Group to liaison with Halualani and Associates and to assist the AVP for Diversity, Educational Equity, Inclusion and Ombud Services with the Diversity Mapping project. The diversity mapping report, completed in spring 2015, contained extensive findings and recommendations.² CSUSM also conducted the Diverse Learning Environments Survey (DLES) in spring 2015 to measure students' experience with inclusion and equity on campus.

To follow up on the Diversity Mapping, President Haynes requested conveners to prepare plans on how to achieve the goals incorporated in the Mapping recommendations. These reports were submitted to President Haynes on May 1, 2015. Subsequently, in fall 2015, President Haynes charged a work group to assist the AVP for Diversity with creating a new Diversity and Inclusion Strategic Plan (DISP); the charge was to create a comprehensive plan with measurable goals and timetables. The diversity mapping findings and recommendations, the May 1 reports, the DLES findings, and the 2012 Diversity and Inclusion Strategic Plan, among other documents, became the foundation on which to prepare a new and compelling Diversity and Inclusion Strategic Plan.

CSUSM has had a longstanding commitment to diversity, educational equity, and social justice. This new plan, as recommended in Halualani & Associates' Diversity Mapping report and as requested by President Haynes and her Executive Council, is designed to provide a coherent, integrated, and unified vision and strategy to further integrate diversity, educational equity, inclusion, and social justice as integral elements of excellence at CSUSM and to position CSUSM as a leader in educational equity, inclusion, and diversity.

B. A Framework for Diversity

Diversity refers to the many dimensions that it embraces—all the ways in which people are similar and different, particularly with regard to social identities—as well as the overarching framework that helps to define and guide CSUSM's work in educational equity, inclusion, and social justice.

California State University's Policy: Executive Order 1097 "Diversity Dimensions"

The Chancellor of The California State University issued Executive Order 1097 on June 3, 2014 (revised June 23, 2015). That policy (<https://www.calstate.edu/eo/EO-1097-rev-6-23-15.pdf>) affirms the following: "The California State University (CSU) is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect. We embrace and encourage our community differences in Age, Disability, Race or Ethnicity, Gender, Gender Identity or Expression, Nationality, Religion, Sexual Orientation, Genetic Information, Veteran or Military Status, and other characteristics that make our community unique. All Students have the right to participate fully in CSU programs and activities free from Discrimination, Harassment, and Retaliation." This policy highlights the importance and range of diversity across the CSU

² Slide cast summarizing the findings is available online here: <https://www.youtube.com/watch?v=mWPaAZTume4>

system. At CSUSM we also include aspects of diversity such as socioeconomic status, first generation³, former foster youth, and citizenship status.

CSUSM's Definition of a "Diversity Framework"

When we use the term *diversity* at CSUSM, we include, at a minimum, all the diversity dimensions referenced in CSU's Executive Order 1097. Diversity also refers to the larger framework that embraces these differences as positive elements of the university community. In this sense, the term *diversity* serves as a large umbrella that includes principles of inclusion, social justice, and equity, as well as constructs such as intercultural proficiency, cultural intelligence, multiculturalism, pluralism, institutionalized inequality, power, and privilege.

Our framework for diversity incorporates and addresses various organizational elements: access and success for all (compositional diversity); curriculum, co-curriculum, and their learning outcomes (substantive diversity); an inclusive campus climate; and the priorities, procedures, policies, and resources that foster and support diversity and inclusion (institutionalized diversity). When we refer to diversity then, it is shorthand for both this dynamic framework of interdependent parts and for the various dimensions of diversity as listed in CSU Executive Order 1097. In this strategic plan, diversity typically refers to both of these aspects; although at times it may particularly refer to diversity dimensions, that meaning is usually clear in context.

C. CSUSM's Vision for Inclusive Excellence

California State University San Marcos is an inclusive and welcoming community of students, faculty, staff, and administrators, grounded in social justice that creates educational equity as we reflect and embrace the range of regional and global diversity. We are an interculturally proficient learning community whose members at all levels develop and display critical skills to effectively advocate for social change, foster inclusion, celebrate and value difference, build on their unique strengths, and engage and contribute intelligently and effectively in diverse groups and communities.

D. Principles and Assumptions

CSUSM's vision for Inclusive Excellence together with this Diversity and Inclusion Strategic Plan are grounded in key principles and assumptions that frame and catalyze the work:

- Diversity is an essential asset for education and the larger community. Inclusive excellence, equity, diversity, and social justice are key imperatives for CSUSM and for society. These are fundamental elements of higher education and at the core of CSUSM's overarching mission, vision, values, and strategic plan.
- An important rationale for and focus of this strategic plan is to ensure educational equity and remove invidious barriers faced by individuals from marginalized groups.
- Ongoing attention to and investment in inclusive excellence, equity, diversity, and social justice will provide returns well beyond the diversity and inclusion function. This is because 21st-century organizations that effectively incorporate and manage diversity will have greater

³ A student is considered first generation when neither parent had earned a four-year degree as of the student's application.

and broader access to talent, resources, and ideas; will generate better solutions and outcomes; will be more sustainable; and will better represent and incorporate their communities.

