

OIE Workgroup #1 Report

Submitted by:

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Summary of Context and Process

The charge of the work group is supported by the [Actions Steps](#) from [The Diversity & Inclusion Strategic Plan \(DISP\)](#). Specifically, Goal 4 and objective 2 and 2.2 are the basis of the charge and are as follows:

Goal 4: Ensure that CSUSM's institutional priorities, initiatives and policies and practices consider, reflect and support the University's goals and expectations for diversity and inclusion.

Objective 2 – Strengthen, appropriately resource, and appropriately staff the Office of Inclusive

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

Objective 2.2 – Evaluate and determine the resources, staffing and structure of the Office of Inclusive Excellence

Our workgroup examined the current structure and position of the AVP for the Office of Inclusive Excellence. The following explains the exploratory activities from December 2019- March 2020:

1. Reviewed the historical and institutional efforts to advance diversity and inclusion at CSUSM. The array of past efforts, programs and initiatives across the university are well documented. These efforts range from the [Diversity Dimension Report](#), the [Diversity Mapping Project](#), the [Diversity & Equity Requirement](#), the [Educational Equity Task Force Strategic Plan](#). The revised 2008 Institute for Social Justice & Equity (ISJE) proposal, [The Diverse Learning Environments \(DLE\) Survey](#), Academic Senate notes and resolutions, the current position description of the AVP for the Office of Inclusive Excellence (Appendix D) and the [Diversity & Inclusion Strategic Plan \(DISP\)](#).

2. Meetings to discuss and engage key stakeholders. The workgroup held regular meetings to discuss data, research, and reports related to diversity and inclusion. Key presentations were delivered by the office of Institutional Planning & Analysis (IPA) to understand the Diverse Learning Environment climate survey at CSUSM. Discussions held with current and previous faculty fellows of OIE, Faculty and Staff associations current and past leadership, current staff from the office, original founding faculty of the office and position, members of the Educational Equity Task Force (EETF), and former Interim CDO and AVP of the Office of Inclusive Excellence. These discussions provided insights that significantly shaped the context and material of this final report.

3. **Key consultation with San Jose State University CDO.** Kathleen Wong (Lau) generously met with the conveners and the workgroup to provide examples of how a senior CDO's office and position were structured.

4. **Review Research and Policy.** Reviewed the work of Damon Williams and the standards of Professional Practice for Chief Diversity Officers in Higher Education 2.0 (Appendix B) provided by the National Association of Diversity Officers in Higher Education (NADOHE). The standards serve as a foundational document to set the position and the office up for success and are used to ground the recommendations. The following recommendations proposed are meant to improve the office and the position.

RECOMMENDATIONS

Role and Scope of the Chief Diversity Officer

Recommendation 1: Revise the position description for the CDO role which includes an expansion of the office.

The OIE Workgroup recommends revamping and revising the Chief Diversity Officer (CDO) position description and job responsibilities, solidifying its position in the organization, and providing additional resources and support. There is not a unified clear and present goal for the expectations of the office and the position. By default, the office and the position is expected to be all things for every unit, department, and division for the campus community. **There is a clear need to expand the office and reevaluate the CDO position.**

While there are several models for a CDO, we see this position as providing vision and leadership for structural change within the organization.

Responsibilities and characteristics of a candidate in this position include:

- **Leadership, management, and governance** – Understands clearly the governance structure of the CSU, and CSUSM, including how Academic Senate, Executive Council, ASI, and other faculty, staff, student, and community groups interface with each another. Needs to understand how policy is made and how the CDO can impact/influence change on and outside of our campus.
- **Compliance** – Strong understanding of free speech laws and policies, FOIA requests and public information. Also needs to have strong understanding/experience with collective bargaining and understanding the challenges of HR classification system and disparities in that system.
- **Advocacy** – Demonstrated experience working with many diverse groups, different people, individuals, and with different priorities, diverse perspectives and ideologies. The CDO will need to distinguish between advocacy and activism.
- **Empathetic** – Ability to listen and understand the concerns of various groups, while balancing the interest of the campus community and the interest of the university at heart.

