

Divisional DEI Frameworks & Professional Development Plans

Spring 2020



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THE VISION FOR AN INCLUSIVE CAMPUS

ACCEPTANCE

BEING ACCEPTED AND ACCEPTING OTHERS AS THEIR AUTHENTIC SELVES



LISTEN & HEAR

WHERE ALL TITANS ARE BOTH LISTENED TO AND HEARD



SAFETY

FEEL PHYSICALLY AND PSYCHOLOGICALLY SAFE



TRAINING

A CULTURE OF DIVERSITY, EQUITY, AND INCLUSION TRAINING AND DEVELOPMENT FOR ALL TITANS



ACTION

THREE PREVAILING ACTIONS THE CAMPUS COMMUNITY AGREED TO DOING TO REALIZE THE VISION

1

AWARENESS

BE AWARE OF YOUR ABILITY TO IMPACT OTHERS AND THAT THEIR EXPERIENCES MAY DIFFER FROM YOURS



2

EDUCATION

INCREASE KNOWLEDGE OF DIVERSITY, EQUITY, AND INCLUSION ISSUES AND PRACTICES



3

ADVOCATING

BE AN ADVOCATE FOR OTHERS EXPERIENCING MARGINALIZATION



"WHEN EVERYONE IS INCLUDED, EVERYONE WINS."
-JESSE JACKSON, AMERICAN CIVIL RIGHTS ACTIVIST

Academic Affairs

The primary mission of the division of Academic Affairs is to ensure the success of all students at Cal State Fullerton. A key component of this mission is commitment to enhancing diversity, equity, and inclusion (DEI) throughout the division and to supporting Cal State Fullerton’s overarching DEI efforts across the campus. Three core DEI foci, each with underpinning goals, have been identified as the foundation for this work within Academic Affairs:

Table 1. Academic Affairs Core DEI Foci and Goals.

| CORE FOCI | GOALS |
|---|---|
| A. Focus on Faculty Diversity, Equity and Inclusion | 1. Increase Recruitment, Hiring, and Retention of Diverse Faculty ¹ and Staff |
| | a. Faculty recruitment and hiring |
| | b. Faculty retention |
| | 2. Enhance a Climate and Culture of Inclusion Among Faculty |
| B. Focus on Student Diversity, Equity and Inclusion | 1. Eliminate the Student Equity Gap |
| | 2. Promote a Culturally-Relevant and Inclusive Pedagogy, Curricula, and Classroom Climate |
| C. Focus on a Campus Culture of Diversity, Equity and Inclusion | 1. Expand Divisional DEI Citizenship and Leadership |

The academic colleges and reporting units within the Office of the Provost have developed DEI plans within the 3 core foci. In addition, divisional DEI work is grounded in campus and national data trends, with an intent to examine impact of the strategies executed toward moving the needle on campus culture, DEI and social justice among all citizens of Cal State Fullerton – faculty, staff and students.

A. FOCUS ON FACULTY DIVERSITY, EQUITY AND INCLUSION

1. Increase Recruitment, Hiring, and Retention of Diverse Faculty¹ and Staff

1.a. Faculty recruitment and hiring

In order to ensure we are actively recruiting and hiring the best and most diverse candidates possible, Academic Affairs in partnership with Human Resources, Diversity and Inclusion (HRDI) has established procedures based on university policy [UPS 210.001](#) and [Goal 3, CSUF Strategic Plan, 2018 - 2023](#). The faculty recruitment timeline is a somewhat rolling frame, depending on personnel movements in the colleges [new or replacement hires, retirements, faculty entering the Faculty Early Retirement Program (FERP), etc.]. Most faculty personnel actions occur in line with fall and spring term

¹ In support of CSUF strategic plan goal 3, objective 3 which aims to increase the number of tenured or tenure-track faculty, with concentrated attention to those from historically underrepresented groups, and report annually.

calendars, with most new hires taking place in fall terms. All colleges work with HRDI in the recruitment process, beginning with the advertising strategies per HRDI's DEI/Campus Climate Framework and UPS 210.001.

College-based recruitment strategies

In addition, the colleges reach out to various external professional organizations and support groups related to the appropriate disciplines, universities and professional groups with diverse memberships. In particular areas, there are joint departmental advertisements for open positions (i.e., to major STEM diversity-focused organizations for NSM and ECS recruitments). Departments also rely on current faculty and relationships with organizations to reach out to diverse Ph.D. candidates or faculty. Faculty positions are shared among department chairs at select HSIs and HBCUs and among professional associations and conferences. In order to recruit diverse library faculty, the search committee contacts library schools that historically have graduated individuals from under-represented groups. Most departments/colleges require candidates to provide a diversity statement as part of the application package; some colleges require discussion of diversity within a teaching statement (e.g., College of Natural Science and Mathematics). Academic Affairs is exploring whether to implement these types of practices across the division. Colleges also work with their departments to help create position descriptions that highlight our campus commitment to diversity.

Search pools

In order to ensure our search pools are diverse, we are following the procedures listed above. When the search pools are not sufficiently diverse, the following actions can be exercised per [UPS 210.001](#). The dean is responsible for the integrity of the recruitment process and the deans either cancel, postpone or extend the search when the search pools are not diverse in alignment with the national pools or our policy. The deans utilize the HRDI system (diversity report) that demonstrates the ethnic profiles of applicants (relative to national standards) for each stage of the search. When the dean extends the search because there has been insufficient or unacceptable candidate diversity, deans and department chairs/directors may also follow-up with institutions that have been sent position announcements with personal contact about potential candidates at those institutions.

Search committees

In order to ensure the search committees are as diverse as possible, we depend on the deans and department chairs to follow our university policies, summarized below. Training of search committees is done through the mandatory HRDI trainings, with the exception of the Library which does a separate diversity training for the librarians. [UPS 210.001](#) affirms our commitment to cultivate an environment that respects differences in various forms – race, ethnicity, gender, age, (dis)ability, sexual orientation, religious or political beliefs, marital status, and status within the University – and is committed to ensuring equal opportunity in employment. This policy statement also describes the

process for departments to recruit and recommend high quality, diverse faculty and the role of HRDI in this process. The role of the dean, in consultation with the VPHRDI, in reviewing and approving recruitment documents, including the position announcement, the recruitment plan, and screening criteria, as well as efforts that departments should take toward electing a diverse group of faculty to serve on the Department Search Committee, are also outlined in this policy statement. Since the 2013-2014 recruitment cycle, Department Search Committee members have attended a two-hour training designed to meet the requirements of UPS 210.001 and University Strategic Plan goal 3.

1.b. Faculty retention

Retaining high quality and diverse faculty as members of the Cal State Fullerton professional corps is a cornerstone to attracting and educating a talented and diverse Titan student body. In order for faculty members to thrive, there are specific approaches that are believed to be important to sustaining faculty retention. For instance, the College of Education faculty have been approved to incorporate engaged scholarship in the retention, tenure and promotion process. Engaged scholarship involves collaboration between academics and knowledgeable professionals outside the academy (local, regional/state national, global) aimed at mutually beneficial exchange of knowledge and resources through partnership, and broadening engagement and deliberation about major social issues inside and outside the university. (New England Resource Center for Higher Education, 2011). This evidence-based approach has been shown to help create environments which attract faculty of color and women in underrepresented fields. Other colleges (e.g., the College of Health and Human Development and Humanities and Social Sciences) are examining ways to include DEI-related activities in the faculty evaluation process.

Immediate sense of belonging

The Faculty Development Center (FDC) provides programming for new faculty throughout their first year (New Faculty Foundations). As part of the faculty onboarding process, HRDI/DIEP partners with the FDC to provide information regarding campus affinity groups so that new faculty, and especially URM faculty, are familiar with these organizations.

Faculty mentoring

Many departments/colleges currently have mentoring programs for new faculty to help them gain a sense of belonging and ensure they have a strong start at CSUF. The FDC offers a range of mentoring programming available to faculty. During the spring 2020 term, the FDC implemented a [mentoring program for tenure-track faculty](#) in their 2nd - 4th years at CSUF, and will also offer a mid-career retreat for associate professors in summer 2020² to facilitate faculty success and retention. Online professional development modules on Culturally Relevant and Inclusive Pedagogy will be launched

² Deferred due to the COVID-19 disruption.

Fall 2020. The FDC along with HRDI supports the Faculty of Color Learning Community (FOCLC) to help faculty of color successfully navigate the retention, tenure and promotion process. The entire Faculty Support Services (FSS) unit is designed to coordinate efforts within the divisions of IT, HRDI and AA to support and retain faculty. Each term, the units within the group (OET, FAR, FDC, ATC) strive to create a minimum of 9 new collaborative services or supports for faculty. Each term the unit continues the ongoing work while expanding its service reach.

2. Enhance a Climate and Culture of Inclusion Among Faculty

An inclusive climate is critical for effective learning to take place. All units within Academic Affairs share responsibility for ensuring an atmosphere that values diversity and that ensures equity for all students, faculty, and staff.

DEI professional development

Although DEI professional development will be individualized in each college, a shared understanding of key DEI terms and concepts will be emphasized (**see Appendix**).

The FDC offers two certificate programs for faculty:

- INCLUSIVE: Introductory Certificate
- INCLUSIVE: Advanced Certificate (25 hours of professional development).

The focus of these certificates is to help faculty examine their beliefs about human diversity in all of its forms, deepen cultural competency in the classroom and workplace, and gain knowledge across the broad range of diversity issues. Through direct engagement and community building, the variety of workshops, faculty learning communities, and trainings for the INCLUSIVE certificates examine issues of diversity and higher education, with a specific focus on concerns at CSUF. INCLUSIVE offerings encourage participants to explore their own beliefs about diversity, to gain knowledge about how diversity and cultural identity influences higher education, and to develop cultural empathy and humility to create inclusive classrooms and workplaces. Tenure track and lecturer faculty are also able to attend sessions titled, *Engaging Beyond Diversity: Fostering a Classroom of Inclusion* (HRDI/DIEP presents) and *Handling Sticky Situations with Ease: Tips from Labor and Employee Relations and Compliance* (offered online for new spring lecturers).

College-level and academic administrative unit DEI plans

In addition to participating in the new campus program *Titans Together: Striving for Justice, Equity, and Inclusion*, the Academic Affairs administrative units, colleges and Pollak library will also participate in the campus common read *Titans Together: One Book, One CSUF Community*. All colleges and the Pollak Library currently have created college-level committees or offices to facilitate work on diversity, equity, and inclusion within each individual unit. Each college's plan is unique and relevant to the posture, needs and DEI vision for the unit. The college DEI plans include professional development opportunities for faculty, staff and students for the coming AY2020-2021. Given the impact of the COVID-

19 disruption, colleges will review their DEI plans to determine how professional development activities for faculty/staff will be conducted by the end of Fall 2020. Plans will be in place by September 1, 2020 with the intent to conduct revised activities by the end of the fall semester.

Academic Affairs divisional leadership DEI plans

Each member of the provost's senior leadership team (AVPs and executive director Adamson) will develop an individual study plan based on an identified need related to societal inequity and discrimination. During the spring semester, members will read and study in specific areas related to the individual learning outcomes. Late spring each person will write and discuss a short reflection on what they have learned. Reflections are due June 5, 2020. A fall 2020 Academic Affairs retreat (virtual) will focus on the DEI theme based on the readings.