- Fostering diversity and inclusion is everyone’s responsibility. We need to hold ourselves and each other accountable for addressing diversity and inclusion and reaching our goals.
- Inclusion, equity, social justice, and diversity should be woven into everything we do at CSUSM. Advancing these goals is not something that is done on occasion or done separately from other functions; there is and should be an element of diversity in everything we do, and we must always attend to equity and inclusion to further CSUSM’s mission.
- Intercultural proficiency and skills in working toward collective pursuits with others who are different are core competencies for faculty, staff, and administration at CSUSM, and essential competencies for our graduates, if they are to be successful in a diverse and global society.
- It is vital to a successful diversity and inclusion effort to create and sustain an inclusive environment through interpersonal interactions—supported by institutional practices—that support and affirm the inherent dignity, value, and uniqueness of each individual.
- Diversity of people, experiences, and perspectives, as well as of teaching and learning styles, is necessary to create innovative and compelling research and scholarship and to foster and maintain an effective, equitable, and inclusive learning environment.

E. Alignment with CSUSM’s Mission, Vision, Values, & Strategic Priorities

This Plan provides a detailed diversity lens on how to accomplish the University’s mission and vision, which call for us to be responsive to the needs of diverse students, to provide sustained excellence in teaching, to offer an innovative curriculum, to expand student access to an excellent and affordable education, to provide specialized programs responsive to state and regional needs, to develop knowledge, skills, competencies and experiences needed in a global society, and to celebrate and capitalize on our diversity to form a learning community committed to this shared vision. This plan thus fully aligns with, supports, and propels action on CSUSM’s mission, vision, and values.

This Plan also fully aligns with CSUSM’s Strategic Priorities. In accord with those priorities, this Plan is not simply about numbers and goes well beyond demographic representation. Like the Strategic Priorities, this Plan is specifically designed to enhance academic excellence, student life and experiences, campus climate, community partnerships, and educational equity, all in the context of social justice. Enhancing all these areas requires understanding, engaging with, and incorporating a range of differences. Diversity is a reality not only in CSUSM’s region, but throughout California, the United States, and the world in which our graduates will live and work. Given that, the question is not whether we should “do” diversity or not, but rather whether we want to do it well and reap its benefits by being intentional in how we leverage the diversity of the environment we live in, intentional in developing intercultural proficiency and cultural intelligence, and intentional in working toward educational equity and social justice. Doing this requires sustained and dedicated attention to ensure that we have a curriculum and co-curriculum, a campus climate, and a diverse campus community that can foster and sustain inclusion, equity, and social justice—together with the systems and resources to support these.

CSUSM’s Strategic Plan has five strategic priorities: 1) Academic Excellence, 2) Student Life, 3) Campus Climate, 4) Community Partnerships, and 5) Educational Equity. This Plan’s Goal 1 (Access and Success) and Goal 2 (Curriculum, Co-curriculum and Learning Outcomes) both align with all five CSUSM Strategic Priorities. Goal 3 of this Plan (Inclusive Climate) aligns with Strategic Priority 3 (Campus Climate), and this Plan’s Goal 4 (Institutionalized Diversity) aligns

with all five CSUSM Strategic Priorities by providing for the resources, practices, and metrics to ensure that Goals 1, 2, and 3 are accomplished.

F. The State of Equity, Diversity, and Inclusion at CSUSM: What the Current Data Tell Us

CSU San Marcos has a proud history of promoting equity and social justice. Our numbers reflect the many students who are first in their family to attend college, our student body reflects the diversity of our region, we continue to narrow the achievement gap, and we have been recognized as a leader in excellence in diversity and community engagement. Our commitment to inclusive excellence requires us to address any area in which equity is still not realized.

Although educational equity and social justice are primary drivers for diversity and inclusion at CSUSM, there are additional reasons for this Strategic Plan. To be responsive to the changing demographics of our region, California, and the world, we must graduate students who are interculturally proficient, so that they can be competitive and effective in a multicultural, diverse, and global environment. Executing on this Plan will not only advance equity and social justice but in doing so will also benefit every student and the region we serve.

This section outlines key data indicating how we are doing and where significant equity gaps still exist.