- **Relational/collaborative** – Understands the importance of building relationships across campus and has the ability to/proven experience doing so. It will be key to unify efforts across campus early in their tenure to align all groups to a unified vision. Important to understand how to do so among and between groups that may have competing priorities and tension. Needs to have the ability to bring groups together to address conflict and tension.
- **Experience as a faculty member** – Preference for experience as a faculty member who understands the demands of the classroom, curricular processes, and shared governance. Conversely, having experiences with students, and understanding the struggles of students and how this impacts Student Affairs staff will also be helpful. It is also preferred that the person has experience with faculty and staff unions.
- **Active Guide** – Guides campus groups, offices, etc., regarding fostering student success for traditionally underserved and underrepresented students; the hiring and retention of faculty and staff of color; and oversight efforts of the current DISP and concrete plans to incorporate it into the University strategic plan. The ability to build relationships is an important attribute. Must be able to monitor, identify, and lead structural changes that are needed to respond to campus cultural climate shifts (i.e., breastfeeding needs, inclusive bathrooms, sustainability, disability support services).
- **Collaborative and Intersectional** – Works well with and understands the intersections of Title IX, DHR, Ombuds, and how the university values the culture of care.

Overall, the person needs to have good judgement, be effective in management, results-oriented, have business acumen, understand why ethics and innovation are needed and have a short and long-term vision for the office, position and the campus.

Additional considerations below are national examples of how this work is recommended broadly for offices such as OIE and the position of CDO at CSUSM. They have been tailored to articulate the needs of CSUSM (Source: Damon Williams).

- The CDO will be an important catalyst for the work of diversity but must also operate in an environment of shared responsibility for the way in which results are achieved. It will be important for the success of the CDO to reinforce a sense of engagement, shared accountability, and ownership for these issues across the institution.
- While the CDO needs to provide leadership and be accessible and available to meet the varying needs of campus, undergraduate and graduate students, all faculty and administrative staff, care must be taken that the position does not become overwhelmed by consuming day-to-day issues.
- Climate continues to need constant and distributed attention so that the responsibility to achieve noticeable change is not placed only on those who are most affected.
- Create and establish clear measurable benchmarks for the work across the campus. The CDO and OIE need a stronger collaboration with Institutional Planning and Analysis on

the Diverse Learning Environments Survey to improve the student climate and practice relating to diversity and inclusion.

- Collaborate with Human Resources and Faculty Affairs to help improve faculty and staff climate.
 - Create the expectation that staff participate in diversity, equity, and inclusion education and experiences, and have both access to opportunities and release time to participate
 - Communicate clear expectations that CSUSM staff are expected to participate in professional development opportunities around diversity and inclusion, ensuring that such opportunities are available throughout the year.
 - Coordinate existing diversity-focused websites to include access to information/tools/resources to allow a variety of options for staff members to self-manage their individual needs to increase awareness levels and develop an effective skill-set that supports their ability to demonstrate the importance of diversity, equity and inclusion in the workplace.
 - Incorporate the concerns of staff members with regard to creating a more diverse, equitable and inclusive environment into the Diversity and Inclusion Strategic Plan (DISP).
 - Track whether staff members or staff representatives are invited and participate on committees that propel diversity efforts forward or participate in diversity related activities to enhance their professional development. These committees can range from at the university, school, college and unit levels; measure the change in climate through a regular university-wide climate survey designed to establish baseline data and subsequently conducted to track progress over time.
- The CDO will need to take some time to learn the institution, to engage with faculty and departments, meet with students, staff, and members of the community, build relations with senior colleagues, and understand the culture of the university and the campus.
- With these insights, the CDO will work with the Inclusive Excellence Council to shape the institution's understanding of diversity in all its manifestations and identify strategies for continuing to assess CSUSM's progress in achieving its goal of enhancing and supporting diversity and inclusion.
- The CDO will need to realign the mission and vision of the office to the updated campus strategic plan, once finished.

Organizational Position of the CDO

Recommendation 2: Elevate the classification of the CDO.