B. FOCUS ON STUDENT DIVERSITY, EQUITY AND INCLUSION

1. Eliminate the Student Equity Gap

All colleges share the goal of eliminating student equity gaps. Colleges have identified and reviewed equity gap data with departments/schools and are examining strategies to continue decreasing these gaps where they exist. The interdivisional leadership teams work is centrally focused on student success, with several standing groups and initiatives underway that are working collaboratively on many facets toward eliminating student equity gaps. The Office of Assessment and Institutional Effectiveness (OAIE) has designed and maintained an inventory of dashboards that makes extensive data on equity gaps and student success available to all faculty. These resources are designed to encourage thinking around student equity gaps as the data sources are accessed and explored.

Disseminating best practices across colleges and units

At CSUF, extensive examination of disadvantaged student data has led to identification of categories of "triple opportunity groups" – those who are underrepresented, first generation, and Pell recipients. Data have shown that on average, these students perform the lowest on various student success indicators (e.g. GPA, retention, graduation). Data have indicated that there is also a gender gap, which adds to the triple opportunity gap.

Each month the Student Success Team (SST) Steering Committee, comprising all college deans charged with overseeing student success in their college, meet to review various data, including triple opportunity and gender data, and discuss strategies to address equity gaps. These discussions are primarily data driven and range from bottleneck course completion rates to graduation outcomes among vulnerable groups.

The Faculty Equity Group comprises faculty members who are conducting a study implementing simple interventions to reduce equity gaps in their courses. They are

comparing results from their own courses pre and post-interventions. Results from their study with promising practices will be distributed to faculty in fall 2020.

The CSU-CSUF Student Success Analytics Team's ultimate goal is to inform intervention development to support triple opportunity students' success, particularly male students. Using combined data from multiple cohorts, the CSUF team is examining curricular and co-curricular factors that might explain the gender differences among triple opportunity students. These efforts include examining advising notes to see if the topics of discussion vary by gender, exploring student check-in records at student success centers and diversity initiative and resource centers to highlight participation differences, studying housing patterns to examine engagement levels between male and female students, interviewing triple opportunity students to understand obstacles and success strategies, examining student performance patterns in key first year GE courses, and conducting a syllabus analysis of major courses students take in their first year to identify implicit biases. Progress includes research protocol development, data collection, and basic analyses on several fronts. The project will continue into summer 2020 and beyond, with the ultimate goal of using the results to inform intervention design for triple opportunity students, particularly males.

2. Promote a Culturally-Relevant and Inclusive Pedagogy, Curricula, and Classroom Climate

Academic Affairs recognizes that the curriculum is the primary domain of the division and overseen by expert faculty within departments and schools housed within the colleges and library. Our pedagogy and curricula set the foundation for inclusiveness for students and faculty, and the courses and programs that faculty create, and how they teach, are the first academic messages that students receive to demonstrate our commitment to inclusiveness.

Culturally relevant instructional plans in the colleges

Faculty members have invested into preparing and sharing instructional best practices. A faculty member has developed a series of online modules on "Pedagogy Training: High Impact Practices and Culturally Responsive Teaching" available for use by faculty and the Faculty Development Center during the 2020-21 academic year. Various colleges have articulated plans to address culturally relevant breadth in the curriculum. The COTA faculty DEI task force will identify content for curricular expansion beyond Eurocentric paradigms as well as methodology for change during the 2020-21 academic year. MCBE is working to determine evidence-based principles and tools for effective teaching practices. The NSM college-wide DEI workshop/retreat/event theme will focus on inclusive pedagogy and research mentoring. ECS is working to develop ways in which courses and curricula can be fine-tuned to address two new Student Outcomes (SOs) introduced recently by the engineering and computer science accreditation body, ABET (Accreditation Board for Engineering and Technology): 1) An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors and 2) an ability to function

effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Important divisional efforts are also underway toward enhancing culturally relevant pedagogical approaches. The California State University, Fullerton (CSUF) 2020-21 Middle Leadership Academy (MLA) strategy is one of building continuous capacity for substantiating, creating and implementing innovative strategies to enhance student success, especially for traditionally underserved students. The 2018-2019 CSUF MLA team conducted comprehensive analyses of data on entering student GPAs, 1st year retention; 1st year GPAs; intersectional “opportunity” groups (UR, 1st gen, Pell, gender) toward defining our campus populations and their performance profiles. Based on these data, related student success work that is examining the impacts of specific classroom strategies upon student success, and heightened by various climate realities, the 2019-20 MLA team designed a campus plan, *Titans for Equitable Education*, to engage CSUF faculty as full educational equity partners in 3 strands: Data, Pedagogy and Policy. The 2020-21 MLA team will strive to operationalize the 2019-20 campus plan to more deeply engage faculty in the quest for building educational equity - a true culture of teaching and learning for ALL Titans. The approach points of the plan that the 2020-21 MLA will include 1) faculty development, 2) faculty use of student data, 3) campus communication toward awareness, involvement, “build in” and policy influence, and 4) programmatic evaluation.

C. FOCUS ON A CAMPUS CULTURE OF DIVERSITY, EQUITY AND INCLUSION

1. Expand Divisional DEI Citizenship and Leadership

Faculty and divisional leaders have been engaged in various internal and external projects that positively impact the campus DEI climate. Faculty have led and engaged in several learning communities whereby critical topics such as white privilege, racism/bias and professorial success among faculty of color have been and are being deeply examined. In addition, Academic Affairs leaders are also invested in professional development in the areas of DEI as DEI citizens and continue to contribute to the scholarly and cultural activities that are important to the division’s work in “moving the DEI needle”. Some examples include:

Diversity and inclusion leadership

Two divisional AVPs and most college associate deans recently completed training through the inaugural CSUF Diversity and Inclusion Leadership Academy (DILA). The DILA is designed to be a transformative model of leadership development program where participants understand and strengthen their own leadership identity, skills, and competencies to value, build, and lead diverse and inclusive teams. For a full semester, participants attended in-person facilitated seminar/workshop style lecture classes; completed online technology mediated sessions, and designed and engaged in individual and group activities. Development activities focused on topics such as effective inclusive leadership; inclusive communication for leaders; leadership for change and design thinking for problems of practice.

Other DEI intervention training

During the spring 2020 term, Dean Laurie Roades and AVP Karyn Scissum Gunn attended Bystander Leadership training at Florida International University (FIU) in Miami, FL. The Bystander Leadership Program is a high impact practice educational program for faculty members that is intended to move participants from “insight” to “action” to increase inclusion among faculty as well as to address gender and race bias within faculty interactions in positive and prosocial ways.

Divisional participation in campus Titans Together: Striving for Justice, Equity, and Inclusion initiative

In addition to individual faculty and DEI activities developed by the colleges, members of the Academic Affairs leadership team (AVPs, deans) are participating in the 3 components of this campus-wide initiative centered on the theme of racial equity and inclusion: 1) a campus-wide learning community focused on DEI, 2) a common reading program featuring *The Book of Unknown Americans* centered on issues of racial justice and 3) supplemental skill-development strategies for individual reflection and development as inclusion champions.

Racial healing training

CSUF has been selected as a participating team for the national Truth, Racial Healing and Transformation (TRHT) Institute, guided by the Association of American Colleges and Universities (AAC&U). The TRHT Institute centers around issues of racial, ethnic and economic segregation and the challenge that higher education institutes are faced with to heal from these matters. The CSUF TRHT Summer 2020 Institute team includes Academic Affairs divisional leaders (AVP K. Scissum Gunn) who will work with interdivisional leaders in HRDI (lead) and Student Affairs to identify evidence-based strategies that support our campus’ stated vision of what our communities will look, feel and be like when the belief in the hierarchy of human value no longer exists; participate and design Rx Racial Healing Circles; participate in workshops and collaborate with experienced TRHT Campus Center mentors, workshop facilitators and evaluation consultants to develop and/or refine CSUF’s transformative campus action plan, *Titans Together: Striving for Justice, Equity, and Inclusion*.

Conclusion

The division of Academic Affairs is committed to championing DEI development at CSUF. Divisional leaders represent many geographic, racial/ethnic, gender backgrounds; however, the potential to position the CSUF campus culture as a model of diversity, equity, inclusion and social justice is a common commitment within the division. A summative vision of development of expertise, resources and commitment is to contribute to a CSUF campus culture whereby ALL Titans Reach Higher.

Table 2. Summary of the Academic Affairs Core Divisional DEI Foci, Goals and Representative Activities.

| CORE DIVISIONAL FOCI AND GOALS | | 2019-2020 | 2020-2021 | Colleges and Divisional Units |
|---|---|-----------|-----------|--|
| A. Focus on Faculty Diversity, Equity and Inclusion | | | | |
| 1. Increase Recruitment, Hiring, and Retention of Diverse Faculty³ and Staff | | | | |
| <i>1.a. Faculty recruitment and hiring</i> | | | | |
| Faculty position descriptions – DEI verbiage | | | ❖ | Select colleges |
| Broad recruitment outreach (UPS 210.001) – scholarly organizations; MSIs; professional contacts | ❖ | | ❖ | Colleges |
| Applicant diversity/diversity in teaching statements | | | ❖ | Colleges |
| Comprehensive faculty hiring process and timeline | | | ❖ | Office of the Provost in consultation with HRDI and Colleges |
| HRDI partnership – explore high impact faculty recruitment practices | ❖ | | ❖ | Office of the Provost; Colleges |
| Search committee training - DEI | | | ❖ | Colleges in consultation with HRDI |
| Enhanced onboarding processes | | | ❖ | Colleges in consultation with HRDI and FDC |
| Faculty Terminal Degree Map dashboard | | | ❖ | OAIE and colleges |
| <i>1.b. Faculty retention</i> | | | | |
| Onboarding for new faculty – campus affinity groups | | | ❖ | FDC-HRDI partnership |
| Mentoring – early career pilot (2 nd – 4 th yr faculty) | | | ❖ | FDC |
| Faculty of Color Learning Community (FOCLC) Initiative | ❖ | | ❖ | FDC-HRDI partnership |
| College-level mentoring programs for faculty and staff | | | ❖ | Colleges |
| Career trajectory mentoring | | | ❖ | FDC |
| Encourage DPS - DEI assessment review | | | ❖ | Colleges and Office of the Provost |
| 2. Enhance a Climate and Culture of Inclusion Among Faculty | | | | |
| DEI programming – INCLUSIVE certificates | ❖ | | ❖ | FDC |
| DEI professional development | ❖ | | ❖ | All divisional units |

³ In support of CSUF strategic plan goal 3, objective 3 which aims to increase the number of tenured or tenure-track faculty, with concentrated attention to those from historically underrepresented groups, and report annually.

| | | | |
|---|---|---|--|
| College-level DEI plans | | | |
| <ul style="list-style-type: none"> Participation in the campus common read; workshops, fall and/or spring retreats, personal professional development plans, self-reflections and sharing, classroom best practices, survey development, curricular evaluation, establishment of leadership councils | ❖ | ❖ | Colleges ⁴ |
| Academic Affairs divisional leadership plans | ❖ | ❖ | Office of the Provost |
| High impact practices (e.g., Bystander leadership training) | | ❖ | Academic Affairs Division |
| B. Focus on Student Diversity, Equity and Inclusion | | | |
| 1. Eliminate the Student Equity Gap | | | |
| SST Steering Committee work | ❖ | ❖ | All colleges; AVPAO, AVPAP, AVPOAIE |
| Faculty Equity Practices Learning Community | ❖ | ❖ | CSUF Student Success Network study |
| CSU Student Success Analytics Team study | ❖ | ❖ | CSUF Student Success Data Analytics Team |
| College- or department-based peer mentoring | | ❖ | Colleges |
| Broadening faculty awareness and use of student equity data | | ❖ | Colleges |
| 2. Promote a Culturally-Relevant and Inclusive Pedagogy, Curricula, and Classroom Climate | | | |
| Culturally relevant instructional and classroom climate plans | ❖ | ❖ | Colleges and FDC |
| CSU Student Success Network Middle Leadership Academy | ❖ | ❖ | 2019-20 and 2020-21 MLA teams |
| Pedagogy training/CRT online modules | | ❖ | COE faculty (C Lewis Chiu) and FDC |
| C. Focus on a Campus Culture of Diversity, Equity and Inclusion | | | |
| 1. Expand Divisional DEI Citizenship and Leadership | | | |
| TRHT Summer 2020 Institute | | ❖ | Divisional DEI lead (AVP K Scissum Gunn) |
| Diversity and Inclusion Leadership Academy | ❖ | | Divisional AVPs and Associate Deans |
| Bystander Leadership training | ❖ | | L Roades and K Scissum Gunn (divisional DEI leads) |
| <i>Titans Together: Striving for Justice, Equity, and Inclusion</i> participation | ❖ | ❖ | All divisional units |

⁴ Activities listed under the college-level DEI plans will vary by college.