Student Diversity and Success

Diversity. In 2014, the ethnic distribution of CSUSM students closely resembled that of the regional population. At that time, proportions of students by race and ethnicity were as follows: 3.3% African American, 10% Asian or Pacific Islander, 38.7% Latino, 0.4% Native American, 33.1% White (non-Hispanic) 2.7% international, 6.4% unknown or unstated, and 5.4% of two or more races. CSUSM has made purposeful efforts to diversify its student body, achieving Hispanic Serving Institution (HSI) and Asian American, Native American Pacific Islander Serving Institution (AANAPISI) status in 2009 and 2008 respectively. In 2015 CSUSM received an HSI grant of \$2.5 million. CSUSM has one of the largest American Indian populations among universities in California, the largest Veteran student population per capita in the CSU system, and the largest per capita population of students who are former foster youth across California universities. In 2014, 55.5% of our students were the first in their family to pursue a four-year degree, and 4.48% of students self-identified as having a disability and were receiving services from Disabled Student Services. In fall 2015 61% of enrolled students were women.

As a community that values inclusive excellence, we continue to pursue educational equity and do not settle for simply being “good enough.” We will continue to strive for a diverse student body and for educational equity. In spite of our impressive numbers, these nonetheless reflect at least two concerns. First, both the proportion and number of Native American students have decreased between 2010 and 2014, going from 0.7% and 65 students to 0.4% and 53 students; this occurred in the context of an overall increase of 2,432 students during the same time period, when the proportion of incoming Native American students went substantially down. Second, the low proportions of African American (3.3%) and Native American (0.4%) students raise issues of diversity and critical mass that need to be addressed. Further analysis, as required by this plan, will also tell us if there is underrepresentation within particular demographic categories or less-than-

optimal indicators of inclusion and equity within particular majors, colleges, co-curricular activities, athletics, and financial aid categories. Once these data are analyzed, any necessary action plans will be developed.

Success. Although CSUSM has made considerable progress in reducing the gap in one-year retention between underrepresented minorities (URM) and non-URM first-time freshman students, achievement gaps still persist between these groups in four- and six-year graduation rates. There was a 7-point difference in four-year graduation rates for the fall 2011 cohort, and a 5.8-point difference in six-year graduation rates for the fall 2009 cohort. Latino first-time freshman students tend to graduate at a lower rate, with about a 9-point difference with the group with the highest graduation rate in both four- and six-year rates for the most recent graduating cohorts. The most recent study of first-time freshmen (FTF) found that 54% of FTF on academic probation were Latino.

Retention and graduation rates for African American transfer students have tended to be lower than those for their White or Hispanic/Latino peers. Data show a 15-point difference, approximately, in one-year retention rates (fall 2014 cohort), a 13-point difference in two-year graduation rates (fall 2013 cohort), and a 10-point difference in four-year graduation rates (fall 2011 cohort) between African American transfer students and these other groups.

Female FTF students continue to be retained and to graduate at a much higher rate than male students at CSUSM. There was a 7.2% gender difference in four-year graduation rates (fall 2011 cohort) and nearly 11% in six-year graduation rates (fall 2009 cohort) in two recent reports. CSUSM's most recent transfer cohorts also show women graduating at higher rates than men, with a 7.6-point difference in two-year graduation rates and a 10.7-point difference in four-year graduation rates.

This Plan calls for additional, more disaggregated, ongoing data analysis. The Office of Undergraduate Studies and Student Affairs, using various indicators of student success and of inclusion and equity, will drill deeper to determine whether underrepresentation or educational inequities exist. To the extent possible, data to be collected will include many diversity dimensions. Analysis of these data will help determine the action plans to address educational equity that may be necessary beyond those identified to date.

Employee Diversity and Success

CSUSM has made great strides in hiring a more diverse faculty and staff. In 2013, we created new hiring procedures that focused on increasing diversity recruitment and hiring for tenure-track faculty and senior administrator appointments.

Faculty Diversity and Success. Hiring of tenure-track faculty of color increased by 16%⁴ and hiring of underrepresented minority⁵ tenure track-faculty increased by 10% when comparing the hiring period from 2013 to 2015 (49 total hires), with the previous 5 year hiring period of 2008-2013, (also with 49 total hires). In 2015, faculty of color made up 44% of the tenure-track faculty ranks. In 2015, 21.8% of tenure track faculty were underrepresented minorities (URM), and 53.6%

⁴ The 16% does not include faculty hires who identified with 2 or more races.

⁵ Underrepresented Minority faculty (URM) includes Latinos, African Americans, Pacific Islanders, and American Indians.

of CSUSM tenure-track faculty and 66.4% of lecturers were women. Hiring of female tenure-track faculty since 2008 has remained at about 58% of new hires.

Gaps in equity exist in several areas requiring our ongoing attention. Our lecturer faculty is less diverse than our tenure-track faculty. Lecturers of color make up only 25.7% of lecturers, and only 15% of lecturers are URM. Another area requiring attention is hiring of African American faculty. African Americans make up only 2.7% of tenure-track faculty and 2.6% of lecturer faculty. These numbers indicate underrepresentation under most benchmarks. These numbers are also too low to permit accruing the benefits of a diverse faculty, and raise issues that result from a lack of critical mass. The same holds true for American Indian faculty, who represent 1.9% of those in the tenure track and 0.4% of lecturers.