The CDO should report directly to the President (and only to the president), and the classification of the CDO should be elevated to an Administrator IV position. It is important that the CDO create policy and procedures at the highest level for the work of diversity and inclusion. It is the job of the campus community to share responsibility for the work of diversity equity and inclusion, but it should be the job of the CDO to intentionally move the culture of the campus and to make sure the campus does not remain status quo. The president and senior executive members must champion and clear a pathway to work collaboratively to advance strategic diversity leadership. The university's commitment to elevating the position to an Administrator IV level sends a message that the university is serious about the work of diversity, equity and inclusion.

In addition, it is recommended that the CDO is a part of Executive Council (EC) so that the CDO is an active participant in all meetings to offer the lens of diversity and inclusion on all university aspects. It is important that the person in the position can hold stakeholders and other administrators accountable to inclusive excellence policy and procedures and make sure that units across the university are complying with inclusive excellence policies and commitments.

As an active member of EC the CDO will have the following opportunities:

- The ability to participate in teambuilding, trust and camaraderie among the members of EC. This can lead to long term collaborative relationships.
- The ability to have the same level of confidentiality, which will allow for members on EC to share sensitive information which can expedite solving critical issues.
- Direct access and authority to speak with legal counsel. We also recommend that the CDO continues to serve on the Critical Incidents Team to lend an important perspective on critical incidents, including those involving potential hate crimes or speech.
- The president and senior executive members must champion and clear a pathway to work collaboratively to advance strategic diversity leadership.

Increase Resources for the Office of Inclusive Excellence

Recommendation 3: We recommend that the president and the incoming CDO re-structure the staffing for the office of Inclusive Excellence.

Diversity work is not an "add on" but a very important part of the way the campus can move forward into the next 30 years. We also learned through our work that the office is a centralizing force for diversity across campus. The current level of staffing does not meet the institution's current and future needs. Restructuring is required to achieve full potential of the OIE. National trends indicate in higher education that the tenure of a diversity officer is about 3-5 years. A properly staffed office that includes a deputy CDO will ensure continuity of work when there is a new CDO. Looking at existing diversity-related units on campus and how they might be incorporated into OIE in order to strengthen the office will be helpful. It is important

that the roles and the classifications in the office match the complexity of the work for each position. The office should model equity.

A fully realized OIE should include:

- Deputy CDO – The Deputy will participate in campus-wide efforts to increase equity, diversity, and inclusion. Drawing on evidence- and research-based approaches, they will work closely with departments and colleges on a variety of issues, including but not limited to culture and climate; graduate students; designing and implementing diversity plans, and benchmarking. The deputy should be a key member of the OIE team and can serve as backup for the CDO. This person could also have ongoing collaborations with the Faculty Center, Student Affairs, and Faculty Affairs. This position should be at a MPP level. **(new)**
- Executive Assistant **(new)**
- Administrative Assistant (existing)
- Assistant Director of Programs & Initiatives (existing)
- Data Analyst & Assessment **(new)**
- Fundraising and Grant Writing Staff: Dedicated to strategic fund-raising priorities for the office, who can fundraise, write grants and solicit money for the work of Inclusive Excellence and can work directly with advancement on OIE needs. **(new)**
- Student Liaison/Assistants, Student interns, Student scholar programs, and graduate students (existing)
- Ombuds representatives (2 existing)
- Faculty Staff Associations (5 existing)
 - Asian Pacific Islander Faculty Staff Association (APIFSA-Desi)
 - Black Faculty Staff Associations (BFSA)
 - Jewish Faculty Staff Association (JFSA)
 - Latino Association of Faculty & Staff (LAFS)
 - Lesbian Gay, Bi-sexual Transgender Queer Faculty Staff Association (LGBTQ FSA)
- Faculty Fellows/Directors (4 existing)
 - Hiring/Retention (liaison to Faculty Affairs and HR for professional staff.)
 - Faculty Development (joint appointment in the Faculty Center)
 - Student Retention (liaison to OUGS, Student Affairs)

Transformative Advisory Board

Recommendation 4: Inclusive Excellence Council (IEC) should be an active and robust advisory board.