APPENDIX

Key DEI Terms and Concepts

Professional development training will include discussion and understanding of the following terms and concepts associated with DEI

- BYSTANDER LEADERSHIP
- COLONIALISM
- CRITICAL RACE THEORY
- CULTURAL COMPETENCY
- CULTURALLY and LINGUISTICALLY RELEVANT PEDAGOGY
- CULTURALLY and LINGUISTICALLY RESPONSIVE TEACHING
- CURRICULUM VIOLENCE
- DEFICIT THINKING/ LANGUAGE
- DIVERSITY
- EQUALITY
- EQUITY
- EQUITY GAP
- ETHNICITY
- HISTORICALLY UNDERREPRESENTED
- IMPLICIT RACE BIAS
- INCLUSION
- INCLUSIVE CLASSROOM
- INSTITUTIONAL RACISM
- INTERSECTIONALITY
- LANGUAGE and DISCOURSE
- LANGUAGE EQUITY AND INCLUSION
- LINGUISTIC RACISM
- MARGINALIZED
- MICROAGGRESSIONS
- MODEL MINORITY MYTH
- OPPRESSION
- PLURALISM
- PRIVILEGE
- RACE
- RACIAL HEALING
- RACIALIZED INDIVIDUALS/GROUPS
- RACISM
- REVERSE RACISM
- SENSE OF BELONGING
- SOCIAL JUSTICE
- STEREOTYPE THREAT
- STUDENT SUCCESS
- “TRIPLE OPPORTUNITY”
- UNEARNED PRIVILEGE

Administration & Finance

The Division of Administration and Finance has developed the following plan in support of the Titans Together initiative.

Phase I includes assessment and building knowledge and awareness of not only the Titans Together initiative but also prevailing issues related to cultural practices and a better understanding of prevailing and current issues, at the national and local levels, across the A&F Division. Through prior strategic plans, the Division has already implemented in the hiring procedure to ensure diversity in the applicant pool, the search committee, and ultimately diversify staffing. While these efforts will continue, A&F will now emphasize education and practicum with the goal of raising awareness and knowledge and ultimately instilling cultural changes that would elevate the sense of diversity, equity and inclusion.

On February 14, 2020, the senior leadership team, comprising of Admin and Finance Senior Administration Team (AFSAT) members and their direct reports, came together to serve as the initial A&F DEI working group. The group attended a workshop facilitated by AVP Bobbie Porter to begin the assessment process using HRDI's Assessing Diversity and Inclusion Capacity Activity instrument. A second meeting was held on February 20, 2020, to complete the survey. The purpose of this activity was to establish the baseline for the division in terms of our proficiency related to DEI and divisional climate.

Assessment Results and Findings

The leadership ultimately determined that the Division is at Stage 1 which was not surprising as our past efforts were more focused on diversifying our staffing ranks. This said, there is a misalignment between the description of Stage 1 and the specific rubric for this stage. For example, Stage 1 is described as an exclusionary organization that openly maintains the dominant group's power and privilege, deliberately restricts membership, and creates unsafe and dangerous environment for subordinated group members; these are not accurate depiction of the division. Nevertheless, we decided to continue using this instrument because we felt the specific action plans are helpful to have as we develop our understanding, proficiency, and culture of inclusiveness.

With the baseline assessment completed, the following action plans will be implemented as part of the initial rollout plan:

- Conducting workshops among all members of the division. Titans Together was discussed at the February 18, 2020, quarterly meeting of the MPPs. We are in the process of scheduling a series of workshops, such as the Ally presentations, not only for the management team but also at the departmental level.
- Establish an A&F DEI website which would also contain divisional statistics (gender, ethnicity, etc), our progress towards moving to Stage 2 and beyond, activities, and other resources.
- Name DEI ambassadors within the A&F to continue to advocate for and increase awareness on this initiative.
- Develop strategies to complete the strategic plans as outline in the HRDI's Assessing Diversity and Inclusion Capacity Activity instrument. Based on current assessment, A&F has completed 11 of 18 action plans to reach Stage 2.

Implementation Phase I: Divisional Level (Summer 2020)

The Division will partner with the Office of Diversity, Inclusion and Equity Programs (DIEP) and will build off their programming to ensure the division is moving forward in a strategic way that will complement campus efforts. The launch at a division level will include the following aspects:

- **DEI Working Group:** The division established a DEI Working Group, which includes the division's senior leadership team and a direct report. The group will be responsible for overseeing the planning, monitoring and evaluating of diversity initiatives and programs. The group will also focus on what is currently missing in the division and develop the activities for the first year. Members will participate in a series of meetings to complete a visioning exercise to collaboratively discuss how the division's culture and climate will look like and feel like.
- **Communication:** The division will send out a communication from Vice President Kim describing how the division's leadership has begun developing a framework to support and contribute to the Titans Together initiative. The division will seek the help of employees across the division to further develop and implement a customized divisional diversity action plan.
- **Leadership Team Training:** During the summer quarterly division leadership team meeting, more than 50 managers will participate in an *Emotional Intelligence in Cross Cultural Interactions* workshop, facilitated by DIEP.
- **A&F DEI Website:** The division will establish a website to contain divisional statistics, the division's progress towards moving to Stage 2 and beyond, activities, and other resources.
- **Visual Plan/Infographic:** The division will create a diversity action plan with a visual infographic to be shared throughout the division and posted within department workspaces.
- **Racial, Equity, and Inclusion Module:** The division will launch the *Racial, Equity, and Inclusion* module, which will be required for all employees so that they understand the importance and expectations for everyone. The module will be distributed in multiple sessions and/or provide recorded versions due to the number of employees, different employee types, and varying work schedules.

Implementation Phase II: Department Unit/Individual Level (Fall 2020)

DEI Task Forces

- Establish a task force with representatives from across the division that will be empowered to handle one aspect of the plan that is attainable.
- The opportunity to serve on a task force will be open to the entire division, with a maximum of 15 individuals per task force.

Unit Level Work

- Departments will conduct an equity review of each policy and look for ways to incorporate diversity measures.
- Identify opportunities to work with campus partners to ensure departments are supporting a campus of inclusion.
- Ensure division programs help create a sense of belonging and a sense of inclusion

Individual Work

- **Management:** The division will coordinate with DIEP to hold regular training sessions to go through their established workshop sessions. The focus of the training will be increasing the capacity of leadership to allow them to take it out on their own. This will ensure leaders are modeling the behavior and are participating in the effort.
- **Staff:** As the division makes progress through the stages, the goal is to encourage individual work. The best way to encourage is for the A&F leadership team to model the behavior.

HRDI

HRDI Division-wide plan for Diversity and Inclusion Professional Development

Starting this summer, HRDI will continue to build upon division professional development in the areas of Diversity and Inclusion by implementing training and development that build capacity and accountability. The plan is as follows:

- At the June 2020 all-division retreat, Diversity, Inclusion & Equity Programs (DIEP) will present to all HRDI employees the 90-minute module on Anti-Bias Training from the Titans Together Initiative.
- DIEP will work with each unit to reflect on current practices and how to embed DEI strategies into the work. Each unit will identify two practices, policies, or protocols to focus its efforts on providing this service through a DEI lens.
- HRDI units work to implement changes to these practices and will report out in a fall division all-staff meeting. Report outs will include their progress so far and any barriers that they faced.
- HRDI Employees - Self Reflection
 - *HRDI People First Certification Program*
HRDI employees will attend 3-4 training opportunities centered around diversity and inclusion
 - Inclusive customer service
 - Relevant webinars from HERC or SHRM
 - Class from the Learning and Engagement course catalog

DEI/Campus Climate Framework

HRDI Responses

HRDI contributes to the campus diversity, equity, and inclusion efforts through the provision of recruitment services for new employees, activities to foster the retention of the increasingly diversified CSUF workforce, and engagement and learning opportunities that foster an inclusive campus climate. Our **current initiatives** as well as **new and planned initiatives** in each of these areas are as follows:

Recruitment

a. Advertising Strategies

- *Diversity Jobs Boards* – Since May 2016, HRDI has advertised all staff, faculty, and MPP positions in several umbrella diversity job boards specific to higher education. These services target advertising to numerous underrepresented groups in higher education, including Black/African American, Latinx/Hispanic, and Native American.
- *Pipeline Programs* – In 2018, the division expanded its faculty position advertising to include The National Registry of Diverse & Strategic Faculty and the Chancellor’s Office Doctoral Incentive Program.
- *Professional Associations* – Beginning in the 2019-2020 recruitment cycle, HRDI has posted STEM faculty positions in the Society for the Advancement Chicanos/Hispanics and Native Americans in Science. We also advise search committees to utilize professional networks and contacts, including affinity organizations within or related to the discipline, and graduate programs of schools that serve underrepresented groups.
- *Outreach to Other Institutions* – we provide search committees with the following guidance regarding recruitment from institutions with significant enrollment of students from underrepresented groups:
 - Identify the offices and/or people who have recently been involved in efforts to increase the diversity of students with advanced degrees in the field. For example, the American Economic Association runs a summer program for undergraduates from diverse backgrounds to help them develop mathematical skills and encourage them to attend graduate school. The National Science Foundation runs programs to help diversify the Ph.D. pool in the sciences, including “Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers” and “Research in Disabilities Education,” to help recruit and retain women and people with disabilities. The people running such programs will have the names of many top candidates in the pipeline. Send the job description to these people and ask for nominations and/or that they pass the description along to possible candidates.
 - Explore job advertising opportunities in web listings or newsletters of organizations that appeal to individuals from underrepresented racial and gender groups.
 - Contact leading minority scholars in the field and heads of departments at institutions with diverse populations in their graduate programs.
 - Contact CSUF alumnae/i who are in graduate school, recently granted advanced degrees, or currently in faculty positions. Send them the job description and ask for

nominations or request that they convey the description to others who could help broaden and diversify the applicant pool. Stress the department’s/program’s commitment to increasing faculty diversity.

- Contact minority fellowship associations or consortiums such as the Ford Foundation Diversity Fellowship and the Consortium for Faculty Diversity (CFD). The Dean’s office can provide an up to date list of CFD scholars and their academic fields. Contact these candidates and encourage them to apply.
- Search for national or university-specific graduate student organizations or conferences for students from diverse backgrounds (e.g. the minority student organization at the UC Berkeley Chemistry Department; the Native American graduate student organizations at Universities of Michigan, Illinois, and Oklahoma). Write to officers or contact persons and send the position description.