Latinos comprised 17% of tenure-track faculty and 11.9% of lecturers in 2015. Relative to our student, regional, and California Latino populations of approximately 38%, this group has the largest gap. In 2015, 21.8% of tenure-track faculty were URM, in contrast to CSUSM's URM student population of approximately 43%. Asian and Pacific Islander (A/PI) faculty comprise 16.9% of tenure-track faculty and 9% of lecturer faculty. It will be helpful to have the A/PI faculty data disaggregated by specific sub-groups to assess whether any particular sub-group is underrepresented. It will also be useful to see the number of faculty members from all groups who are international.

CSUSM has not systematically tracked other dimensions of diversity, so we do not have adequate data on sexual orientation, disability, religion, or veteran status for faculty. In 2015, we began data collection on veteran and disability status. Under this Plan, we will soon be able to begin analyzing these data and to create action plans to address any identified underrepresentation.

Beyond representational data, we currently have little data to document faculty success across dimensions of diversity. This Plan will require collecting data on relevant indicators, such as retention rates, tenure rates, promotions, perceptions of campus climate, and other indicators of equity for both tenure-track and lecturer faculty.

Staff and Administrator Diversity and Success. Of all staff, including administrators, 35% are persons of color, 61% are White, and 66.9% are female. Among senior administrators (Levels III, IV, and the President), 54% are women, 71.6% are White, 24.5% are people of color, and 1.8% are of mixed race, and 1.8% unknown. It is clear that there is less racial and ethnic diversity among senior administrators than among staff overall; this suggests additional efforts need to be made to future hiring at that level. Current data also indicates pockets (departments/units) where very little diversity exists. Under this Plan, departments, colleges, and divisions will be required to disaggregate the data looking at as many dimensions of diversity as possible, and where needed, address any underrepresentation that is identified.

Currently, sparse data exist to allow assessing success across diversity dimensions for staff and administrators. This Plan calls for collecting data on and looking at multiple indicators of success and equity for staff and administrators, such as retention rates, promotions, job satisfaction ratings, and perceptions of campus climate.

Diversity in the Curriculum and Co-curriculum

The findings of the 2015 diversity mapping initiative⁶ indicated that slightly over 25% of CSUSM's undergraduate curriculum is diversity-related. Of these diversity courses, 85% are "primary," which means that the diversity content constitutes the principal focus of the course. The majority of diversity-related undergraduate courses (57%) are offered at the 300 level, and 28% are offered at the 400 level. Only 8% of diversity-related courses are found at the 100 level⁷ and only 7% at the 200 level. The largest group of diversity-related courses (44%) focus on international/global aspects of diversity; of these, 54% focus on understanding culture and diversity broadly and 17% focus on language. Only 6% of diversity-related courses focus on race and ethnicity and only 8% on gender. Less than 1% of diversity-related courses focus on religion, age, disabilities, or local/regional concerns. In the graduate curriculum, 29% (174) of the courses are diversity-related, with 85% of these courses "primarily" focused on diversity.

Using Halualani and Associates' Diversity Engagement/Learning Taxonomy Assessment (DELTA), the diversity mapping report found that the highest DELTA levels (6 & 7) are minimally or not at all touched upon in the diversity-related courses offered at CSUSM. The mapping report noted that engaging students on issues of power (DELTA Levels 5, 6 and 7) is key to fully preparing them to re-imagine the social world, and to creatively, compassionately, and effectively solve intercultural and real-world challenges.

CSUSM currently does not have a diversity course requirement or general education diversity area. In their diversity mapping report, Halualani and Associates recommended that CSUSM adopt a diversity course requirement, and identified a list of "ideal" diversity courses suitable for such a requirement.

Overall, the diversity mapping initiative discovered that CSUSM completed 557 diversity-related efforts⁸, with the large majority (82%) of these centrally designed to promote diversity at CSUSM. The mapping report concluded that there appears to be a strong level of commitment to diversity at CSUSM, and recommended that a "key, resourced, diversity organizational structure" such as ODEEIO should be enhanced to ensure a more systematic way of organizing linkages and accountability across the university in work on diversity and inclusion. The report also indicated that the large majority of diversity-related events (88%) were focused at the most basic level (Level 1, knowledge) of the DELTA taxonomy, a rubric with 7 levels. Other findings included that there are more one-time events rather than strategically-focused initiatives, and that only 2% of the diversity efforts approached diversity through a social justice lens.

Inclusive Climate

The Diverse Learning Environments survey conducted in 2015 found that 36% of students who responded participated in ongoing campus-organized discussions on racial/ethnic issues, 30% participated in LGBTQ Center activities, 41% attended debates or panels about diversity issues, and 52% took courses that study and serve communities in need. Findings also showed that 33%

⁶ Report is available at <http://www.csusm.edu/equity/documents/mapping%20final%20report%204.28.15%202.pdf>

⁷ The Foundations of Excellence (FOE) Research Project (2009) also concluded there was a need for first-year courses to have a *meaningful diversity* component. The FOE stated a need to "connect first-year students to diversity," and "increase faculty diversity in GE courses" as *high priority goals* for first-year programs.