A diversity advisory board has the potential to provide additional leadership infrastructure in diversity issues (Williams & Wade-Golden, 2013). The CDO needs to be able to provide leadership and delegate tasks in order get things done. Advisory Board members are ambassadors for the OIE mission, and there is a venue where relationships could be built and maintained, buy-in sought, and tasks delegated.

- Members of the Advisory Board should be elected representatives from each College and the Library as well as units within Student Affairs, Finance & Administrative Services, and Community Engagement, Extended Learning and the Temecula campus.
- Faculty, staff and administrators from across the campus community should also serve on their College/Library diversity (or equivalent) committees.
- Responsibilities will include advising the CDO on diversity, equity and inclusion in their areas; acting as sounding boards on new and/or ongoing initiatives; implementing and assessing the DISP; and promoting events and reaching out to the campus community.
- Develop a process for receiving, reviewing and offer feedback for plans, goals, or committees in colleges and units that center the framework of inclusive excellence in hiring, retention, search, recruitment or overall plans for units and departments on campus.
- Review trends in key areas such as Ombud's, Cougar Care, Title IX, DHR, Student Life Centers, CISC, DSS, Sexual and non-sexual violence areas and other areas that may not be listed.
- Overall, the Advisory Board should establish and organize working committees, dependent upon goals and objectives determined by the members CDO and members of the council.

Final Reflections

Our campus has been navigating the various forms of diversity work that has brought us to the creation of the Office of Inclusive Excellence and the creation of a CDO position. It is important to note that the CSU does not currently have a centralized CDO for the system. While there are guiding principles, such as [The CSU Commitment to Inclusive Excellence by Chancellor Timothy P. White](#), there are no CSU policies that sets the expectations about CDO's across the 23 campuses. The CSU allows each campus to define their own standards, policies and practices as individual campuses.

For CSUSM, **inclusiveness** is a campus value and **educational equity** is a strategic priority but there is no specific written statement or a collective group of policies that governs the institutions priorities for ensuring diversity and inclusion at CSUSM. Currently, there are no measurable goals that has been established by the university.

The review of the DISP will be submitted by workgroup 2, but it is important to note that the DISP was created in 2015-2016 and implemented in 2017-2022 despite any policies that governs the institutions priorities for ensuring diversity and inclusion at CSUSM. The DISP has four main goals, action items and objectives but no specific evaluation or assessment that

measures its effectiveness. Monitoring, tracking and revising the DISP may be the crux of the work for diversity and inclusion. The CDO, a deputy CDO, related staff members of the Office of Inclusive Excellence will lead the campus through this important work.

References

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Appendix A: Models of Diversity Officers, Wade & Williams

Archetype	Key Characteristics	Strengths	Weaknesses
Collaborative Officer Model	Limited human resources characterize this model as officers may only have administrative and student support in their immediate span of control. In the absence of staff, then a high-ranking title, personal leadership and the ability to negotiate limited financial resources become essential.	<ul style="list-style-type: none"> • Maintains the current campus organizational structure • Low Cost • Flexibility in changing and redefining the role • Establishes a dedicated role to advise on matters of diversity • Creates a symbolic, public expression of commitment 	<ul style="list-style-type: none"> • Is more symbolic than a material commitment to CDO role design • Renders CDO thought leader with little ability to activate new initiatives • Limited ability to collaborate • Does not create economies of scale • Creates unequal footing between the CDO and comparable senior administrative roles
Unit-based Model	This model requires the same type of leadership as the Collaborative Officer Model but is distinguished by the presence of a central CDO staff of administrative support professionals. Programming and research professionals, and other diversity officers.	<ul style="list-style-type: none"> • Integrated moderately into the campus organizational structure • Establishes a dedicated role to advise on matters of diversity • Creates a symbolic, public expression of commitment • Enhances the capacity to create new diversity deliverables in terms of initiatives, projects and events • Enhances the capacity to engage into collaborative relationships and seed new potentials • A more structured and professional archetype for engaging diversity issues as a strategic priority 	<ul style="list-style-type: none"> • Potential organizational conflict with diversity units not in the CDO portfolio • Potential organizational conflict with general campus-wide units not in the CDO portfolio • More cost-intensive than the Collaborative Officer Model in terms of staff and hosting a dedicated unit on campus