We assess the effectiveness of these recruitment strategies by surveying applicants to assess where they found our job postings. We also monitor the racial, ethnic, and gender diversity of applicant pools between years. Since we began most of these practices within the last year, we do not yet have reliable applicant pool demographics. However, our longer-term passive recruitment practice of posting to varied jobs boards yielded the following results for 2018-2019:

Staff Applicant Pool: New hires & Promotions
 “Where/How did you hear about the job?” Responses

| Response | Percentage of Applicants |
|--|--------------------------|
| Diversity Websites | .67% |
| Referral/Word of Mouth | 3.67% |
| Professional Association | 25.61% |
| Websites (including CSUF) | 68.70% |
| Other/blank | 1.36% |
| <i>Percentages based on total # of applicants: 4795</i> | |

Source: 2018-2019; Brassring, self-disclosed applicant responses

As a passive recruitment strategy, the jobs boards broaden our reach to more candidates. We deem this practice to be effective and will continue.

At the close of the current recruitment cycle in May, 2020, we will assess the effectiveness of the proactive recruitment strategies listed above.

b. Search pools

- When HRDI reviews the applicant pool, if the racial and gender demographics of the pool are not satisfactory in the context of the national available pool, the university’s and college’s AAP, and federal and state regulations, HRDI will not immediately approve the

pool. Further, if the data suggest that the recruitment and advertising for this position did not reach a broad range of applicants, or if the current applicant pool will make it difficult to address the current underutilization in the department, HRDI will not immediately approve the pool.

- If the pool is not approved, HRDI will ask for clarification and confirmation on the recruitment and advertising efforts of the department. Then we will iterate with the department and Dean on next steps. These may include extending the recruitment period, increasing recruitment and advertising efforts, initiating a plan for a more proactive search in the future, and/or failing the search.
- Over the last two recruitment cycles, DIEP has intervened in approximately one-half of the faculty searches due to inadequate racial and gender diversity of applicant pools based on national availability data.

c. Search Committees

- Dating back to the 2013-2014 recruitment cycle, all Faculty Search Committee Members have attended a two-hour training designed to meet the requirements of UPS 210.001 and the previous and current Goal 3 of the University Strategic Plan. This training is provided by Diversity, Equity and Inclusion Programs.
- In 2018, the Office of Diversity, Inclusion, and Equity Programs began revising faculty search committee training content to focus on mitigating bias in the recruitment process. As of the 2019-2020 recruitment cycle, search committee training was completely reconfigured into an anti-bias and strategic searches workshop.
- UPS 210.001 requires that departments appoint a high quality and diverse faculty utilizing an effective, equitable, and inclusive recruitment process. The policy also requires that departments strive to elect a diverse group of faculty to serve on search committees.

New/Planned Recruitment Initiatives

- *Equity Reviews for Staff and MPP Searches* – HRDI is examining its current practices for reviewing equity throughout the staff and MPP search process to determine the best method to incorporate compliance and inclusion checks. The review will be completed following the full implementation of the CHRS Recruiting system. New procedures would go into effect July 1, 2020.
- *Universal Search Committee Training* – The Talent Acquisition team is developing online training for all members of search committees. The division is seeking ways to incorporate content on mitigating bias in the search process. Online modules are set to release in the spring 2020 semester.
- *Faculty Recruitment Practices* – The following is a list of activities currently under review for implementation in collaboration with Academic Affairs for implementation in AY2020-2021:
 - Require all faculty position applicants to submit a Candidate Diversity Statement
 - Establish an Equity Advocate program for faculty searches
 - An Equity Advocate is a highly-trained faculty member from outside the hiring unit who is responsible for promoting evidence-based, inclusive hiring practices focused on mitigating bias in the hiring process. Many institutions, including those in the CSU, are considering adopting or have already adopted

this approach as a crucial part of a holistic effort for increasing faculty diversity

- Require that students are involved in the search process (examples below)
 - All on-campus interviewees must have time scheduled to meet with students from the hiring department/unit
 - Add a student to the search committee
 - Give the search committee student member voting rights
- Proactive Recruiting Activities
 - Have Deans initiate more cross-departmental searches – searches with an open specialization attract a wider pool of applicants, tend to bring in more scholars with innovative and interdisciplinary approaches, and are more likely to attract more underrepresented candidates
 - Have Deans initiate cluster hiring - hiring multiple scholars into one or more departments based on shared, interdisciplinary research interests with an emphasis on increasing faculty diversity
- Colleges Structure
 - Identify a Diversity Liaison in each College to work with the Office of Diversity, Inclusion, and Equity Programs on carrying out diversity, inclusion, and equity work at the College and Department levels
 - Have each College develop a diversity strategic plan with timelines and assessment for Diversity, Inclusion, and Equity, including faculty diversity

Hiring

a. Candidate Yield Practices

- After the appointment of the AVP of Diversity, Inclusion and Equity, HRDI reorganized functions to move faculty recruitment into the Office of Diversity, Inclusion, and Equity Programs. To build on this effort, the division created a new position devoted to faculty equity and diversity matters – the Faculty Diversity Officer.
- For each search, HRDI receives recruitment and advertising plans. For faculty searches specifically, these plans must be approved before the position can post. Plans include advertising to all HRDI hosted jobs boards and typically include department/discipline specific sources.

b. Onboarding Process

- All new full time and part time faculty who attend orientation receive training on inclusive classroom practices and an overview of the campus' status as a Minority Serving Institution. This is facilitated by the Office of Diversity, Inclusion, and Equity Programs. The session description is as follows:
 - ENGAGING BEYOND DIVERSITY: FOSTERING A CLASSROOM OF INCLUSION
CSUF has a diverse student population and creating a safe and welcoming learning environment will help all students feel like they can succeed and reach their potential. This training provides an overview on the CSUF campus community, diversity and inclusion practices, and suggestions for inclusive classroom practices.

c. Sense of Belonging

- *Faculty and Staff Associations* – We promote the campus’ seven Faculty and Staff Associations at all new employee orientations:
 - African American Faculty and Staff Association (AAFSA) • Asian American Pacific Islander Faculty and Staff Association (AAPIFSA) • Chicano/Latino Faculty and Staff Association (CLFSA) • Pride Alliance (LGBTQ+ Faculty and Staff Association) • Researchers and Critical Educators (RACE) • Undocu and Ally Faculty and Staff Association (UAFSA) • Veterans Faculty and Staff Association (VSFA)
- *Cal State Fullerton Cultural Engagement Guide* – This guide was developed to help new employees get acclimated with the area. It is a local directory designed to help members of our campus connect with communities on campus and beyond based on social identity. We recognize the importance of helping our campus community members connect to their cultural roots so that they, as well as the campus, may continue to grow and flourish. The first edition of this directory includes businesses, places of worship, and other organizations in Orange and Los Angeles Counties that are predominately patronized by Blacks/African-Americans, Hispanics/ Latinx, and Asian/Pacific Islander/Desi Americans and are LGBTQ+ affirming. Directory entries are categorized by ethnic group and organizational type. To help with the ease of travel, each entry includes the distance from CSUF to the listing. There may be other businesses, places of worship, and organizations in these categories.

New/Planned Hiring Initiatives

- *Target of Opportunity Program* – The Target of Opportunity Program (TOP) allows for the recruitment and appointment of faculty outside of the regular search process in these cases of exceptional opportunity. TOP has been developed in the spirit of providing a more aggressive recruitment program as we seek to advance the initiatives in our strategic plan. Pending approval and adoption by Academic Affairs, this practice will go into effect in the 2020-2021 recruitment cycle.

Retention

a. New Employee Support

- Since 2018, the Office of Diversity, Inclusion, and Equity Programs has presented to new faculty on the importance of building community at CSUF. The effort is a collaboration with the FDC’s first year program for new faculty.

New/Planned Retention Initiatives

- *Faculty of Color Learning Community* – The purpose of the Faculty of Color Learning Community (FOCLC) is to support the success and retention of faculty of color at Cal State Fullerton. FOCLC is a space to unpack the institutional nuances that impact faculty of color in their trajectory to retention, tenure, and promotion through to full professor status. Through the FOCLC, faculty identify common barriers and develop strategies to foster successful scholarship, teaching and service requirements for retention tenure and promotion, and promotion to full professorship. The community will commence in spring 2020 semester.

Campus Climate

a. Support for Underrepresented/Marginalized Campus Groups

- *Faculty and Staff Associations* – As an ongoing strategy, the Office of Diversity, Inclusion, and Equity Programs provides faculty and staff associations with administrative support for the strength and growth of the associations. We host once a semester community building events for all association current and prospective members.
- *Inclusivity Programming* – HRDI hosts the following programs that foster inclusivity and bring the Titan community together:
 - TITAN RECOGNITION WEEK – Several events and discounts across campus to thank our Titan family for our collective successes during Titan Recognition Week in April
 - UNIVERSITY AWARDS PROGRAM- Annual awards program recognizing faculty and staff years of service as well as awards for teams and individuals in the categories of Titan Excellence; diversity, inclusion and equity; teamwork and collaboration; and leadership.
 - WHAT BRINGS US TOGETHER LUNCHEON- Free family-style lunch for all faculty, staff and students designed to build connections, meet new colleagues and reach higher across differences through dialogue and community.
 - BRING A CHILD TO WORK DAY- In collaboration with several divisions on campus, DIEP hosts the annual Bring a Child to Work Day that is aligned with the national day.
 - BUILDING COMMUNITY DIALOGUE SERIES – The purpose of the *Building Community: Compassion and Resilience in Turbulent Times* dialogue series was to foster discussion and create space for the CSUF campus community to process recent campus events, share a vision, and commit to action toward racial equity on campus. The sessions were a collaborative effort between the DIEP, DIRC, and the FDC.

b. Anti-Bias/Anti-Racism Training

- *Inclusive Leadership Symposium* – Inclusion as a leadership skill supports our campus values and mission. It is imperative for the present day higher education leader as the demands of an increasing diverse campus community requires our leaders to have the capability to respond fully to their inclusion and belonging needs. Inclusive leadership calls for us to treat people fairly and approach our work with cultural humility. As we lead our teams, we must be prepared to address our workforce's expectations for equity of opportunity and work/life balance so they can show up as their best selves.
- *Ongoing Workshops* – HRDI's Office of Diversity, Inclusion, and Equity Programs also offers the following training workshops:
 - SUPPORTING TRANSGENDER EMPLOYEES AT CSUF GUIDE In a collaborative effort with various campus partners, the Supporting Transgender Employees at CSUF guide was created and distributed around campus. It is available on the HRDI, Title IX and Pride Alliance websites. The guide provides foundational information about gender identity and a framework to support any transgender employees who wish to transition while employed at CSUF.

- INCLUSIVE CUSTOMER SERVICE This training discusses ways to engage members of our community with daily services so the Titan Experience is safer and welcoming to all. Participants discussed how different cultural norms effect customer service and how to best engage with different cultural norms while still providing quality service.
- RELIGIOUS ACCOMMODATIONS As a diverse campus, CSUF has a responsibility to provide safe spaces for students, faculty and staff. Becoming aware of, and engaging with, religious and worldview diversity is key to creating a campus culture that is not just accommodating but respectful and inclusive of diverse identities. This session provides participants opportunities to reflect on personal worldview identity, as well as perceptions towards others. The goal is to start a conversation that will allow us to build a safe, respectful and inclusive office, classroom and campus.
- EMOTIONAL INTELLIGENCE IN CROSS-CULTURAL INTERACTIONS Emotional Intelligence is the awareness and management of your own emotions and others. This training provides information on ways to develop emotional intelligence and how it applies to leadership and cross-cultural interactions.
- DIVERSITY, INCLUSION AND EQUITY PROGRAMS 101 We often hear the terms diversity, inclusion, and equity used in higher education. This interactive workshop will explore what diversity, inclusion, and equity means for the participants and how it can inform their work on campus. Participants will walk away with a better understanding of DEI terminology and make connections to how these concepts can impact their work on campus.
- GENDER IDENTITY AND PRONOUN USE This training provides foundation information on gender, gender identity and biological sex and highlighted the difference between gender identity and sexuality orientation. In addition, best practices on how to incorporate pronoun usage in day to day work and interactions were provided to help foster a space for inclusivity and learning.
- NAVIGATING WORKPLACE DIVERSITY CONFLICT The best performing teams encountered conflict and it's how that conflict is handled that keeps the team productive and cohesive. This training provides some foundation information on conflict and focused on diversity related conflicts that might be due to perceptions, generalizations, and stereotypes of different social identities (i.e. race, gender, sexual orientation, etc.)

c. Ongoing Climate Assessment

- We analyze DHR complaint data to identify trends and problem areas based on protected category. We use these data to target our education and outreach efforts to mitigate future issues.
- The Office of Diversity, Inclusion, and Equity Programs hosts bi-monthly meetings with the faculty and staff associations where the leaders of the various associations to discuss pressing issues raised among their membership.