⁸ Efforts include non-curricular activities, initiatives, programs, processes, and/or events.

said they are encouraged to voice their ideas publicly, 66% are reading about privilege in their classrooms, and 50% believe that the university promotes and values diversity. The data also showed that 45% witnessed discrimination on campus, 55% heard disparaging racial remarks from other students, and 14% experienced sexual harassment.

The diversity mapping report data indicated that CSUSM has a strong commitment to diversity, but not one that is centralized or focused, referring for example to “inclusion without a focus on social justice.” The report highlighted that, although much is occurring with diversity, it is often unclear what end these activities are serving, indicating the need for a more strategic approach. The diversity mapping report also indicated a need to address microaggressions and tensions, particularly between and among staff and faculty.⁹ The report also stated that there appears to be unresolved tension about the need for safe spaces. The 2014 Cooperative Institutional Research Program (CIRP) freshman survey found that 90% of those responding expected to socialize with someone of another race/ethnicity group during college. Yet less than half of the respondents rated their knowledge of people from different races/cultures as above average, suggesting opportunities for growth in this area.

Summary

Current indicators of CSUSM’s inclusive excellence show that CSUSM has made steady, and in some cases exceptional, progress across many areas. A review of both qualitative and quantitative data suggest that attention is needed in several areas. Of particular importance is the need to continue and to expand efforts to further increase the diversity of our faculty, with a specific focus on African American faculty and lecturer faculty. CSUSM should also look to increase diversity in targeted staff and MPP positions and units. Additionally, there is a need to develop a diversity course requirement and to have more focused attention in the curriculum and co-curriculum on the various dimensions of diversity, ensuring more depth and a scaffolded approach from freshman to senior year. Some specific gaps in Latino and African American student success should be addressed, alongside further inquiry into multiple dimensions of diversity. In several ways and at various times, notable proportions of the CSUSM community have distinctly expressed a need to address interpersonal relationships and intercultural understanding, including but not limited to developing understanding of and working to reduce microaggressions. To continue moving toward CSUSM’s vision for diversity and inclusion, we will continue to collect, analyze, and review data to inform our decision making and action planning.

IV. Strategic Plan: Goals & Objectives

This section details the core of the strategic plan. It is organized in terms of four key aspects of diversity and inclusion:

- Access and success (compositional diversity)
- Curriculum, co-curriculum, and learning outcomes (substantive diversity)
- Inclusive climate
- Institutional diversity and inclusion

⁹ Similar findings were reported by the 2015 Campus Climate Survey Task Force that reviewed the Great Colleges to Work for Survey.

ACCESS AND SUCCESS (Compositional Diversity)

Goal 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.

RATIONALE: Educational equity is a bedrock of CSUSM’s mission and strategy. Fully serving the people of the region in a manner consistent with our social justice goals requires us to continue to work toward full access and success for all—across multiple dimensions of diversity—by identifying and eliminating invidious barriers, preventing bias and discrimination, and providing multiple and inclusive pathways to success. Diversity among faculty, staff, and administrators can provide our students with enhanced learning benefits and contribute to the development of a more vibrant and socially just community. As we continue to create a community of students, faculty, staff, and administration that is truly diverse across multiple identities, that reflects our region and the world, and in which outcomes are not constrained by one’s demographic categories, we will further increase our human capital, and improve both educational and institutional outcomes, and advance the cause of social justice.

Objective 1. Expand procedures, programs, and activities designed to recruit, and enroll, a diverse student body.

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.

Objective 3. Expand and enhance procedures and activities designed to recruit, hire, and retain staff, administrators, and faculty so that CSUSM, at all levels, will better reflect the diversity of the region, while also considering critical mass.

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.

CURRICULUM, CO-CURRICULUM, AND LEARNING OUTCOMES (Substantive Diversity)

Goal 2: 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.

RATIONALE: To be effective, productive, and competitive in a diverse and globalized community and world, in ways that are consistent with CSUSM’s mission, our graduates should be able to understand the dynamics of diversity, communicate and work across many types of differences, deal productively with ambiguity and change, recognize and address structural and other societal inequities, and serve as champions for social justice. To the extent that CSUSM’s curricular and co-curricular offerings prepare students with these and related competencies, our graduates will be better prepared to fulfill their own objectives and to make valuable contributions to 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.

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.

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.

INCLUSIVE CLIMATE

Goal 3: Foster and maintain an inclusive, welcoming, campus environment where all campus members thrive and are heard and where differences are considered a collective strength.