Portfolio Divisional Model	<p>This model is characterized as aspects of both the Collaborative Officer and Unit-based models. It is distinguished by collaboration and the presence of several direct reporting units in a vertically integrated portfolio, creating a dedicated divisional infrastructure.</p>	<ul style="list-style-type: none"> • Establishes a dedicated role to advise on matters of diversity • Enhances the capacity to create new diversity deliverables in terms of initiatives, projects and events • Enhances the capacity to engage into collaborative relationships and seed new potentials • Can leverage current diversity infrastructure • Creates CDO/dedicated diversity capacity and economies of scale • Sends powerful symbolic message of commitment to the diversity to the campus diversity agenda • Mirrors the divisional structure of comparably titled roles • Is the most vertically structured and professional archetype for engaging diversity issues as a strategic priority 	<ul style="list-style-type: none"> • Integrated in the traditional campus structure and may generate organizational conflict on campus • Potential organizational dissonance with dedicated diversity units not in the CDO portfolio • Most cost-intensive model, requiring more resources for staff and other expenses related to hosting another division at the institution • Alignment of campus diversity units in a common portfolio to centralize diversity

Source: Williams and Wade-Golden (2013) *The Chief Diversity Officer: Strategy, Structure and Change Management*.

Appendix B: National Association of Diversity Officers in Higher Education Standards of Professional Practice for Chief Diversity Officers 2.0

- Standard One: Chief diversity officers have ethical, legal, and practical obligations to frame their work from comprehensive definitions of equity, diversity, and inclusion—definitions that are inclusive with respect to a wide range of identities, differentiated in terms of how they address unique identity issues and complex in terms of intersectionality and context.
- Standard Two: Chief diversity officers work to ensure that elements of equity, diversity, and inclusion are embedded as imperatives in the institutional mission, vision, and strategic plan.
- Standard Three: Chief diversity officers are committed to planning, catalyzing, facilitating, and evaluating processes of institutional and organizational change.
- Standard Four: Chief diversity officers work with senior campus administrators and, when appropriate, governing bodies (e.g., trustees or regents) to revise or remove the embedded institutional policies, procedures, and norms that create differential structural barriers to the access and success of students, faculty, and staff who belong to marginalized and oppressed groups. * The National Association of Diversity Officers in Higher Education (NADOHE) acknowledges that the term chief diversity officer is controversial, and NADOHE will appoint an independent task force to assess and to make a recommendation as to an official association position on nomenclature regarding the use of the word chief. The terms chief diversity officer and CDO are used in this document as a historically common referent.
- Standard Five: Chief diversity officers work with faculty, staff, students, and appropriate institutional governance structures to promote inclusive excellence in teaching and learning across the curriculum and within cocurricular programming.
- Standard Six: Chief diversity officers work within a community of scholars to advocate for inclusive excellence in research, creativity, and scholarship in all fields as fundamental to the mission-driven work of the institution.
- Standard Seven: Chief diversity officers are committed to drawing from existing scholarship and using evidence-based practices to provide intellectual leadership in advancing equity, diversity, and inclusion.
- Standard Eight: Chief diversity officers work collaboratively with senior campus administrators to plan and develop the infrastructure for equity, diversity, and inclusion to meet the needs of the campus community.
- Standard Nine: Chief diversity officers strive to optimize the balance between centralization and decentralization of efforts to achieve equity, diversity, and inclusion throughout the institution. Standard Ten: Chief diversity officers work with senior administrators and members of the campus community to assess, plan, and build institutional capacity for equity, diversity, and inclusion.