New/Planned Campus Climate Initiatives

- Inclusion Champion Certificate Program – The CSUF Inclusive Champion Program (ICP) is a certification program that all members of the CSUF community can engage in to learn

how to become a ‘Champion for Inclusion’ on campus. The courses provide an opportunity for self-reflection, increase cultural competency and awareness, and applications to current roles. The certificate programs is set to launch campus wide in the spring 2020 semester.

- Diversity & Inclusion Leadership Academy (DILA) – This academy will provide transformative leadership development where participants will understand and strengthen their own leadership identity, skills, and competencies to value, build, and lead diverse and inclusive teams. The academy will feature workshops and experiential learning activities for participants to build their capacity for effective, inclusive leadership. Upon completion, participants to incorporate these newly developed competencies into their leadership toolkit and contribute to driving inclusivity into our campus culture. The program will welcome its second cohort in January 2020.
- Inclusive Excellence Visibility Campaign – In partnership with ASI, the Office of Diversity, Inclusion, and Equity Programs will launch a campus wide visibility campaign to tell the campus’ diversity story from the perspectives of its community members. Realizing we all have a story, the inclusive excellence visibility campaign will highlight the stories of students, faculty, and staff in our Titan Family told through the lens of their various cultural identities. This program is tentatively scheduled for a spring 2020 launch, pending alignment with campus wide initiatives.
- Campus Equity Week – Scheduled to release in the March-April, 2020 timeframe, this week-long event will focus on highlighting equitable-based practices that our campus utilizes to help ensure that faculty, staff, and students are successful. Through workshops, trainings, and programs, we aim to showcase the best of what our campus has to offer while leaving space to recognize areas where we can show growth on campus.
- Campus Wide Anti-Racism Initiative – The Office of Diversity, Inclusion, and Equity Programs is partnering with various campus units to develop a comprehensive, multi-year engagement and learning strategy to improve the campus climate on race and inclusivity. The suggested structure of this campus wide initiative will be comprised of three major components: 1) a campus-wide learning community focused on anti-racism and anti-bias, 2) a common reading program, and 3) supplemental skill-development strategies. Below is a summary of these components followed by a possible implementation timeline. For continuity and relevance from one year to the next, activities in each year of the initiative would center on a theme related to social justice, equity, and inclusion. The timeline for this multi-year initiative begins in spring 2020.

Learning Community on Anti-Racism

The initiating component of this strategy is a campus-wide learning community focused on anti-racism and anti-bias. This learning community will kick-off with a 90-minute, facilitated module that provides an overview of foundational concepts that will be expanded upon throughout the academic year via supplemental skills development activities. The content for the modules will be differentiated according to faculty, staff and student constituencies. The curriculum for the modules will be developed by campus subject-matter experts. Ideally, the joint group will consist of faculty with expertise on race and racism, staff working in diversity and inclusion, and staff who work directly with students. Further, by engaging faculty from each of the colleges, the group will be able to develop content that is tailored to the needs of the colleges.

By designing the curriculum “in-house,” we can better ensure that the content is well-suited for our campus, and tailored to our constituency groups. The staff and faculty who design the curriculum would also serve as training facilitators. To reach as many members of the campus community as possible, the number of facilitators is intentionally robust with a total of 30 individuals. The intended date of disseminating to all campus constituencies would begin in Fall 2020.

The module would be disseminated to students through ASI and our many student organizations. Faculty would participate in a session early in the fall 2020 semester in regular gatherings such as college-wide retreats or departmental meetings. Faculty sessions would be facilitated by faculty. Staff would participate in the module during their divisional meetings. MPPs would receive the training during their annual retreat or at the second annual Inclusive Leadership Symposium hosted by the Office of Diversity, Inclusion, and Equity Programs. Following each session, participants would be surveyed for additional topics needed to further develop their capacity in these skills.

This module would provide a base-line of anti-racism and anti-bias learning, which will be bolstered by other components of this initiative, as described below. The intent is to make anti-racism and anti-bias part of our campus culture, increasing our skills and capacity over time, with an evolution of the initiative beyond the initial year.

Supplemental Learning and Reflection Activities

A key connection to the learning communities is supporting activities would be made available as part of this larger initiative. This will allow faculty and staff to continue learning and skills practice beyond the 90-minute modules, engage in strategies that extend their familiarity with the content, and continue the conversation. Some of these activities would include existing programming offered through FDC and Diversity, Inclusion, and Equity Programs, while others will be newly-created content. Given the gravity and importance of this topic, it is recommended that activities be provided in-person. These activities will take the form of professional development opportunities for faculty and staff, facilitated dialogues, training sessions, and workshops. Several examples are listed here:

- Workshops on difficult dialogue in the classroom/workplace
- Implicit Bias Assessment
- Course-Level Equity Gap Analysis for Faculty
- Policy equity audits for divisions
- Inclusive Certificate Program (FDC)
- Inclusive Champion Certification Program (DIEP)

Common Reading Program

CSUF will identify a book connected to a broader campus theme focused on equity, social justice, and inclusion. All faculty, staff, and students will be encouraged to read this book, as reading the same book brings people closer together as a community by creating common ground for discussion. To further support for discussion and learning on the book, the program will include activities and related programming. For example, the common reading program could be incorporated into the new-student orientation program with moderated discussions,

which will bring the diversity of student viewpoints to the fore and provide an occasion for modeling the intellectual engagement with different ideas that is expected at CSUF. Other suggestions include assigning first-year students this reading before they matriculate, and encouraging faculty to incorporate the reading into their courses. As an annual culmination of the reading program, we will bring the book author to campus for a special lecture for the entire campus community. Further details of this program would be based upon high-impact practices such as those put forth by the [AAC&U](#).

Information Technology

Division of Information Technology
3 Pillars of Inclusive Excellence
Working towards Division-wide excellence

Inclusive Excellence

- Management, staff & student assistants come from diverse cultural backgrounds
- Minding the gender gap
- Establish division-wide transparency
- Advance ubiquitous communication within IT and across the University

Professional Development

- Mandated Cultural Competency training to IT Staff completed in 2018
- MPP Inclusivity & Civility training completed in 2019

Assessment for the Future

- Climate Survey on assessment within the division
 - Identify and implement engagement strategies

Speaker Series once a year

Spring 2020 Action Plan

- Develop DEI training in partnership with HRDI
 - Implement train-the-trainer program in customer facing departments
 - Prepare selected MPP to help facilitate staff-to-student assistant training
 - Certification acquired (good for 2 years), must be recertified

Fall 2020 Action Plan

- Incorporate training into divisional onboarding process for new employees

Vision for Embracing Diversity

Our three pillars exemplify our efforts in providing staff with the tools to reflect inclusive excellence. This roadmap is intended to guide our efforts to ensure that the key components of our DEI Plan align with divisional strategies and goals.

Advocacy

In the Division of Information Technology, we advocate DEI practices by:

- Establishing search committees that are diverse and inclusive in their demographic characteristics as well and in their expertise
- Advertising on diverse and inclusive job boards as well as in publications aimed at women
- Mandating Cultural Competency 101 Training for all of IT
- Participating in the Inclusive Leadership Development pilot program led by HRDI
 - Overview
 - Leadership Assessment
 - Survey
 - Ongoing Sessions
 - Action Planning
 - Finalize Plan
- Committing to Educause DEI along with other system-wide CIOs
 - <https://www.educause.edu/about/cio-commitment>
- Monitoring and evaluating diversity goals and achievement to improve our practices in managing DEI

Core Values

Diversity, Equity and Inclusion is at the core of who we are, as highlighted in Goal 3 of the IT Strategic Plan. We recognize and celebrate the diversity amongst us. Goal 3 objectives include:

1. Examine the existing IT climate to identify and implement engagement strategies.
2. Broaden the current professional development program.
3. Establish workplace transparency across the Division.
4. Advance ubiquitous communication within IT and across the University.

Student Affairs

Division of Student Affairs Comprehensive Framework Narrative

Our commitment to student learning through diversity, equity and inclusion

We engage undergraduate and graduate students, provide targeted support to affinity groups and serve the broader campus community around areas of identity, inclusion, and equity through education, collaboration, community advising, and university-wide programming. The Division of Student Affairs remains committed to advancing our diversity efforts within the larger University but especially in the departments that influence campus programs and student experiences. Below are just a few examples of the ways in which we support student learning related to diversity and multicultural competency.

- Participate in the [NASPA Undergraduate Fellows Program](#)
- Provide programs, advising, and training for student leaders and groups
- Offer financial support for students to attend local, regional, state and national conferences addressing social justice, diversity, equity and inclusion topics

Outreach and Recruitment

Our Student Affairs teams provide outreach, recruitment and informational services primarily to secondary school, and community college students both in-state and out-of-state prospective students. Serving as a clearinghouse for all prospective student inquiries, our department's help students navigate the college application and matriculation process, as well as inform them of the various programs available to help them succeed. An essential part of welcoming and walking with students toward graduation, our departments lead the efforts around Outreach, Recruitment, Orientation, Admissions, Financial Aid and Educational Partnerships.

Current

- Outreach and Recruitment attended, tabled and/or presented at 2 predominately Indian high schools, at least 8 schools that have a higher African American student population, and participated in transfer fairs from all surrounding community colleges.
- New this year Outreach attended three Black College Expo fairs across the state.
- Super Sunday we were present at 6 churches with our campus partners.
- WTCSUFD will be held virtually on Saturday April 18th.
- Male Success Initiative (MSI) offers a cohort based scholarship to 15 MOC students annually. (Currently have 45 scholarship recipient in the program)
- MSI staff and students attended the Community College Men of Color Recruitment Days.
- Center for Scholars currently shares Guardian Scholars information with Los Angeles, Orange, San Bernardino and Riverside counties Foster Care Social Service agencies. All potential students are offered application support through our center.
- The Veteran's Resource Center has a staff member who is solely dedicated to outreach and engagement of the veterans in the community. They regularly work with our local community colleges and participate in military installation education fairs.

- Center for Educational Partnerships through their grant funded programs host many workshops on college admission, CSU Apply, financial aid and offer campus tours to our local school district partners.
- Athletics academic counselors meet with prospective students on recruitment visits and in interactions with local schools regularly share the NCAA initial and transfer eligibility requirements.

