

CSUSM DIVERSITY AND INCLUSION STRATEGIC PLAN

I. Message from the President

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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 Diversity and Educational Equity 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 fall 2012, Mr. Crawford left CSUSM. Arturo Ocampo was hired as the new Associate Vice President for ODEEIO in spring 2013. In 2014, CSUSM received for the first time the Higher Education Excellence in Diversity award, and was honored with this award again in 2015.

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

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.

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

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

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

60 **B. A Framework for Diversity**

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

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

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

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

74 Harassment, and Retaliation.” This policy highlights the importance and range of diversity across
75 the CSU system. At CSUSM we also include aspects of diversity such as socioeconomic status,
76 first generation³, former foster youth, and citizenship status.

77 ***CSUSM’s Definition of a “Diversity Framework”***

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

84
85 Our framework for diversity incorporates and addresses various organizational elements: access
86 and success for all (compositional diversity); curriculum, co-curriculum, and their learning
87 outcomes (substantive diversity); an inclusive campus climate; and the priorities, procedures,
88 policies, and resources that foster and support diversity and inclusion (institutionalized
89 diversity). When we refer to diversity then, it is shorthand for both this dynamic framework of
90 interdependent parts and for the various dimensions of diversity as listed in CSU Executive
91 Order 1097. In this strategic plan, diversity typically refers to both of these aspects; although at
92 times it may particularly refer to diversity dimensions, that meaning is usually clear in context.

93 **C. CSUSM’s Vision for Diversity, Educational Equity, and Inclusion**

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

101 **D. Principles and Assumptions**

102 CSUSM’s vision for diversity, educational equity, and inclusion together with this Diversity and
103 Inclusion Strategic Plan are grounded in key principles and assumptions that frame and catalyze
104 the work:

- 105 • Diversity is an essential asset for education and the larger community. Inclusive excellence,
106 equity, diversity, and social justice are key imperatives for CSUSM and for society. These
107 are fundamental elements of higher education and at the core of CSUSM’s overarching
108 mission, vision, values, and strategic plan.
- 109 • An important rationale for and focus of this strategic plan is to ensure educational equity and
110 remove invidious barriers faced by individuals from marginalized groups.

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

- 111 • Ongoing attention to and investment in inclusive excellence, equity, diversity, and social
112 justice will provide returns well beyond the diversity and inclusion function. This is because
113 21st-century organizations that effectively incorporate and manage diversity will have greater
114 and broader access to talent, resources, and ideas; will generate better solutions and
115 outcomes; will be more sustainable; and will better represent and incorporate their
116 communities.
- 117 • Fostering diversity and inclusion is everyone’s responsibility. We need to hold ourselves and
118 each other accountable for addressing diversity and inclusion and reaching our goals.
- 119 • Inclusion, equity, social justice, and diversity should be woven into everything we do at
120 CSUSM. Advancing these goals is not something that is done on occasion or done separately
121 from other functions; there is and should be an element of diversity in everything we do, and
122 we must always attend to equity and inclusion to further CSUSM’s mission.
- 123 • Intercultural proficiency and skills in working toward collective pursuits with others who are
124 different are core competencies for faculty, staff, and administration at CSUSM, and
125 essential competencies for our graduates, if they are to be successful in a diverse and global
126 society.
- 127 • It is vital to a successful diversity and inclusion effort to create and sustain an inclusive
128 environment through interpersonal interactions—supported by institutional practices—that
129 support and affirm the inherent dignity, value, and uniqueness of each individual.
- 130 • Diversity of people, experiences, and perspectives, as well as of teaching and learning styles,
131 is necessary to create innovative and compelling research and scholarship and to foster and
132 maintain an effective, equitable, and inclusive learning environment.