RATIONALE: Benefiting from diversity requires inclusion, and inclusion makes diversity more possible. In an inclusive and welcoming organization, individuals and groups can flourish, differences are not simply tolerated but are valued as a source of learning and collective growth, individual and collective strengths are more likely to be developed and manifested, and innovation and learning are bolstered and fortified. These are the hallmarks of an excellent, equitable, and socially just university. At CSUSM, to permit and encourage all to develop, learn, and contribute at their best, we must continue to proactively maintain an inclusive climate for all members of our campus community, across multiple dimensions of diversity.

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.

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.

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.

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.

INSTITUTIONALIZED DIVERSITY AND INCLUSION (Priorities, Initiatives, Policies, Practices)

Goal 4: 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.

RATIONALE: CSUSM's ongoing and strong commitment to our vision for diversity and inclusion are reflected in the priority we give to our diversity and inclusion strategy and function, as well as in the degree to which diversity and inclusion are considered and embedded

in everything we do. We will build on our accomplishments to date and make further progress toward realizing our vision with continued strong and active support and engagement of top leadership, integration of diversity and inclusion across other core functions, and ongoing attention to measuring progress toward our goals. Commitment and alignment of necessary resources together with integration of diversity and inclusion in all of our initiatives and priorities, at all levels, both signal the fundamental importance of diversity and inclusion at CSUSM and make it possible to reap their benefits.

Objective 1. Review, revise, and reinforce relevant policies and practices across the University to make sure that they are inclusive and foster diversity.

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 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.

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.

Objective 4. Embed accountability within each organizational unit responsible for implementation of the diversity and inclusion goals and objectives assigned to it.

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.

V. Diversity & Inclusion Metrics and Dashboards

[*Note:* The metrics and dashboards are currently being developed in consultation with Dr. Daryl Smith and will be reviewed by IPA. Final metrics and dashboards cannot be developed until we have finalized the goals and objectives and the action items.]

VI. CSUSM Definitions of Key Terms and Concepts

1. **Critical Mass.** The point of participation or representation at which members of underrepresented or marginalized groups no longer feel isolated or that they are asked to serve as spokespersons for their group.¹⁰ It is the tipping point or threshold that can serve as the catalyst for social change.

¹⁰ Kanter, R.M. (1977). *Men and women of the corporation*. New York: Basic Books.

2. **Culture.** Culture refers to the learned and shared values, beliefs, customs, habits, rituals, language, attitudes, and behaviors of a society, group, or organization.¹¹ Cultural groups can share a distinguishing set of characteristics, but individuals within cultures also vary from each other, often sharing aspects in common with individuals from other cultural groups. Many cultures also include sub-cultures.
3. **Cultural Intelligence (Cultural Competence).** Cultural intelligence (also referred to by some as cultural competence) is the possession and use of awareness, knowledge, and skills pertaining to cultural attributes and differences that allow one to be effective across cultures and contexts, particularly cultures that are new or different from one's own. Cultural intelligence encompasses skills for communication, relational adaptability, and flexibility. Cultural knowledge includes experience and information regarding what culture is as well as the features of different cultures and the expression of cultural difference. Practicing these skills and using this knowledge can enable teachers, students, and faculty to reflect on their own lived experiences, biases, and privileges, and to thrive in ambiguous, new, and potentially challenging interpersonal interactions, as well as in a fast-paced and quickly changing 21st-century context of globalization. Cultural intelligence typically encompasses a positive and inquisitive orientation toward differences and the unknown.
4. **Diversity.** Diversity is “the representation of multiple identity groups and their cultures in a particular” group, organization, or society.”¹² People vary in a range of ways; many of these differences are based on social identities and group markers. We also vary in terms of experiences and many other characteristics. California State University (CSU) policy emphasizes the importance of valuing diversity and fostering tolerance and mutual respect across multiple dimensions of diversity. According to CSU Executive Order 1097, “we embrace and encourage our community differences in Age, Disability, Race or Ethnicity, Gender, Gender Identity or Expression, Nationality, Religion, Sexual Orientation, Genetic Information, Veteran or Military Status, and other characteristics that make our community unique.” At CSUSM we also include diversity dimensions such as socioeconomic status, first generation, former foster youth, and citizenship status. Current approaches to diversity emphasize the opportunities and benefits that heterogeneity can provide to groups, organizations, and their members, particularly when this diversity is well-managed in the context of inclusive practices. Current approaches also emphasize the importance of addressing equity, fairness, and social justice in the context of inclusive diversity.

Diversity includes the dimensions that it embraces as well as the overarching framework that helps to define and guide CSUSM's work in educational equity, inclusion, and social justice. In this sense, the term diversity serves as a large umbrella that includes principles of inclusion,

¹¹ Bennett, J. M. (2014). Intercultural competence: Vital perspectives for diversity and inclusion. In B. M. Ferdman & B. R. Deane (Eds.), *Diversity at work: The practice of inclusion* (pp. 155-176). San Francisco: Jossey-Bass. (page 156).