Planned

- In fall 2020, MSI is hoping to expand their Success Scholars program to 60 from 45 and by spring 2021 they are wanting to expand their B2B program into the schools.
- Center for Scholars will be hiring a part time outreach staff member to assist with outreach presentations, events, managing the website, and meet with prospective students.
- In partnership with AARC, host a one day conference for local high school students on the opportunities at CSUF and how the Titan Experience can become their path.
- Center for Educational Partnerships is working on an Orange USD partnership which will also help intentional recruitment from our local area.
- Veterans Resource Center is planning on expanding their event participations to additional underserved areas.

Enrollment

To provide the richest learning and engagement environment for our students, CSUF should reflect the diversity and backgrounds of our diverse California communities and our aspirations for being a more diverse and inclusive campus. Indicators of success include the following:

- Increases in the number of diverse and underrepresented students through intentional efforts based on diversity and inclusion frameworks and guidance who are recruited for and enroll in our CSUF campus.

Our Student Affairs departments utilize enrollment management efforts to exert more systematic influence over the number and characteristics of new students, as well as influence the persistence of students to continue their enrollment from the time of their matriculation to their graduation. Organized by strategic planning and supported by institutional research, Student Affairs departments (ie: Center for Scholars, EOP, Student Support Services) utilize enrollment management activities which impact student college choice, transition to college, student attrition and retention, and student outcomes.

Current

- MSI staff and students call and email over 18,000 young men of color about our program and the scholarship opportunities and share the application. In addition MSI hosts an Open House during WTCSUFD day.
- Center for Scholars emails their scholarship programs to prospective students who self-identified as foster youth, homeless students, unaccompanied youth and legal guardianship through CSU Apply for both fall and spring admission cycles. In addition

they call and email these students to offer support with financial aid, scholarships, orientation, housing and fees. (this will all happen virtually this spring)

- Trio high school graduates that apply to Student Support Services are emailed and alerted to upcoming critical dates and tasks to ensure completed enrollment.
- Veteran Resource Center in partnership with Admission will grant local status to veterans regardless of their service areas increasing access to underserved areas.
- Outreach and Recruitment will be calling all CSUF students to ensure they register and for newly admitted students assist with their registration and orientation process.
- Athletic Academic Counselors will work with AD for Compliance to track all prospective student-athletes on a recruit list, closely monitoring all aspects of the admissions process to ensure to student-athletes have completed necessary requirements and provide individual outreach and support.

Planned

- During spring 2021, MSI Brotherhood Letter Writing Project will begin where MSI will write letters to accepted CSUF men of color.
- During summer 2020, Student Support Services will have their database will send automatic alerts to students about missing profile information.
- Veteran's Student Ambassador will reach out to all newly admitted veteran students to assist with registration and enrollment information and deadlines.
- Athletic Academic Counselors would like to hire a dedicated staff person to support official CSUF and NCAA academic evaluations for all prospective student-athletes and track completion of requirements (i.e., transcripts, test scores, communication of possible deficiencies). Currently, AAS staff are completing unofficial evaluations, and Admissions is completing evaluations only for those that have already applied with all official transcripts submitted.
- EOP plans to implement an admissions interview as final selection for exception admits who will participate in Summer Bridge.

Community Building

Diversity, equity, and inclusion awareness, knowledge, skills, and practices are cultivated and demonstrated across the CSUF Division of Student Affairs through a range of learning opportunities for both students and employees. Some tension and discomfort are to be expected as campus culture shifts. Through ongoing training and development, mutual learning, and intentional dialogue focused on diversity, equity, and inclusion, we can move forward together as a community. Indicators of success include the following:

- Acquisition of foundational diversity, equity, and inclusion awareness, knowledge, and skills across the CSUF community
- Application and practice of the acquired knowledge and skills

The hallmarks of engagement, diversity, inclusion, student involvement and care are vital to the departments within the Division of Student Affairs. These teams support students through deep and meaningful programmatic endeavors, fostering a sense of belonging and connectedness on campus, which is essential for high-quality learning outcomes. Our diversity, equity and

inclusion efforts place emphasis on the student experience, are specifically focused on concepts of diversity, inclusion, and identity; and they allow us to engage student learning by specifying what students will know and/or be able to demonstrate as a result of their participation in our efforts. Our teams know that students' sense of belonging on campus is crucial not only for student success and persistence, but for student equity. Feeling respected, welcomed, and valued is correlated with outcomes like [higher grades, retention, and engagement](#).

Current

- Disability Support Services offers *DSS Connect*, gatherings for students to learn more about resources and be in community with other students with disabilities. In addition each October they host Disability Awareness Day to recognize our students with disabilities.
- You@College an online portal to increase effectiveness and reach of existing campus resources.
- Student Life and Leadership continues to host Discoverfest in fall and spring to promote student organizations and engagement beyond the classroom. Emerging Leaders Program uses a cohort model to provide leadership educations to students.
- DIRC has annualized some of their signature events, including welcome weeks within the centers and community conversations. With over 200 events each year the centers focus on identity development and the social and academic growth of students.
- Veterans Resource Center hosts a welcome dinner and orientation for new students to share their resources, services and program benefits.
- Student Support Services in November celebrated National First Generation Day to recognize the attributes of first gen students and encourage them to know they belong at CSUF.
- Male Success Initiative (MSI) has their Fellows program, BROrientation and MSI week. They use their social media and newsletter to communicate with students. They have monthly Scholar gatherings and an annual Brother 2 Brother retreat.
- Center for Scholars offers a course to all incoming and transfer scholars, Smart Start/Reading 201A. Welcome receptions with the President for their Guardian Scholars and President's Scholars. Guardian Scholars have a spring retreat and they provide all scholars wellness workshops with CAPS in the center. They have created student associations for the different scholar programs to enable students to learn leadership skills and continue to provide their Ally training to the campus community.
- EOP offers a 5 week residential transitional program (Summer Bridge). Students are required to participate in a learning community for the first year in the program. Transfer students participate in a 2 day transfer Bridge program.
- Tuffy's Graduation Scholars were hosted for a Welcome Event with their families and many campus leaders. They have been opened their Resource Center and in addition to all their academic programming in the spring they offered students a series of financial literacy workshops.
- Assistant Deans in the academic colleges continue to operate their Success Centers, work to produce College Weeks, run their inter club councils and create college specific peer mentoring programs.

Planned

- ASI is working on a resolution to establish an ASI Food Pantry. They are developing programs and tools to support the professional development of their student leaders and training them with the tools for advocacy and to voice concerns.
- Housing and Residential Engagement is moving from a programmatic engagement model to an intentional student learning outcome driven model. In partnership with DIRC, AARC, MSI and OR, we are exploring an affinity theme housing. In fall 2020 we will be expanding the Rainbow House and reimagining the Women's theme floor to include all genders and focus on empowerment. Continued work on the new residential community planned for 2021.
- DIRC is working on increasing the capacity of APIDA and Pan Afrikan grad as they are currently at capacity (dependent on additional funding). Exploring peer mentoring programs within the center that do not currently have in place.
- Veterans Resource Center is working with CAPS and DSS to have a full time Wellness Coordinator to focus on and develop retention services and programs.
- MSI is expanding their Suited 4 Success to a CSU Grooming and Fitting Expo for men of color.

Retention Efforts

The division of Student Affairs strives to develop the gifts and talents of students from many different backgrounds, identities, and experiences. We are committed to the presence of and positive experiences of students from diverse and underrepresented backgrounds attending CSUF and receiving the resources and support to fully engage and succeed in the academic and cocurricular life at CSUF. Indicators of success include the following:

- Increased enrollment, retention, and graduation rates of students from diverse and underrepresented backgrounds
- Greater usage and the effectiveness of resources and services that support students' engagement and success
- Students' increased participation in academic and cocurricular opportunities

Our Student Affairs professionals are focused on academic persistence, career readiness, experiential-learning and academic success for students. Our teams foster meaningful relationships through career, internship and community engagement opportunities; mentorship programs; learning centers; academic partnerships; diversity centers and equity and inclusion efforts and much more. Our teams are focused on the persistence and graduation rates of students, aiming to empower Titans in the process of matriculation. Departments provide activities and services which actively support CSUF missions by promoting the development of the whole student – academically, intellectually, and socially.

Current

- Office of Student Conduct reaches out to students who were required to stop out and contacting them as their return date approaches to ensure their sanctions have been

completed and assisting the students with the application process to ensure they are able to return to campus.

- Dean of Students has created a seamless Student with Concerns process for students to submit their university related challenges or issues and be contacted by a Care Services staff member who will assist or refer the student to the appropriate location/person. Additionally the Students in Distress process for students struggling academic, personal/emotional, and behavioral difficulties is similar that after a referral is submitted a Care staff member reaches out to the student with the goal to determine the source of distress, and develop a course of action with input from the student in order to help them through completion of the semester.
- Basic Needs Services for when a student experiences food, housing, and/or financial insecurity referrals are submitted a Care staff member reaches out to discuss the nature and acquire additional information. Addressing student basic need concerns via this option helps meet immediate basic needs. The case management component ensures students receive staff attention and follow up contact until the student's situation is stabilized.
- Housing and Residential Engagement offers employment and leadership opportunities for students through their RA, OA and FSA positions. High RA to student ratios allow RA's to support individuals and connect them to resources, opportunities and each other.
- Through ally programs such as UnDocually and LGBTQ safe zone, DIRC provides education to students, faculty and staff on how to support and advocate for these communities.
- TDRC offers free legal services to our undocumented students to support them during their education and navigating the always changing political systems.
- CAPS liaisons are a part of each center within DIRC that help provide workshops around mental health and general wellness and who assist when major events impact our communities.
- The Veterans Resource Center has an advising coordinator to help with general academic guidance and benefit processing. They are continuing to expand their Titan Warrior Wellness program engages military students in their personal wellness goals, individual and group support, and interactive workshops promoting positive well-being. Their Student Veteran Association helps getting students involved and encouraging camaraderie, advocacy and networking.
- The Assistant Deans are using models for student employment and a High Impact Practice.
- Tuffy's Graduation Scholars are continuing academic success workshops and offered financial literacy this spring. They continue their grade card campaigns, check-ins and TDA checks to ensure the students are on track and successful. They have secured summer grants for many of the scholars.
- EOP counselors meet with their student each semester and if they are Summer Bridge participants they meet with a peer mentor twice during their first year. Throughout the year students are offered workshops on career exploration, internship importance and dealing with imposter syndrome.

- Center for Scholars utilizes their Retention Specialist, grade cards, needs assessment, holistic academic advising and life coaching to ensure their students are on track. When they identify students who are on academic probation or disqualified then they are immediately in contact with an advisor to explore and discuss their situation and explore options to getting back on track.
- Student Support Services has a 3 meeting per semester requirement for all students that include goal setting, grade reports and advising. Scholarships are available to eligible students who apply and complete the set of tasks including tutoring, campus involvement and volunteer hours. Study groups are set up for their students in similar classes and online tutoring resources are made available to all students.
- As a founding member of the CSU Young Men of Color Consortium, MSI attended committee meetings and works across the system to work towards best practices and they are in partnership with USC for research under a grant for best practices for Men of Color. MSI works closely with their students in their Brother 2 Brother peer mentor program, Faculty and Staff success coach program, monthly scholar gatherings and academic coaching.
- Academic Athletic Counselors track our student athletes each semester for retention and NCAA continuing eligibility, including those that transfer and stop out. Those that stop out are encouraged to return to complete their degrees prior to their departure.