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

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

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

156 CSUSM’s Strategic Plan has five strategic priorities: 1) Academic Excellence, 2) Student Life,
157 3) Campus Climate, 4) Community Partnerships, and 5) Educational Equity. This Plan’s Goal 1
158 (Access and Success) and Goal 2 (Curriculum, Co-curriculum and Learning Outcomes) both
159 align with all five CSUSM Strategic Priorities. Goal 3 of this Plan (Inclusive Climate) aligns
160 with Strategic Priority 3 (Campus Climate), and this Plan’s Goal 4 (Institutionalized Diversity)
161 aligns with all five CSUSM Strategic Priorities by providing for the resources, practices, and
162 metrics to ensure that Goals 1, 2, and 3 are accomplished.

163 **F. The State of Equity, Diversity, and Inclusion at CSUSM: What the Current** 164 **Data Tell Us**

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

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

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

178 ***Student Diversity and Success***

179 *Diversity.* In 2014, the ethnic distribution of CSUSM students closely resembled that of the
180 regional population. At that time, proportions of students by race and ethnicity were as follows:
181 3.3% African American, 10% Asian or Pacific Islander, 38.7% Latino, 0.4% Native American,
182 33.1% White (non-Hispanic) 2.7% international, 6.4% unknown or unstated, and 5.4% of two or
183 more races. CSUSM has made purposeful efforts to diversify its student body, achieving
184 Hispanic Serving Institution (HSI) and Asian American, Native American Pacific Islander
185 Serving Institution (AANAPISI) status in 2009 and 2008 respectively. In 2015 CSUSM received
186 an HSI grant of \$2.5 million. CSUSM has one of the largest American Indian populations among
187 universities in California, the largest Veteran student population per capita in the CSU system,
188 and the largest per capita population of students who are former foster youth across California
189 universities. In 2014, 55.5% of our students were the first in their family to pursue a four-year
190 degree, and 4.48% of students self-identified as having a disability and were receiving services
191 from Disabled Student Services. In fall 2015 61% of enrolled students were women.

192 As a community that values inclusive excellence, we continue to pursue educational equity and
193 do not settle for simply being “good enough.” We will continue to strive for a diverse student
194 body and for educational equity. In spite of our impressive numbers, these nonetheless reflect at
195 least two concerns. First, both the proportion and number of Native American students have
196 decreased between 2010 and 2014, going from 0.7% and 65 students to 0.4% and 53 students;

197 this occurred in the context of an overall increase of 2,432 students during the same time period,
198 when the proportion of incoming Native American students went substantially down. Second, the
199 low proportions of African American (3.3%) and Native American (0.4%) students raise issues
200 of diversity and critical mass that need to be addressed. Further analysis, as required by this plan,
201 will also tell us if there is underrepresentation within particular demographic categories or less-
202 than-optimal indicators of inclusion and equity within particular majors, colleges, co-curricular
203 activities, athletics, and financial aid categories. Once these data are analyzed, any necessary
204 action plans will be developed.

205 *Success.* Although CSUSM has made considerable progress in reducing the gap in one-year
206 retention between underrepresented minorities (URM) and non-URM first-time freshman
207 students, achievement gaps still persist between these groups in four- and six-year graduation
208 rates. There was a 7-point difference in four-year graduation rates for the fall 2011 cohort, and a
209 5.8-point difference in six-year graduation rates for the fall 2009 cohort. Latino first-time
210 freshman students tend to graduate at a lower rate, with about a 9-point difference with the group
211 with the highest graduation rate in both four- and six-year rates for the most recent graduating
212 cohorts. The most recent study of first-time freshmen (FTF) found that 54% of FTF on academic
213 probation were Latino.

214 Retention and graduation rates for African American transfer students have tended to be lower
215 than those for their White or Hispanic/Latino peers. Data show a 15-point difference,
216 approximately, in one-year retention rates (fall 2014 cohort), a 13-point difference in two-year
217 graduation rates (fall 2013 cohort), and a 10-point difference in four-year graduation rates (fall
218 2011 cohort) between African American transfer students and these other groups.