- Standard Eleven: Chief diversity officers work to ensure that institutions conduct periodic campus climate assessments to illuminate strengths, challenges, and gaps in the development and advancement of an equitable, inclusive climate for diversity.
- Standard Twelve: Chief diversity officers work with senior administrators and campus professionals to develop, facilitate, respond to, and assess campus protocols that address hate-bias incidents, including efforts related to prevention, education, and intervention.
- Standard Thirteen: Chief diversity officers work with senior administrators and campus professionals to facilitate and assess efforts to mentor, educate, and respond to campus activism, protests, and demonstrations about issues of equity, diversity, and inclusion.
- Standard Fourteen: Chief diversity officers are committed to accountability for advancing equity, diversity, and inclusion throughout the institution.
- Standard Fifteen: Chief diversity officers work closely with senior administrators to ensure full implementation of and compliance with the legal and regulatory requirements for the institution.
- Standard Sixteen: Chief diversity officers engage in their work in ways that reflect the highest levels of ethical practice, pursuing self-regulation as higher education professionals.

Appendix C: CSU Campus Offices Responsible for Diversity

Campus	Name	Title	Office Name	Website	Organizational Chart
Bakersfield	Claudia Catota J.D.	Chief Diversity Officer & Special Assistant to the President Clery Director	Equity, Inclusion, and Compliance	http://www.csusb.edu/compliance/	https://www.csusb.edu/president/files/President_Org_Chart.pdf
Channel Islands	Vacant	Title IX Coordinator	Title IX and Inclusion	https://www.csuci.edu/vpbfa/titleix-inclusion.htm	https://www.csuci.edu/president/documents/190807-executive-org-chart-august-7-2019.pdf
Chico	Tray Robinson	Director, Office of Diversity and Inclusion	Office of Diversity and Inclusion	http://www.csuchico.edu/diversity/	https://www.csuchico.edu/sa/assets/documents/vpsa-org-chart-fall-2018.pdf
Dominguez Hills	Vacant	Chief Diversity, Equity, and Inclusion Office	No Diversity Office on campus	https://www4.csudh.edu/Assets/CSUDH-Sites/Student-Services/docs/NSO/Multicultural%20Center.pdf	https://www.csudh.edu/Assets/csudh-sites/president/docs/president-office-org-chart-11-2019.pdf
East Bay	Kimberly Baker-Flowers	University Diversity Officer	Office of Diversity	http://www.csueastbay.edu/about/diversity/	https://www.csueastbay.edu/staff/campus-org-chart-8-2019-1.pdf
Fresno	?	?	President's Commission on Human Relations and Equity	http://fresnostate.edu/president/pchrel/	https://www.fresnostate.edu/home/documents/orgchart.pdf
Fullerton	David Forgues	Vice President, Human Resources, Diversity and Inclusion	Human Resources, Diversity and Inclusion	http://hr.fullerton.edu/diversity/	http://www.fullerton.edu/sa/resources/pdf/orgchart_2019_08.pdf
Humboldt	Dr. Edelmira Reynoso	Interim Executive Director of Office of Diversity, Equity and Inclusion	Office of Diversity, Equity, and Inclusion	http://www2.humboldt.edu/diversity/	https://www.humboldt.edu/sites/default/files/hsu_orgchart.pdf
Long Beach	Larisa E. Hamada, MA, MDiv	Director, Equity and Diversity	Office of Equity & Diversity	https://web.csulb.edu/depts/oed/	http://www.csulb.edu/sites/default/files/groups/office-of-the-