Planned

- The TDRC will continue to increase access to 1:1 meetings with attorneys and DIRC wants to provide systematic and equitable access to professional development opportunities to students through conference attendance, pending funding.
- MSI is planning on bringing B2B mentoring to this high schools over the course of the next few years.
- EOP plans to begin to utilize Titan Net to run campaigns to reach students who have stopped out or on probation to see who they can assist them to enroll. If budget allows they have plans to implement a 2nd year retention program.
- The Assistant Deans are working to market their college specific scholarships from an equity lens. They are continuing to develop and move forward the Adopt a Titan Scholarship (renewable \$8,000 scholarship) to support achievement among disadvantaged undergraduate students.
- Tuffy's Graduation Scholars will continue providing personal and professional workshops around study strategies, wellness and career preparedness. Similar to early spring, their teams will reach out to student to help with the registration process, understanding probation and connect with any student not registered.

Campus Climate

Campus climate reflects the perceptions and attitudes between and among groups from different backgrounds and the quality of these interactions at CSUF. On the most basic level, a healthy climate means respect for the experiences, needs, and potential of each community member (e.g., student, faculty, and staff) and the ability for all to fully participate and feel included in the CSUF community. Indicators of success include the following:

- Improvement in climate demonstrated through regular assessment
- Development and implementation of strategies to improve the campus climate across all units within the division throughout CSUF
- Visibility of efforts across the entire division to improve and celebrate a more inclusive institution

Climate flashpoints—including protests and demonstrations, controversial campus speakers, and viral social media posts—can impact CSUF campus climate. Our teams recognize they must have a proactive strategy in place to address student concerns and minimize consequences. Student Affairs teams realize the power of presence and intentionally create efforts and initiatives to regularly assess how various groups of students experience CSUF.

Current

- ASI Wellness Student Wellness survey was distributed and is being utilized to work on wellness resources and a how to communicate our current campus resources to students.
- Dean of Students and the Office of Student Conduct are working on programming to provide students with academic resources and policies to prevent academic dishonesty.
- ASI has been hosting Town Hall events for students to be informed on campus issues and have an opportunity to share their opinions and concerns. They have recently passed resolutions on Civil Disobedience and Social Justice, Denouncing Hate Speech and Supporting Diversity at CSUF, to name a few.
- Housing and Residential Engagement hosts Resident Chats where RA's meet with every resident at least once a semester to have a meaningful conversation and check in on the student's success. They continue their programming in the complex.
- DIRC centers are naturally tied to cultural student orgs either through joint programming and/or formal advisor relationships with the staff of the centers. This connection provides a natural and frequent channel for pro-staff to keep their finger on the pulse of climate issues facing a particular community. They also work very closely with their student assistant through weekly check-ins and where they hear of campus climate issues particularly as it impacts their identity-based community
- Student Support Services administers pre and post evaluations where they ask students to rate their sense of belonging at CSUF and what effect a particular program had on them.
- MSI connects with students regularly through their Brother 2 Brother peer mentoring and Faculty and Staff Success Coach Program. During their monthly scholar gatherings they have "*What is Really on Ya Mind*" conversations.
- Athletic Academic Services has student athletes complete a mental health screening at the start of each semester and are referred accordingly to resources as needed. The SWA, Sports Medicine and CAPs meet bi-weekly to discuss student athletes of concern and develop holistic plans of support.
- Student-athletes have confidential space at the end of each season when completing the Student-Athlete End of Season Survey to share concerns regarding campus climate and their experience as an underrepresented student. Survey results are shared with Sports Supervisors and additional appropriate administrators for follow-up as-needed. Student-athletes are also encouraged to talk with the Faculty Athletics Representative for

advocacy and support. The Life Skills Coordinator and the SWA also meet with the Student-Athlete Advisory Committee (SAAC) to discuss campus climate.

- Center for Scholars began a Scholars Voice Committee to share student concerns with the staff and through their monthly meetings they often hear how students are feeling and what is happening on campus.
- EOP counseling sessions and peer mentors provide an opportunity to connect one on one with students and allow for students to be connected to resources if needed and for staff to be aware of what is happening in their space and on campus.
- Tuffy's Graduation Scholar staff meeting individually with students, have engagement through social media and their Resource Center has created a safe space for students to share with one another what is happening in life and on campus.

Planned

- Office of Student Conduct is working on an appeal process for student organizations.
- ASI is working on their Resolution and plans to open a food pantry on campus to help address food insecurity. They are working on developing programs that promote civic and democratic engagement, global learning and social responsibility. For their own student leaders creating academic assessments to ensure they are progressing through the educational goals.
- Housing and Residential Engagement is working on rethinking their programming model to more of a student learning outcome driven model.
- Student Support Services is forming and utilizing their SSS student club to create meaningful responsibilities and to emphasis leadership opportunities. They will host student workshops focused on personal bias, identity and social empowerment.
- New NCAA Equity and Inclusion Review will be administered every 5 years.
- Center for Scholars will begin in fall 2020 implicit bias training and will provide diversity workshops for all their scholars.
- DIRC in collaboration with DIEP and the FDC will roll out cultural competency/ ally ship/ inclusion/ anti-bias training opportunities for campus community members.

Our commitment to professional staff development through diversity, equity and inclusion

Diversity and multicultural competency professional development are critical components to our division's organizational culture. For staff in our division, diversity professional development can occur at the divisional level (e.g., Diversity Professional Development Series, Diversity Library), the departmental level (e.g., staff meetings, retreats, programs), and the individual level (e.g., attending events and programs, presenting at conferences).

Throughout the years, many of our staff have attended, facilitated, or presented diversity-related programs at the following:

- [Social Justice Training Institute](#)
- [National Conference on Race & Ethnicity in American Higher Education](#)
- [ACPA College Student Educators International Annual Convention](#)
- [NASPA Student Affairs Administrators in Higher Education Annual Conference](#)

Our commitment is multifaceted: Our division hosts annual professional development series; Provide financial support for staff to participate and present at local and national conferences; Engage in assessment, affirmative recruitment and inclusive practices.

With the intended Outcome: A more collaborative, thoughtful, and informed community of practitioners that supports the growth and success of our students, staff, and University.

Student Affairs DEI Professional Development Plan

- At the Fall 2020 all-division meeting, Diversity, Inclusion & Equity Programs (DIEP) will present to all Student Affairs employees the 90-minute module on Anti-Bias Training from the Titans Together Initiative.
- DIEP will work with each unit to reflect on current practices and how to embed DEI strategies into the work. Each unit will identify at least one practice, policy, or protocol to focus its efforts on providing this service through a DEI lens.
- Student Affairs units will work to implement changes to these practices and will report out at the Spring 2021 all-division meeting. Report outs will include their progress so far and any barriers that they faced.
- All Student Affairs staff will participate in the DIEP Inclusion Champion program as appropriate.
- All Student Affairs staff will participate in allyship programs as appropriate.

University Advancement

The University Advancement strategic plan sets forth specific, measurable goals for increasing UA's diversity, equity and inclusion in alignment with the campus strategic plan. As a division, we are committed to increasing diversity in all forms and to pursuing equitable access and opportunity. Our staff, including our UA student staff, must be able to grow, thrive and contribute openly to a diverse, equitable, inclusive workplace. We must embody principles of diversity, equity and inclusion (DEI) in hiring and recruiting, onboarding and training, promotions and compensation, in our day-to-day work environment and in internal activities and communications.

Vision

Our vision is to have a culture of engagement and philanthropy that inspires the global Titan community.

Mission

University Advancement serves Cal State Fullerton by building and strengthening relationships with the communities we serve to encourage advocacy, investment and support of the University, its mission, goals and programs in support of student and alumni success.

Values

- *Collaboration:* We believe that building strategic partnerships with colleagues is essential to our success. We work and communicate openly and honestly. We know that by creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.
- *Character:* We pursue deliberate efforts to ensure that University Advancement is a place where differences are welcomed, where different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We will value the unique strengths that each person contributes to the team, expresses frequent appreciation of individuals and teams, and does not gossip about colleagues or clients
- *Creativity:* We are open to change, experimentation, and risk-taking in our search for smarter and more creative ways to reach our goals. We anticipate and respond to emerging trends and have a culture of continuous improvement. We courageously share our unique perspectives and encourage others to do the same.
- *Commitment:* We commit to increasing diversity among our staff (including student staff), volunteers and donors. We are committed to equal opportunity for all persons. We commit to pursuing deliberate efforts to ensure that, in our workplace and among our donors, differences are welcomed, and different perspectives are respectfully heard.

University Advancement continues to strive to increase DEI efforts in all aspects of our work. Below are select highlights from the current DEI efforts within University Advancement.

Engaging Volunteers in Supporting DEI Initiatives Campus-Wide

University Advancement is passionate about introducing potential supporters to DEI causes.

Increased Accessibility at Commencement

At Commencement, UA provides American Sign Language (ASL) services in addition to having a dedicated section of seats for those that self-identified as needing services. Beginning this year, we will have ASL services at all ceremony sites. This will provide a much larger number of guests with the opportunity to receive interpretation. Recent changes have been made to the model to ensure that graduates are able to participate in the ceremony procession in equal measure of accessibility. We have partnered with Disability Support Services to make sure that students requiring accommodations for themselves or guests register prior so that an accessibility plan can be developed on an individual basis. In FY 20-21 we will translate the FAQ on our website into multiple languages. We are currently pursuing efforts to include open caption on the live stream screens and are reviewing options for language translation services.

Addressing Website Accessibility

UA has been working to make our digital content more accessible and inclusive to the needs of our users so that they can access our websites, pdfs and emails, and donate online. Web accessibility involves a wide range of disabilities, including visual, auditory, physical, speech, cognitive, language, learning, and neurological. UA performs audits and consistently monitors our progress.

DEI Onboarding & Professional Development

Advancement will make significant strides in embedding a DEI perspective into our learning offerings for manager effectiveness, major gift officer curriculum, and other professional development opportunities. We are also in the process of adapting our onboarding process to introduce employees to the culture, values, and commitment to DEI held by both the University and UA.

University Advancement Culture and Engagement Survey

UA will administer the Engagement Survey in spring 2020. We plan to use the Gallup Q12 Employee Engagement Survey. This instrument provides resources to support the action planning process. The Gallup Q12 will allow us to more quickly and efficiently interpret and respond to our results. UA will engage in a year of assessment and action planning efforts followed by the annual survey in 2021. We will re-assess the results as part of a 5-year assessment plan. We are committed to continued improvement of both our culture, employee engagement and inclusion through a strengths-based approach. By focusing on individual strengths, we are able to value and respect the unique qualities of each employee. The CliftonStrengths assessment provides a common language that bridges cultural and organizational demographics to create a culture of belongingness and a more inclusive and innovative work environment. CliftonStrengths assessment and coaching will be provided to all UA staff as part of an ongoing effort to create and sustain a culture that is diverse, inclusive and innovative.