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

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

231 ***Employee Diversity and Success***

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

235 *Faculty Diversity and Success.* Hiring of tenure-track faculty of color increased by 16%⁴ and
236 hiring of underrepresented minority⁵ tenure track-faculty increased by 10% when comparing the
237 hiring period from 2013 to 2015 (49 total hires), with the previous 5 year hiring period of 2008-
238 2013, (also with 49 total hires). In 2015, faculty of color made up 44% of the tenure-track faculty
239 ranks. In 2015, 21.8% of tenure track faculty were underrepresented minorities (URM), and
240 53.6% of CSUSM tenure-track faculty and 66.4% of lecturers were women. Hiring of female
241 tenure-track faculty since 2008 has remained at about 58% of new hires.

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

250 Latinos comprised 17% of tenure-track faculty and 11.9% of lecturers in 2015. Relative to our
251 student, regional, and California Latino populations of approximately 38%, this group has the
252 largest gap. In 2015, 21.8% of tenure-track faculty were URM, in contrast to CSUSM's URM
253 student population of approximately 43%. Asian and Pacific Islander (A/PI) faculty comprise
254 16.9% of tenure-track faculty and 9% of lecturer faculty. It will be helpful to have the A/PI
255 faculty data disaggregated by specific sub-groups to assess whether any particular sub-group is
256 underrepresented. It will also be useful to see the number of faculty members from all groups
257 who are international.

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

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

267 *Staff and Administrator Diversity and Success.* Of all staff, including administrators, 35% are
268 persons of color, 61% are White, and 66.9% are female. Among senior administrators (Levels
269 III, IV, and the President), 54% are women, 71.6% are White, 24.5% are people of color, and
270 1.8% are of mixed race, and 1.8% unknown. It is clear that there is less racial and ethnic
271 diversity among senior administrators than among staff overall; this suggests additional efforts
272 need to be made to future hiring at that level. Current data also indicates pockets
273 (departments/units) where very little diversity exists. Under this Plan, departments, colleges, and

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.

274 divisions will be required to disaggregate the data looking at as many dimensions of diversity as
275 possible, and where needed, address any underrepresentation that is identified.

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

280 *Diversity in the Curriculum and Co-curriculum*

281 The findings of the 2015 diversity mapping initiative⁶ indicated that slightly over 25% of
282 CSUSM's undergraduate curriculum is diversity-related. Of these diversity courses, 85% are
283 "primary," which means that the diversity content constitutes the principal focus of the course.
284 The majority of diversity-related undergraduate courses (57%) are offered at the 300 level, and
285 28% are offered at the 400 level. Only 8% of diversity-related courses are found at the 100 level⁷
286 and only 7% at the 200 level. The largest group of diversity-related courses (44%) focus on
287 international/global aspects of diversity; of these, 54% focus on understanding culture and
288 diversity broadly and 17% focus on language. Only 6% of diversity-related courses focus on race
289 and ethnicity and only 8% on gender. Less than 1% of diversity-related courses focus on
290 religion, age, disabilities, or local/regional concerns. In the graduate curriculum, 29% (174) of
291 the courses are diversity-related, with 85% of these courses "primarily" focused on diversity.

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

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

302 Overall, the diversity mapping initiative discovered that CSUSM completed 557 diversity-related
303 efforts⁸, with the large majority (82%) of these centrally designed to promote diversity at
304 CSUSM. The mapping report concluded that there appears to be a strong level of commitment to
305 diversity at CSUSM, and recommended that a "key, resourced, diversity organizational
306 structure" such as ODEEIO should be enhanced to ensure a more systematic way of organizing
307 linkages and accountability across the university in work on diversity and inclusion. The report
308 also indicated that the large majority of diversity-related events (88%) were focused at the most
309 basic level (Level 1, knowledge) of the DELTA taxonomy, a rubric with 7 levels. Other findings

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.

310 included that there are more one-time events rather than strategically-focused initiatives, and that
311 only 2% of the diversity efforts approached diversity through a social justice lens.