					provost/organizational-chart/visio-csulb-provost-org-chart-2020127.pdf
Los Angeles	Aundrea M. Cameron	Title IX Officer and Director of Human Resources Equity and Diversity Policies and Procedures	OEDI	http://www.calstate-la.edu/hrm/oedi	?
Maritime			Diversity, Equity & Compliance	https://www.csum.edu/web/diversity/home	?
Monterey Bay	Brian Corpening	Associate Vice President, Chief Diversity Officer	Office of Inclusive Excellence	https://csumb.edu/diversity	?
Northridge	Barrett Morris	Director, Equity and Diversity Title IX Coordinator DHR Administrator ADA Coordinator	Equity & Diversity (looks more like a department or division based on website http://www.csun.edu/eqd/)	http://www.csun.edu/eqd/diversity-inclusion	Site can't be reached
Pomona	Susan Hua	Interim Assistant Vice President & Title IX Coordinator	The Office of Institutional Equity & Compliance	http://www.cpp.edu/~officeofequity/	https://www.cpp.edu/~president/Documents/oop-org-chart-082019.pdf
Sacramento	Diana Tate Vermeire	Executive Director, Office of Inclusive Excellence, Vice President for Inclusive Excellence and University Diversity Officer	Office of Inclusive Excellence	https://www.csus.edu/diversity-inclusion/division-inclusive-excellence/	https://www.csus.edu/administration-business-affairs/operations/internal/document/s/visio-abaorgcht.pdf
San Bernardino	Cesar Caballero	Chair	University Diversity Committee	https://www.csusb.edu/diversity-committee	https://www.csusb.edu/sites/default/files/upload/file/University_Organization_Chart.pdf
San Diego	J. Luke Wood	Chief Diversity Officer and Associate Vice President for Faculty Diversity and Inclusion	The Division of Diversity and Innovation	https://diversity.sdsu.edu/	https://president.sdsu.edu/leadership/DSU-OrgChart-Fall2019.pdf
San Francisco	Dr. Frederick Smith	Assistant Vice President, Division of Equity &	Office of Diversity & Student Equity	https://equity.sfsu.edu/odse	?

		Community Inclusion			
San Jose	Kathy Wong(Lau)	Chief Diversity Officer	Office of Diversity, Equity and Inclusion	http://www.sjsu.edu/diversity/diversity-equity-inclusion/	https://www.sisu.edu/president/leadership/university-organization-charts/OOTP%20updated%20org%20chart%202020%2001%2013.pdf
San Luis Obispo	Dr. Jozi De Leon	Vice President and Chief Diversity Officer	Office of University Diversity & Inclusivity	https://diversity.calpoly.edu/	Site temporarily unavailable
San Marcos	Vacant	Chief Diversity Officer	Office of Diversity, Educational Equity, Inclusion & Ombud	http://www.csusm.edu/equity/	?
Sonoma	?	?	?	https://www.sonoma.edu/about/diversity	?
Stanislaus	Dr. Kilolo Brodie	Chair	Diversity Center, President's Commission on Diversity & Inclusion (PCDI)	https://www.csustan.edu/diversity-center	https://www.csustan.edu/sites/default/files/u53376/campus_wide_org_chart_09_20_19.pdf

Appendix D: Chief Diversity Officer Position Description
See attached.

Work Group Member Bios

Staci Beavers, Professor, Political Science, CHABSS

Char Booth, Associate Dean, University Library

I participated in this work group because I believe that OIE staff and the CDO fulfill an essential role at CSUSM as advocates, organizers, and ambassadors. The OIE/CDO help focus the campus community on the critically important goals of fostering and sustaining equity, diversity, and inclusion (EDI) at CSUSM, which I believe should be woven throughout the University's work. In participating, I hoped to examine and engage in conversations about the structure and organizational influence of the OIE/CDO to better enable the office to have the capacity and positioning to collaborate effectively with partners and foster a more holistic, campus-wide approach to EDI.

I've been working with the OIE since I began at CSUSM approximately 5 years ago, most recently on the 2017 Trans and Gender Non-Confirming Task Force (which I chaired), the 2018 Beyond the Stereotype Campaign focused on LGBTQ+ communities, and on the student subject selection process for Kellogg Library's "In This Classroom There Are No Walls" mural completed by Jessica Sabogal in 2019. I also currently serve on campus' Inclusive Excellence Council.

Cynthia Chavez Metoyer, Faculty Director of the Office of Internships & Professor, Political Science, CHABSS

I was asked to join. The success of the OIE is a reflection of the success of the University; it's important we make organizational/structural improvements to facilitate the work of the office.