FOCUS AREA: RECRUITMENT, RETENTION, AND ADVANCEMENT

| | Success Measures | FY 19-20 | FY 20-21 | FY 21-22 |
|---|---|---|---|--|
| <p>OBJECTIVE:</p> <p>Increase the diversity of the UA staff, particularly at the leadership level, and support of the expansion of the underrepresented candidate pool for positions in UA</p> | <p>Clear definition of diversity within UA shared</p> <p>Salaries are increasingly competitive with those of campus-wide and externally</p> <p>Continue to source in creative ways to increase visibility of job postings and diversity of candidate pools, as we work to meet those goals</p> <p>Improved diversity in hiring, retention, and promotion</p> | <p>DEI committee established to define diversity within UA.</p> <p>Annual diversity review of division is completed, and data is made available to division.</p> <p>UA staff completes anti-discrimination training in spring of 2020. Training by HRDI at spring/summer UA staff meeting.</p> | <p>UA staff completes racial equity and unconscious bias training by HRDI at UA staff meetings in FY 20-21</p> <p>DEI committee to review division diversity assessment and adapt sourcing, interviewing and hiring process to address bias and review with HRDI</p> | <p>Implement, review, and improve strategies from FY 2021.</p> <p>Track UA hiring, career advancement and retention</p> |
| <p>OBJECTIVE:</p> <p>Help staff grow in their existing positions and establish transparent pathways to help them advance as appropriate</p> | <p>Clear guidelines and pathways for career advancement, promotions and salary increases accessible to all staff</p> <p>Career advancement discussion a standard part of performance appraisals</p> <p>Managers have and know how to use tools to advance their staff</p> <p>A diverse and inclusive committee within UA helps to create and provide regular consultation on these values</p> | <p>Assessment committee determines employee engagement/satisfaction baseline using Gallup Q-12 survey.</p> <p>Clifton Strengths Finder Assessment available to all staff.</p> <p>AET models strength-based professional development coaching to unit managers as part of performance appraisals</p> | <p>Provide training to MPPs on strengths-based professional development coaching</p> <p>Assessment committee will recommend 12- month employee engagement plan for UA</p> <p>Roll out variety of professional development tools and opportunities on a quarterly basis (accessible to all)</p> | <p>UA HR representative to lead development of career advancement and retention plans.</p> <p>In partnership with HRDI, develop DEI certificate program for UA and incorporate into career advancement plans.</p> <p>Craft systematic solutions to address inequities in merit and advancement culture</p> <p>Continue to implement, assess and improve strategies and standard practices</p> |

FOCUS AREA: RECRUITMENT, RETENTION, AND ADVANCEMENT

| | Success Measures | FY 19-20 | FY 20-21 | FY 21-22 |
|---|---|---|---|--|
| <p>OBJECTIVE: Make UA a fully open and welcoming place, where a commitment to DEI is a daily and ongoing process</p> | <p>Increased job satisfaction among all staff demographics</p> <p>Improved individual and community intercultural competence</p> <p>All staff have received training in conflict resolution and “critical conversations”</p> <p>Staff members act on awareness of potential bias in personnel decisions, fundraising activities, community engagement opportunities and daily work</p> <p>Diverse group of staff involved in developing and implementing DEI initiatives</p> <p>Inclusive celebrations of holidays and other events</p> <p>Exit interviews indicate that DEI issues are not a source of staff attrition</p> | <p>Launch DEI assessment committee to develop an assessment plan and benchmarks for DEI initiatives such as Inclusion as it relates to Employee</p> <p>Engagement & Equity as it relates to Professional Development.</p> <p>Create DEI task force to determine best practices and methods for assessing</p> <p>Intercultural development for UA.</p> <p>UA staff completes anti-discrimination training in spring of 2020. Training by HRDI at spring/summer UA staff meeting.</p> | <p>Based on the FY 19-20 baseline and assessment for employee engagement, develop strategies and measurements for ongoing improvement.</p> <p>Measure and baseline intercultural competence based on methods as determined by DEI Task Force.</p> <p>Provide unconscious bias training at UA division-wide meeting.</p> <p>UA staff completes racial equity training by HRDI at Fall UA staff meeting</p> | <p>Based on FY 20-21 assessments, determine appropriate strategies for ongoing improvement of DEI initiatives.</p> <p>Based on FY 20-21 assessments, determine appropriate trainings for division as part of an ongoing process</p> <p>Provide conflict resolution training at UA division-wide meeting.</p> |
| <p>OBJECTIVE: Diversify leadership of UA</p> | <p>UA promotions and retention packages are equitable for all</p> <p>All staff have equitable opportunities to participate in professional development</p> <p>All staff have equal access to and expectations to participate in DEI trainings</p> | <p>Assessment of promotion and turnover of under-represented staff vs majority staff to determine baseline</p> <p>Assessment committee will review equity of professional development within UA</p> | <p>Assessment committee will report findings of professional development equity to AET and recommend improvement strategies</p> | <p>Re-assess of promotion and turnover of under-represented staff vs majority staff</p> <p>Continue to implement, review, and improve strategies</p> |
| <p>OBJECTIVE: Ensure compensation is equitable across genders and social identities and fair across job families; make progress toward compatibility with pay scales across the CSU and external markets</p> | <p>Data demonstrating equity of pay within fair compensation practices that balance needs for transparency and confidentiality</p> | <p>DEI committee to establish task force to review compensation standards.</p> | <p>Task force to determine assessment method for equity of compensation in UA. consult with HRDI</p> | <p>Craft systematic solutions to address inequities in merit and advancement culture</p> |

FOCUS AREA: PROFESSIONAL DEVELOPMENT

| | Success Measures | FY 19-20 | FY 20-21 | FY 21-22 |
|--|--|---|--|--|
| <p>OBJECTIVE: Align UA's cultural norms and practices with the values of diversity, equity, and inclusion</p> | <p>Measurable growth of individual and division-wide advancement on Intercultural Development Inventory (IDI) and Employee Engagement assessments</p> | <p>DEI committee established to define diversity within UA.</p> <p>Create DEI task force to determine best practices and methods for assessing Intercultural development for UA.</p> | <p>Assess trainings and articulate training plan based on IDI results.</p> <p>Integrate DEI values into UA's culture and Strategic Plan</p> <p>Develop engagement action plan based on the Q12 results</p> | <p>Execute training plan based on IDI results</p> <p>Continue to implement, assess and improve employee engagement action plan</p> |
| <p>OBJECTIVE: Provide all staff the opportunity to develop intercultural knowledge, skills, and mindset</p> | <p>UA staff take Intercultural Development Inventory (IDI) assessment is incorporated into annual division assessment</p> <p>Ongoing opportunities and events for learning and advancement around Intercultural competence</p> <p>Intercultural competence is incorporated into new hire orientation</p> | <p>Create DEI task force to determine best practices and methods for assessing Intercultural development for UA.</p> <p>DEI committee charged to champion Titans Together common read within UA</p> | <p>Assess trainings and develop training plan based on IDI results</p> | <p>Roll out new and/or adapted DEI tools and trainings to incorporate intercultural development.</p> |
| <p>OBJECTIVE: Develop higher levels of intercultural competence among all staff and relationships internal and external to the university</p> | <p>Measurable advancement of staff intercultural competence as measured by Intercultural Development Inventory (IDI)</p> | <p>Create DEI task force to determine best practices and methods for assessing Intercultural development for UA.</p> | <p>Conduct IDI assessment to determine baseline for intercultural competency</p> <p>AET will attend DEI Leadership workshop to assess practices at the unit level</p> | <p>Incorporate Intercultural Development training into annual UA division-wide meeting</p> |

FOCUS AREA: AN INCLUSIVE & EQUITABLE COMMUNITY

| | Success Measures | FY 19-20 | FY 20-21 | FY 21-22 |
|---|--|----------|---|---|
| <p>OBJECTIVE:</p> <p>Gain an understanding of the demographics of our donor pool to use as a basis for DEI fundraising strategies</p> | <p>Leverage existing tools to capture demographic information</p> <p>UA identifies and implements best practices for engaging with underrepresented populations</p> | N/A | <p>Utilize demographic data as a resource for DEI strategic decisions</p> <p>Educate development officers on history and diversity of student experiences of under-represented communities at Cal State Fullerton</p> | <p>Continue to utilize demographic data as a resource for DEI strategic decisions</p> <p>Continue to educate, assess and improve best practices</p> |
| <p>OBJECTIVE:</p> <p>Engage an inclusive prospect/donor pool that reflects the larger university community</p> | <p>Increased overall giving, average gift size, and numbers of donors among groups that are currently underrepresented in the alumni donor pool</p> <p>Increased diversity of volunteer committees</p> <p>Increased diversity of attendees at fundraising events</p> | N/A | <p>Determine strategies to engage more diverse groups at events</p> <p>Determine strategies to encourage culturally diverse groups to give</p> | <p>Implement strategies to engage more diverse groups at events</p> <p>Implement and test strategies to encourage culturally diverse groups to give</p> |
| <p>OBJECTIVE:</p> <p>Set and achieve fundraising goals for university-wide and unit-based DEI initiatives in support of students or other constituencies</p> | <p>Set and reach fundraising goals for university-wide DEI initiatives</p> <p>For university initiatives that benefit students from under-represented, help set and achieve fundraising goals</p> | N/A | <p>Define appropriate fundraising metrics for DEI</p> | <p>Continue to implement, assess, and improve strategies</p> |
| <p>OBJECTIVE:</p> <p>Advancement staff are aware of and promote fundraising initiatives in support of DEI</p> | <p>Staff share learnings/successes for DEI fundraising efforts (w/donors, volunteers, colleagues, etc.)</p> <p>Internally track DEI fundraising opportunities</p> | N/A | <p>Determine system for identifying and promoting DEI fundraising opportunities to development officers</p> | <p>Continue to implement, assess, and improve strategies</p> |

FOCUS AREA: AN INCLUSIVE & EQUITABLE COMMUNITY (CONT.)

| | Success Measures | FY 19-20 | FY 20-22 | FY 21-22 |
|--|---|--|---|---|
| <p>OBJECTIVE:</p> <p>Strategically target interactions with external organizations and governmental agencies that enhance the University's ability to meet DEI objectives</p> | <p>For university initiatives that benefit students from under- represented, increase strategic partnerships with external organizations that align with the initiative</p> <p>Increased diversity of external partnerships with community partners</p> | N/A | <p>Government & Community relations to review current practices and determine strategy to enhance partnerships with external constituents in relation to DEI initiatives at CSUF</p> | <p>Increase number of faculty/staff engagements with external organizations</p> <p>Schedule visits with new organizations in communities that may be interested in learning about the University's DEI initiatives.</p> |
| <p>OBJECTIVE:</p> <p>Communications and marketing materials reflect the vision of diversity, equity, and inclusion for CSUF</p> | <p>Communications and marketing materials to maintain diverse, inclusive and compliant content.</p> | <p>Audit of websites to ensure ADA compliance.</p> | <p>Strat Comm to lead focus group sessions with student stakeholder groups on campus for assessment of DEI in current communications and marketing.</p> <p>DEI training provided at unit level with a focus on DEI awareness in marketing and communication in Higher Ed.</p> | <p>Develop a formal policy addressing diversity, equity and inclusion requirements for CSUF communications</p> <p>Monitor communications and marketing materials to maintain diverse, inclusive and compliant content.</p> <p>Complete audit of websites to ensure language and images reflect diversity in an inclusive as opposed to tokenistic manner.</p> |

Spring/Summer 2020 – DEI Professional Development Opportunities

- Inclusive Leadership Symposium (promoted to MPPs)
- Inclusive Customer Service (promoted to all UA staff)
- “How to Develop Programming that Re-Engages Underrepresented Alumni” – (webinar for all UA staff)
- Navigating Workplace Diversity Conflict (promoted to all UA staff)
- “Facilitating Culturally Inclusive Meetings” – (webinar for all UA staff)
- “Using Events to Engage Your Campus in Diversity, Equity and Inclusion Initiatives” (webinar for all staff)
- UA Anti-discrimination training at annual staff meeting (mandatory, all staff)
- “Diversity and Inclusion Engagement Strategies for Alumni and Donors” (webinar for all staff)
- Titans Together Common Read (all staff)
- Division Employee Engagement Assessment (all staff)

FY 20-21 – DEI Professional Development Opportunities

- Division Intercultural Disciplinary Assessment
- Unconscious Bias Workshop at UA Staff Meeting
- Racial Equity Training at UA Staff Meeting
- DEI Professional Develop Certificate Program for all UA staff available through HRDI
- DEI Leadership Workshop
- Quarterly DEI Webinars for all UA staff through Academic Impressions
- DEI training for new staff incorporated into UA onboarding procedures