312 *Inclusive Climate*

313 The Diverse Learning Environments survey conducted in 2015 found that 36% of students who
314 responded participated in ongoing campus-organized discussions on racial/ethnic issues, 30%
315 participated in LGBTQ Center activities, 41% attended debates or panels about diversity issues,
316 and 52% took courses that study and serve communities in need. Findings also showed that 33%
317 said they are encouraged to voice their ideas publicly, 66% are reading about privilege in their
318 classrooms, and 50% believe that the university promotes and values diversity. The data also
319 showed that 45% witnessed discrimination on campus, 55% heard disparaging racial remarks
320 from other students, and 14% experienced sexual harassment.

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

332 *Summary*

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

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

347 will continue to collect, analyze, and review data to inform our decision making and action
348 planning.

349 **IV. Strategic Plan: Goals & Objectives**

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

- 352 • Access and success (compositional diversity)
- 353 • Curriculum, co-curriculum, and learning outcomes (substantive diversity)
- 354 • Inclusive climate
- 355 • Institutional diversity and inclusion

356 **ACCESS AND SUCCESS (Compositional Diversity)**

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

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

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

374 Objective 2. Increase retention, success, graduation rates, and educational equity for all students,
375 with a specific focus and emphasis on underrepresented and/or underserved students.

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

379 Objective 4. Develop and provide mechanisms of support for CSUSM employees that will foster
380 success and upward mobility for an increasingly diverse faculty and staff.

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

383 **Goal 2:** Develop students' skills, knowledge, and abilities to advocate for, lead, and
384 participate in social change, to function and contribute effectively in a diverse and
385 multicultural world, and to understand the role of diversity in their own lives and in
386 society.

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

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

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

401 Objective 3. Integrate curricular and co-curricular elements focused on diversity and related
402 areas in ways that result in synergy between these efforts and foster greater learning.

403 **INCLUSIVE CLIMATE**

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

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

416 Objective 1. Increase capacity of faculty, students, staff, and administration to engage across
417 differences respectfully, civilly, and productively. Address concerns regarding micro-

418 aggressions, difficult dialogues, barriers, and interpersonal relations at all levels of the
419 University.

420 Objective 2. Take active efforts to create an inclusive and welcoming campus environment that
421 supports diversity and social justice, where trust can flourish, and where all campus community
422 members feel included, valued, and respected.

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

425 Objective 4. Continue to celebrate the diversity and cultures that are representative of our region
426 and of the communities that make up CSUSM; proactively engage with and create a sense of
427 welcoming to our surrounding communities.

428 **INSTITUTIONALIZED DIVERSITY AND INCLUSION (Priorities, Initiatives,** 429 **Policies, Practices)**

430 **Goal 4: Ensure that CSUSM’s institutional priorities, initiatives, policies, and practices**
431 **take into account, reflect, and support the university’s goals and expectations for diversity**
432 **and inclusion.**

433 *RATIONALE: CSUSM’s ongoing and strong commitment to our vision for diversity and*
434 *inclusion are reflected in the priority we give to our diversity and inclusion strategy and*
435 *function, as well as in the degree to which diversity and inclusion are considered and*
436 *embedded in everything we do. We will build on our accomplishments to date and make*
437 *further progress toward realizing our vision with continued strong and active support and*
438 *engagement of top leadership, integration of diversity and inclusion across other core*
439 *functions, and ongoing attention to measuring progress toward our goals. Commitment and*
440 *alignment of necessary resources together with integration of diversity and inclusion in all of*
441 *our initiatives and priorities, at all levels, both signal the fundamental importance of diversity*
442 *and inclusion at CSUSM and make it possible to reap their benefits.*

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

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

451 Objective 3. Promote transparency and continuous improvement by monitoring and analyzing
452 progress on all goals and objectives in the Diversity and Inclusion Strategic Plan and by making
453 data-based decisions.