¹² p. 3 in Ferdman, B. M. (2014). The practice of inclusion in diverse organizations: Toward a systemic and inclusive framework. In B. M. Ferdman & B. R. Deane, (Eds.), *Diversity at work: The practice of inclusion* (pp. 3-54). San Francisco, CA: Jossey-Bass.

social justice, and equity, as well as constructs such as intercultural proficiency, multiculturalism, pluralism, institutionalized inequality, power, and privilege.

Our framework for diversity incorporates and addresses various organizational elements: access and success for all (compositional diversity); curriculum, co-curriculum, and their learning outcomes (substantive diversity); an inclusive campus climate; and the priorities, procedures, policies, and resources that foster and support diversity and inclusion (institutionalized diversity). When we refer to diversity then, it is shorthand for this dynamic framework of interdependent parts and for the various dimensions of diversity.

5. **Educational Equity.** Educational equity is the assurance that all students and potential students—across multiple identities—will receive fair treatment and access to all programs, resources, and curriculum. Educational equity recognizes that there is not yet a level playing field and that some students have barriers or disadvantages due to structural inequalities. The goal of educational equity is to level the playing field to provide all students with equal opportunity for academic success. It is also a measure of an institution’s achievement, fairness, and ability to make adjustments so that all students are successful. Creating educational equity requires attention to inclusion, so that the atmosphere in which students are learning encourages a positive outlook, mutual respect, and self-esteem to allow all students to achieve at their best while making dynamic contributions to their school and to society as a whole.
6. **Equity.** Equity means that people get what they justly deserve, what they have not yet received, or what is best suited for them. An equity perspective honors and attends to justice and diversity, signaling that true equality may only be possible by meeting the different needs of people and correcting for systemic exclusion and differential treatment and impact. Achieving equity can sometimes mean helping groups overcome obstacles that have been placed in their way.
7. **Inclusion.** Inclusion is a system of “creating and embedding organizational, leadership, and interpersonal practices that result in a sense of safety, full belonging, participation, and voice across the range of diversity dimensions, without requiring assimilation or loss of valued identities.”¹³ Inclusion both contributes to and benefits from a climate of value, respect, connection, and fairness across multiple dimensions of diversity. When people experience inclusion, they are empowered to be wholly themselves and to engage with and display valued aspects of their identities while fully belonging and contributing to the larger collective.¹⁴ Inclusion can foster authentic identity expression, meaningful relationships, and enhanced collaboration. Inclusion can be observed and fostered at multiple levels¹⁵: as an individual feeling or experience, as a set of behaviors, and as a set of values, practices, and norms of a group, class, department, or entire school or organization.

¹³ Ferdman, B. M. (2016). Diversity and organizational change/performance. In J. Stone, R. Dennis, P. Rizova, & A. D. Smith (Eds.). *The Wiley-Blackwell encyclopedia of race, ethnicity, and nationalism*. San Francisco: Wiley.

¹⁴ Ferdman, B. M. (2010). Teaching inclusion by example and experience: Creating an inclusive learning environment. In B. B. McFeeters, K. M. Hannum, & L. Booyesen (Eds.), *Leading across differences: Cases and perspectives—Facilitator’s guide* (pp. 37-50). San Francisco: Pfeiffer.

¹⁵ Ferdman, 2014, op. cit.

8. **Inclusive Excellence.** Inclusive excellence means that knowledge, mastery, achievement, and success are distributed equitably across all students and members of the university, and that diversity and inclusion are systematically leveraged to catalyze student learning, educational excellence, and institutional excellence.¹⁶ Inclusive excellence indicates that *all* students, faculty, and staff—across dimensions of diversity—can excel in a safe and inclusive learning environment where they can develop and thrive without having to compromise important aspects of their identity, and that diversity and inclusion are proactively embedded throughout the university as a foundation for its success. In its vision of inclusive excellence, the Association of American Colleges and Universities (AAC&U) “calls for higher education to address diversity, inclusion, and equity as critical to the wellbeing of democratic culture. Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.”¹⁷
9. **Intercultural Proficiency.** Intercultural proficiency entails the same set of knowledge and skills as cultural intelligence, with the added ability to-be able to effectuate change and create solutions that are equitable, that address social justice, and that are culturally responsive. Intercultural proficiency involves the ability to remove barriers and develop individual adaptations to teaching, learning, administration, communication, and service delivery that reflect a deep and nuanced understanding of cultural difference, social justice, and power and privilege. It also includes the ability to institutionalize cultural intelligence in all aspects of policy-making, administration, teaching, service delivery, and access in institutions of higher education.
10. **Intersectionality.** Intersectionality is the theory and perspective that individuals are best understood by examining the multiplicity of identities that make up who they are, and that looking at one aspect of identity, such as gender or race alone, is not as informative or complete as appreciating the integration and overlap of the many aspects of identity. From the perspective of intersectionality, the experience of an African American woman, for example, will be different than that of a gay Latina or of a Muslim White woman, even though they are all women. The experience of an African American veteran from a wealthy family may be different from the experience of an African American with disabilities who comes from a low income family, even though they both may have faced some degree of racism. Intersectionality also helps us to see unique combinations of privilege and power (or lack thereof) that each of us may have.
11. **Marginalized/Marginalization.** Marginalized individuals and groups are those that have been and are discriminated against based on some aspect of their identity. As a result, such disenfranchised groups and their members are pushed to the periphery of society or organizations and can be viewed as insignificant or undignified. Marginalized groups and