Previous experience with Office of Inclusive Excellence:

- *Dr. Garry Rolison, Special Assistant to the President for Educational Equity and Diversity. – esteemed colleague, but no interaction with original process of establishing the Office.*
- *Can't remember his name – met him at a few events; no significant interaction.*
- *Arturo Ocampo – met once with group of Full faculty when he initially arrived to campus; no other significant interaction.*
- *Served as Interim CDO, June 1, 2015-January 2016*
- *Joe-Joe McManus – regular interaction the first 6-8 months as I transitioned out of the interim role; occasional interaction thereafter.*

Annette Daoud, Professor Multicultural/Multilingual Education, School of Education, CEHHS

I was involved in many of the initial campus-wide efforts around addressing social justice and equity issues at CSUSM. I joined this workgroup to be a part of the next steps that CSUSM can take to institutionalize these efforts in a meaningful and sustaining way.

Marilyn Huerta, Communication Specialist, CEHHS

Joni Kolman, Assistant Professor, School of Education, CEHHS

Rachael McGlaston Espinoza, Education Career Specialist and Lecturer, School of Education, CEHHS

Laurette McGuire, Associate Professor, Anthropology, CHABSS

Leo Melena, Director of Student Success, CHABSS

Diversity and Inclusive Excellence is important to me and a foundational part of CSUSM and one of the main reasons I enjoy being a part of this community. I'd like to help to keep that a vital part of our community. In addition, I have assisted with past OIE activities and programming, even before it was OIE, including helping with the onboarding of a CDO or two.

Dreama Moon, Faculty Fellow, Office of Inclusive Excellence & Professor, Communication, CHABSS

It took a very long time and a lot of hard work to establish an Office of Inclusive Excellence and hire a Chief Diversity Officer. The ability to learn from our past mistakes as a campus and to contribute to a more viable and useful vision of the CDO position and the OIE was an exciting motivation for joining this work group. To work with others committed to equity and inclusion is an honor. I have been engaged in justice work since a teenager. In my 22 years on campus, I have participated in and/or initiated many inclusion efforts. I was one of the original members of the Social Justice Institute from which evolved the work that obtained our first CDO position. I was a member of the search committee for the first CDO, and sat on the President's Diversity Advisory Council of the 2nd CDO. I have worked as a Faculty Director in the Office of Inclusive Excellence for the last 3 years, much of that time with the 3rd CDO. In addition, I have been appointed or elected to a number of other positions dealing with diversity inclusion. Outside of service appointments, as a faculty member I have worked in cross-divisional groups to develop new initiatives such as a Words Matter campaign (with the Civility Campaign as well as the Cross-Cultural, Gender Equity and Pride Centers), a service learning initiative as a National Partner with the National Communication Association in conjunction with the Southern Poverty Law Center, Campus Compact, and the American Association for Higher Education. Lastly, for eighteen years my students and I have conducted the Annual Whiteness Forum, the first public forum of its kind in the country, which provides a critical conversation about white supremacy.

Arun Sethuraman, Assistant Professor, Biology, CSTEM

Diversity and inclusion are not afterthoughts – our campus has to be pre-emptive and ensure that there are conscious efforts across the board (with respect to hiring, staffing, student body, providing essential services, maintaining a healthy community, to name a few). Staffing the OIE and provision of the much-needed resources to achieve this will fall in line with our campus' commitment to diversity and inclusion strategic plan. I joined this task force to ensure that we cover all bases when collating needs and resources for hiring a leader, advocate, and colleague.

Pat Stall, Director, School of Education, CEHHS

Stephen Tsui, Department Chair and Associate Professor, Physics, CSTEM

Michelle Tran, VP Student and University Affairs, Associated Students, Inc.

Tumay Tunur, Assistant Professor, Kinesiology, CEHHS

I was invited by the President to join the council. I joined work groups 1 and 3. The reason for me to join this group in particular was that I believe the structure and staffing of OIE has very serious consequences on the climate and open communications. Unfortunately, since the group met on my lab days, I was not able to attend much.

Ariel Stevenson, Assistant Director of Programs, Office of Inclusive Excellence

Allison Carr, Director, Faculty Center & Library Faculty