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

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

459 **V. Diversity & Inclusion Metrics and Dashboards**

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

463 **VI. CSUSM Definitions of Key Terms and Concepts**

- 464 1. **Critical Mass.** The point of participation or representation at which members of
465 underrepresented or marginalized groups no longer feel isolated or that they are asked to
466 serve as spokespersons for their group.¹⁰ It is the tipping point or threshold that can serve as
467 the catalyst for social change.
- 468 2. **Culture.** Culture refers to the learned and shared values, beliefs, customs, habits, rituals,
469 language, attitudes, and behaviors of a society, group, or organization.¹¹ Cultural groups can
470 share a distinguishing set of characteristics, but individuals within cultures also vary from
471 each other, often sharing aspects in common with individuals from other cultural groups.
472 Many cultures also include sub-cultures.
- 473 3. **Cultural Intelligence (Cultural Competence).** Cultural intelligence (also referred to by
474 some as cultural competence) is the possession and use of awareness, knowledge, and skills
475 pertaining to cultural attributes and differences that allow one to be effective across cultures
476 and contexts, particularly cultures that are new or different from one's own. Cultural
477 intelligence encompasses skills for communication, relational adaptability, and flexibility.
478 Cultural knowledge includes experience and information regarding what culture is as well as
479 the features of different cultures and the expression of cultural difference. Practicing these
480 skills and using this knowledge can enable teachers, students, and faculty to reflect on their
481 own lived experiences, biases, and privileges, and to thrive in ambiguous, new, and
482 potentially challenging interpersonal interactions, as well as in a fast-paced and quickly
483 changing 21st-century context of globalization. Cultural intelligence typically encompasses a
484 positive and inquisitive orientation toward differences and the unknown.
- 485 4. **Diversity.** Diversity is “the representation of multiple identity groups and their cultures in a
486 particular” group, organization, or society.”¹² People vary in a range of ways; many of these
487 differences are based on social identities and group markers. We also vary in terms of

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

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.

488 experiences and many other characteristics. California State University (CSU) policy
489 emphasizes the importance of valuing diversity and fostering tolerance and mutual respect
490 across multiple dimensions of diversity. According to CSU Executive Order 1097, “we
491 embrace and encourage our community differences in Age, Disability, Race or Ethnicity,
492 Gender, Gender Identity or Expression, Nationality, Religion, Sexual Orientation, Genetic
493 Information, Veteran or Military Status, and other characteristics that make our community
494 unique.” At CSUSM we also include diversity dimensions such as socioeconomic status, first
495 generation, former foster youth, and citizenship status. Current approaches to diversity
496 emphasize the opportunities and benefits that heterogeneity can provide to groups,
497 organizations, and their members, particularly when this diversity is well-managed in the
498 context of inclusive practices. Current approaches also emphasize the importance of
499 addressing equity, fairness, and social justice in the context of inclusive diversity.

500 Diversity includes the dimensions that it embraces as well as the overarching framework that
501 helps to define and guide CSUSM’s work in educational equity, inclusion, and social justice.
502 In this sense, the term diversity serves as a large umbrella that includes principles of
503 inclusion, social justice, and equity, as well as constructs such as intercultural proficiency,
504 multiculturalism, pluralism, institutionalized inequality, power, and privilege.

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

511 5. **Educational Equity.** Educational equity is the assurance that all students and potential
512 students—across multiple identities—will receive fair treatment and access to all programs,
513 resources, and curriculum. Educational equity recognizes that there is not yet a level playing
514 field and that some students have barriers or disadvantages due to structural inequalities. The
515 goal of educational equity is to level the playing field to provide all students with equal
516 opportunity for academic success. It is also a measure of an institution’s achievement,
517 fairness, and ability to make adjustments so that all students are successful. Creating
518 educational equity requires attention to inclusion, so that the atmosphere in which students
519 are learning encourages a positive outlook, mutual respect, and self-esteem to allow all
520 students to achieve at their best while making dynamic contributions to their school and to
521 society as a whole.