¹⁶ Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a model of inclusive excellence and change in postsecondary institutions*. Washington, DC: Association of American Colleges & Universities. http://www.aacu.org/sites/default/files/files/mei/williams_et_al.pdf

¹⁷ <https://www.aacu.org/making-excellence-inclusive>

individuals have had rights withheld and access to basic needs such as health, safety, political voice, education, and financial stability challenged or denied. Groups and individuals can often be marginalized because they do not fit the mainstream image or norm of the dominant group.

12. **Microaggressions.** Microaggressions are instances of comments, behaviors, or innuendos that communicate hostile, discriminatory, or negative slights and insults toward members of a marginalized group. Microaggressions are often subtle and may even be well intentioned, but the derogatory nature of the comment or action nonetheless negatively impacts those who receive and/or witness the message or interaction.¹⁸
13. **Multiculturalism.** Multiculturalism is the perspective or framework that celebrates the value of diversity, viewing multiple cultural differences within and between individuals and groups, as well as the sum and interaction of all differences, as valuable assets that should be highlighted, utilized, and appreciated. Proponents of multiculturalism express that the presence of differences in an academic setting should be explicitly acknowledged, celebrated, and maximized, and that differences can both exist simultaneously and interact with each other to enhance the diverse group or community.
14. **Multicultural Education.** Multicultural education encompasses theories and practices that help promote equitable access and rigorous academic achievement for students from all cultural groups, so that they can work toward social change. As a process of educational reform in PK-12 schools, higher education, and increasingly, out-of-school contexts, multicultural education challenges all forms of oppression and bias and acknowledges and affirms the multiple identities that students bring to their learning. A common theme that researchers of multicultural education underscore is that to maintain its critical analysis of power, multicultural education must be constructed within its history and roots in the civil rights movement.¹⁹
15. **Power and Privilege.** Power and privilege, at the group level, involve unearned benefits bestowed on social groups that have historically cultivated political, economic, social, and financial prominence, advantage, and control. When groups and their members have power over others—and thus the ability to coerce behavior—it can be used in a discriminatory and oppressive way that creates or maintains dominant status. Power also includes access to social, political, and economic resources, and can often involve the ability to define what is normative, normal, or appropriate. Unearned privilege is a special advantage or right that a person is born into or acquires during their life. It is supported by the formal and informal social institutions and conferred to all members of a dominant group, simply by virtue of their group membership. Privilege implies that wherever there is a system of oppression (such as capitalism, patriarchy, or White supremacy) there are oppressed groups and also a privileged group, whose members benefit from the systemic advantages they are given by the system. Privilege and power are closely related: privilege often gives a person or group power over others.²⁰ Social institutions,

¹⁸ Sue, D. W. (2010). Microaggressions: More than just race.

<http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>.

¹⁹ Bode, P. (2009). Multicultural education. <http://www.education.com/reference/article/multicultural-education>

²⁰ Ignite: An anti-racist toolkit. http://antiracist-toolkit.users.ecobytes.net/?page_id=124

such as the educational system, may confer advantages upon those with power and privilege that can be unrelated or additional to individual effort.

16. **Social Justice.** “Social justice is the view that everyone deserves equal economic, political and social rights and opportunities.”²¹ Social justice involves promoting and making efforts toward equal rights for all of society’s members by mitigating injustices and prioritizing inclusion and diversity. A social justice perspective recognizes that some are in greater need than others of assistance and support to reach true equality, so that one must focus on equity to achieve equality. Striving toward social justice denotes a responsibility for all members of the academic institution to work toward building an inclusive learning community and a more equitable education system that make education, economic, political, and social opportunities available and valuable to all.
17. **Underrepresented/Underserved.** Underrepresented or underserved groups are those that are disproportionately lower in number in the university or organization, relative to their number in the general population. They also, historically or currently, have received less attention, resources, and status than others with more power and privilege, resulting in patterns of exclusion and unbalanced difficulty in obtaining social and economic prosperity or other social benefits, such as education. In some reporting and data collection practices, Asian Americans are sometimes not included as part of the underrepresented minority (URM) category. This is common, for example, in STEM data collection and reports.

²¹ National Association of Social Workers (n.d.). Social justice.
<http://www.socialworkers.org/pressroom/features/issue/peace.asp>