

Towards a More Welcoming Community Action Items of Focus for 2015-2016

Below are the seven Towards a More Welcoming Community action items chosen by the President’s Commission on Diversity to focus on in academic year 2015-2016 in order to bring to the next level. Note, the numbering is using the original numbering of the full 22 action items.

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AI#1: Office of Diversity and Inclusive Excellence

University Action Plan	<u>Related Task Force Recommendation(s)</u>
<p>The president will charge the President's Commission on Diversity to gather best practices regarding diversity engagement and inclusive excellence and engage the campus in providing feedback regarding this function and possible organizational structure. Upon final determination by the cabinet, appropriate funding, structure, staffing and programming will be implemented. The outcome will form the basis for a cohesive plan regarding diversity engagement and inclusive excellence.</p>	<p>CC-1, Create the Office of Diversity Engagement and Inclusive Excellence to be located in Tower Hall and led by a Vice President of Diversity Engagement and Inclusive Excellence who reports directly to the President, is a member of the President's Cabinet and whose responsibilities are as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-3, Maintain the Office of Diversity Engagement and Inclusive Excellence for a minimum of five years; CC-4, Provide sufficient funding for the Office of Diversity Engagement and Inclusive Excellence as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-6, Incorporate a set of diversity-related priorities into the key responsibilities of each of the Cabinet's Vice Presidents; CC-11, Include explicit discussion about race in all diversity programming; CC-15, Schedule events each semester that highlight the experiences and important contributions of diverse communities such as the showing of "Undocumented," with opportunity for discussion; encourage faculty to provide extra credit for participation that includes written and/or oral presentation reflecting on the experience; and incorporate discussion about the event into class discussions, when appropriate; FAS-2, Create a campus-wide Sustainable Diversity Education Program in which participation by faculty, staff and administrators is required; FAS-5, Provide handbooks and links to all administrators, faculty, staff that utilize exercises about the practice of "Recognizing and Interrupting Prejudice" in a variety of campus settings, such as housing, classrooms, and general socialization; FAS-7, Ensure that all administrators have demonstrated knowledge, skill and experience working with diverse populations.</p>

Current status:

Permanent resources on the university budget have been allocated to the Office of Diversity and Inclusive Excellence. A Title IX officer has been hired and started at the beginning of the academic year. She is temporarily physically located in HR, reporting to the VP for Admin and Finance. She is supported by an additional MPP on loan from Admin and Finance. We currently have a search open for the Chief Diversity Officer. The cabinet is working on locating space for the physical offices for the Office of Diversity and Inclusive Excellence.

Possible next steps for PCD:

- The PCD could set aside meeting time to discuss any work that needs to be done this spring to set the foundation for the new CDO.

AI#2: Campus Climate Survey

<p>The president will charge the President's Commission on Diversity to implement a Campus Climate Survey, review the Diversity Master Plan, and provide recommendations to the President. Composition and charge of the PCD will be reconsidered.</p>	<p>CC-2, Update and implement the Diversity Master Plan as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-5, Reactivate the Campus Climate Committee that is linked to the Office of the President and formalized through Academic Senate policy; CC-7, Conduct a Campus Climate Study/Assessment (with actual experience-based climate items and behavioral outcome items via surveys and focus groups) every other year, the results of which are immediately and widely publicized to faculty, staff, administrators and students and general public on the SJSU website.</p>
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Current status:

The Campus Climate survey was edited and administered to the campus community in academic year 2014-15. A small team did rigorous analysis of the results and released those to the campus community in December 2015.

In terms of taking this action item to the next level, the important next step is getting tangible action items for the university based on the campus climate survey results. The PCD is developing a means to get input from campus on the actions that should result from our campus climate survey results.

Possible next steps for PCD:

- The PCD needs to engage the campus in conversation about the Campus Climate survey results. The end goal should be recommendations from the PCD on specific actions the university can take moving forward.
- The PCD could set aside meeting time to review the Diversity Master plan again with the intent of flagging any of the items that have not been institutionalized to be looked at by the CDO upon arrival.

AI #4 Research on URM Student Success

<p>The university will conduct research to identify successful SJSU Under Represented Minority (URM) students, determine key factors for their success, and replicate those factors to develop support programs for all URM students to the degree possible.</p>	<p>CC-9, Undertake a study to determine why graduation rates for African American and Latino males are low and take immediate steps to improve those rates; CC-10, Develop a Student Resource and Success Center to support underrepresented students of color with low graduation rates and conduct outreach to these students to make them aware of the Center.</p>
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Current status:

The actual research referred to in the action item was completed by Dr. Lisa Oliver as a qualitative study of frosh and transfers to understand the resources they use and their perceived barriers to academic success. A study was also done to understand why students leave. The two studies show similar issues to reported barriers for academic success and differences between ethnic groups.