522 6. **Equity.** Equity means that people get what they justly deserve, what they have not yet
523 received, or what is best suited for them. An equity perspective honors and attends to justice
524 and diversity, signaling that true equality may only be possible by meeting the different
525 needs of people and correcting for systemic exclusion and differential treatment and impact.
526 Achieving equity can sometimes mean helping groups overcome obstacles that have been
527 placed in their way.

- 528 7. **Inclusion.** Inclusion is a system of “creating and embedding organizational, leadership, and
529 interpersonal practices that result in a sense of safety, full belonging, participation, and voice
530 across the range of diversity dimensions, without requiring assimilation or loss of valued
531 identities.”¹³ Inclusion both contributes to and benefits from a climate of value, respect,
532 connection, and fairness across multiple dimensions of diversity. When people experience
533 inclusion, they are empowered to be wholly themselves and to engage with and display
534 valued aspects of their identities while fully belonging and contributing to the larger
535 collective.¹⁴ Inclusion can foster authentic identity expression, meaningful relationships, and
536 enhanced collaboration. Inclusion can be observed and fostered at multiple levels¹⁵: as an
537 individual feeling or experience, as a set of behaviors, and as a set of values, practices, and
538 norms of a group, class, department, or entire school or organization.
- 539 8. **Inclusive Excellence.** Inclusive excellence means that knowledge, mastery, achievement,
540 and success are distributed equitably across all students and members of the university, and
541 that diversity and inclusion are systematically leveraged to catalyze student learning,
542 educational excellence, and institutional excellence.¹⁶ Inclusive excellence indicates that *all*
543 students, faculty, and staff—across dimensions of diversity—can excel in a safe and
544 inclusive learning environment where they can develop and thrive without having to
545 compromise important aspects of their identity, and that diversity and inclusion are
546 proactively embedded throughout the university as a foundation for its success. In its vision
547 of inclusive excellence, the Association of American Colleges and Universities (AAC&U)
548 “calls for higher education to address diversity, inclusion, and equity as critical to the
549 wellbeing of democratic culture. Making excellence inclusive is thus an active process
550 through which colleges and universities achieve excellence in learning, teaching, student
551 development, institutional functioning, and engagement in local and global communities.”¹⁷
- 552 9. **Intercultural Proficiency.** Intercultural proficiency entails the same set of knowledge and
553 skills as cultural intelligence, with the added ability to-be able to effectuate change and create
554 solutions that are equitable, that address social justice, and that are culturally responsive.
555 Intercultural proficiency involves the ability to remove barriers and develop individual
556 adaptations to teaching, learning, administration, communication, and service delivery that
557 reflect a deep and nuanced understanding of cultural difference, social justice, and power and
558 privilege. It also includes the ability to institutionalize cultural intelligence in all aspects of
559 policy-making, administration, teaching, service delivery, and access in institutions of higher
560 education.

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.