Student Affairs and Academic Affairs have already begun the important foundational work needed in order to take this action item to the next level. This involves cataloging all of the student success initiatives underway and implementing assessment of existing programs. The next steps will be to allocate resources to initiate or expand the support programs necessary to enhance the academic success of SJSU’s URM students.

Possible next steps for PCD:

- The PCD could set aside meeting time to be briefed on the different research studies and to discuss potential action items resulting from the findings.
- The PCD could set aside meeting time to be briefed on the work Student Affairs and Academic Affairs are doing on cataloging and assessing the student support initiatives.

AI #5: Diversity Curriculum

The president will send a referral to the Academic Senate requesting review of curricular options that address diversity education.	CC-12 , Create a first-year experience course (for Frosh students and transfer students) focused on diversity, that includes, but is not limited to culture, ethnicity, gender, race, religion and sexual orientation; CC-13 , Institute a Diversity & Ethnic Studies course requirement for all students.
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Current status:

This was referred to the Academic Senate’s Curriculum and Research committee in academic year 2014-15. They decided to not pursue adding additional GE requirements. However, they highlighted that all GE courses have a diversity learning objective requirement already. However, this objective is not assessed in the same way as other objectives (such as the writing requirement). A second referral was sent to the Senate in academic year 2015-16 for them to discuss this discrepancy.

Possible next steps for PCD:

- The PCD could set aside meeting time to discuss other ways to strengthen the diversity content in our curriculum.

AI #7: Student Leadership Retreats

<p>Student leadership retreats, including Leadership Today, will be expanded in scope and augmented to ensure race and other diversity-themed topics are included.</p>	<p>CC-16, Convene Leadership Today retreats at least twice a year in order to increase student participation in the program; CC-17, Convene ethnic, gender, and sexual orientation-themed leadership retreats for students during the Fall semester to facilitate the transition of Frosh and transfers into the SJSU environment.</p>
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Current status:

The Chican@/Latin@ and African American Student Success Taskforces initiated and ran two years of leadership retreats. As for the general university Leadership Retreat, they are in their 5th year of a revised curriculum that has a strong focus on the Big 8 (race, ethnicity, gender, sexual orientation, (dis)ability, age, size, religion). The assessment of the leadership retreats will be enhanced through Student Affairs current efforts to assess all of their programming. Allocation of resources for these retreats will be part of the broader, joint discussion Student Affairs and Academic Affairs is undergoing on student success initiatives.

Possible next steps for PCD:

- Updates to the PCD on the effectiveness and support for leadership retreats can be part of the update on the Student Affairs/ Academic Affairs student success initiative (mentioned in action item #4).

AI #12: Housing Staff Ratios

Housing administrators will research national standards for staffing ratios in similar residence halls, and provide university administration with those reports including recommendations as appropriate.	RES-2 , Decrease the RA, ARLC, and RLC student ratios so that there are fewer students per staff person, and fewer staff per supervisor.
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Current status:

University Housing Services has completed a study of best practices of housing ratios. A detailed plan needs to be developed to achieve and maintain the desired staffing ratios long term.

Possible next steps for PCD:

- Altering staffing ratios falls completely within Student Affairs, and they are working on this issue. However, the PCD could use meeting time to receive an update from Housing on the status of this initiative (and the other ongoing diversity related initiatives in Housing).

AI #21: Comprehensive Policy

<p>In consideration of CSU Executive Orders, SJSU Academic Senate Policies, Presidential Directives and other departmental policies, the university will create a comprehensive policy that covers bias, discrimination, hate violence and bullying.</p>	<p>RPP-7, Require the University administration, in collaboration with the Academic Senate, student leaders and staff, to review all campus policies specific to bias, discrimination, hate violence and bullying for the purpose of determining the adequacy of the policies to meet current expectations regarding the establishment and maintenance of a campus free of bias, discrimination, hate violence and bullying, and transformative measures such as cultural sensitivity training and progressive disciplinary actions, up to and including, expulsion from the university, or termination from employment with the university.</p>
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Current status:

A referral was sent to the Academic Senate’s Instruction & Student Affairs policy committee. The committee reviewed all relevant, existing SJSU and CSU policies. The committee decided not to create a comprehensive policy on this very broad range of topics. Rather, to make sure the campus was aware of these policies which are linked to on the [Diversity website](#) and in the [University catalog](#). A gap was identified in that there are no specific SJSU or CSU policies for bullying.

The outstanding issue with this, as discussed in the PCD meeting, that rather than craft a policy for bullying we needed to develop appropriate programming and education options to enhance a campus culture of civility. The next stage is to do background work on effective programming in existence at other schools.

Possible next step for PCD:

- PCD could form a sub-committee to investigate possible programming and education options to enhance a campus culture of civility.