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>

- 561 10. **Intersectionality.** Intersectionality is the theory and perspective that individuals are best
562 understood by examining the multiplicity of identities that make up who they are, and that
563 looking at one aspect of identity, such as gender or race alone, is not as informative or
564 complete as appreciating the integration and overlap of the many aspects of identity. From
565 the perspective of intersectionality, the experience of an African American woman, for
566 example, will be different than that of a gay Latina or of a Muslim White woman, even
567 though they are all women. The experience of an African American veteran from a wealthy
568 family may be different from the experience of an African American with disabilities who
569 comes from a low income family, even though they both may have faced some degree of
570 racism. Intersectionality also helps us to see unique combinations of privilege and power (or
571 lack thereof) that each of us may have.
- 572 11. **Marginalized/Marginalization.** Marginalized individuals and groups are those that have
573 been and are discriminated against based on some aspect of their identity. As a result, such
574 disenfranchised groups and their members are pushed to the periphery of society or
575 organizations and can be viewed as insignificant or undignified. Marginalized groups and
576 individuals have had rights withheld and access to basic needs such as health, safety, political
577 voice, education, and financial stability challenged or denied. Groups and individuals can
578 often be marginalized because they do not fit the mainstream image or norm of the dominant
579 group.
- 580 12. **Microaggressions.** Microaggressions are instances of comments, behaviors, or innuendos
581 that communicate hostile, discriminatory, or negative slights and insults toward members of a
582 marginalized group. Microaggressions are often subtle and may even be well intentioned, but
583 the derogatory nature of the comment or action nonetheless negatively impacts those who
584 receive and/or witness the message or interaction.¹⁸
- 585 13. **Multiculturalism.** Multiculturalism is the perspective or framework that celebrates the value
586 of diversity, viewing multiple cultural differences within and between individuals and
587 groups, as well as the sum and interaction of all differences, as valuable assets that should be
588 highlighted, utilized, and appreciated. Proponents of multiculturalism express that the
589 presence of differences in an academic setting should be explicitly acknowledged, celebrated,
590 and maximized, and that differences can both exist simultaneously and interact with each
591 other to enhance the diverse group or community.
- 592 14. **Multicultural Education.** Multicultural education encompasses theories and practices that help
593 promote equitable access and rigorous academic achievement for students from all cultural
594 groups, so that they can work toward social change. As a process of educational reform in PK-
595 12 schools, higher education, and increasingly, out-of-school contexts, multicultural education
596 challenges all forms of oppression and bias and acknowledges and affirms the multiple
597 identities that students bring to their learning. A common theme that researchers of multicultural

¹⁸ Sue, D. W. (2010). Microaggressions: More than just race.
<http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>.

598 education underscore is that to maintain its critical analysis of power, multicultural education
599 must be constructed within its history and roots in the civil rights movement.¹⁹

600 **15. Power and Privilege.** Power and privilege, at the group level, involve unearned benefits
601 bestowed on social groups that have historically cultivated political, economic, social, and
602 financial prominence, advantage, and control. When groups and their members have power
603 over others—and thus the ability to coerce behavior—it can be used in a discriminatory and
604 oppressive way that creates or maintains dominant status. Power also includes access to
605 social, political, and economic resources, and can often involve the ability to define what is
606 normative, normal, or appropriate. Unearned privilege is a special advantage or right that a
607 person is born into or acquires during their life. It is supported by the formal and informal
608 social institutions and conferred to all members of a dominant group, simply by virtue of
609 their group membership. Privilege implies that wherever there is a system of oppression
610 (such as patriarchy or White supremacy) there are oppressed groups and also a privileged
611 group, whose members benefit from the systemic advantages they are given by the system.
612 Privilege and power are closely related: privilege often gives a person or group power over
613 others.²⁰ Social institutions, such as the educational system, may confer advantages upon
614 those with power and privilege that can be unrelated or additional to individual effort.

615 **16. Social Justice.** “Social justice is the view that everyone deserves equal economic, political
616 and social rights and opportunities.”²¹ Social justice involves promoting and making efforts
617 toward equal rights for all of society’s members by mitigating injustices and prioritizing
618 inclusion and diversity. A social justice perspective recognizes that some are in greater need
619 than others of assistance and support to reach true equality, so that one must focus on equity
620 to achieve equality. Striving toward social justice denotes a responsibility for all members of
621 the academic institution to work toward building an inclusive learning community and a
622 more equitable education system that make education, economic, political, and social
623 opportunities available and valuable to all.

624 **17. Underrepresented/Underserved.** Underrepresented or underserved groups are those that are
625 disproportionately lower in number in the university or organization, relative to their number
626 in the general population. They also, historically or currently, have received less attention,
627 resources, and status than others with more power and privilege, resulting in patterns of
628 exclusion and unbalanced difficulty in obtaining social and economic prosperity or other
629 social benefits, such as education. In some reporting and data collection practices, Asian
630 Americans are sometimes not included as part of the underrepresented minority (URM)
631 category. This is common, for example, in STEM data collection and reports.

632 VII. Appendices/Charts/Tables

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

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