

**18 APRIL 2014**

**TO: PRESIDENT MOHAMMAD QAYOUMI**

**FROM: SPECIAL TASK FORCE ON RACIAL DISCRIMINATION**

**RE: FINAL RECOMMENDATIONS**

**CAMPUS CLIMATE**

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.
2. Update and implement the Diversity Master Plan as described in the Recommendations of Dr. Rona T. Halualani in Appendix A.
3. Maintain the Office of Diversity Engagement and Inclusive Excellence for a minimum of five years.
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.
5. Reactivate the Campus Climate Committee that is linked to the Office of the President and formalized through Academic Senate policy.
6. Incorporate a set of diversity-related priorities into the key responsibilities of each of the Cabinet's Vice Presidents.
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.
8. Give formal University recognition to the groundbreaking work by Professor Susan Murray on the 2011 Campus Climate Research Project and ensure that her study remains available to the campus and general public on the SJSU website.
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.

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.
11. Include explicit discussion about race in all diversity programming.
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.
13. Institute a Diversity & Ethnic Studies course requirement for all students.
14. Require the Center for Faculty Development to provide faculty training about the rules for civil discourse and respect in the classroom, and about understanding the strengths that diverse students bring into the classroom; develop effective strategies for engaging diverse students.
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.
16. Convene Leadership Today retreats at least twice a year in order to increase student participation in the program.
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.

### **FACULTY, ADMINISTRATION & STAFF**

1. Hire a highly experienced Vice President of Student Affairs with demonstrated experience in building and strengthening campus diversity programs.
2. Create a campus-wide Sustainable Diversity Education Program in which participation by faculty, staff and administrators is required.
3. Commit to the aggressive recruitment of female faculty and faculty of color; and commit to their retention, promotion and tenure.
4. Provide workshops and training materials for faculty seeking ways to integrate diversity issues into lectures, discussions, and class assignments.

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.
6. Ensure that faculty, administrator and staff recruitment and hiring reflect the diversity of the campus and Santa Clara County.
7. Ensure that all administrators have demonstrated knowledge, skill and experience working with diverse populations.

### **RESIDENTIAL LIFE**

1. Ensure that RA's and other Residential Life staff make frequent visits to observe activities and displays in the common areas of suites and residence halls.
2. Decrease the RA, ARLC, and RLC student ratios so that there are fewer students per staff person, and fewer staff per supervisor.
3. Mandate follow up by Residential Life staff within 24 hours with the involved students after incidents of bias/hate come to the attention of staff.
4. Ensure that Residential Life staff who most frequently interact with students (including but not limited to RA's) are aware of and sensitive to the perceived and/or self-identified racial identities of the residents.
5. Require Residential Life staff to carefully scrutinize and discuss student agreements shortly after the agreements are signed, and to immediately follow up with students if staff has any questions, need clarifications, or see anything unusual.
6. Ensure that all Residential Life staff trainings include explicit discussions about racial prejudice, racist/hate symbols, and about how to create an environment in which students will speak up without fear of retribution; and ensure that staff is trained to recognize controversial/hate symbols and their potential to create a hostile environment for students.
7. Schedule monthly and mandatory RA check-ins with suite-mates in group settings (and when necessary, on an individual basis); and utilize graduate students (2<sup>nd</sup> year and higher) from the Sociology, Social Work, and Psychology fields to observe these check-ins for the purpose of providing feedback to Residential Life staff about group process and about how to encourage full and honest participation by students in these monthly meetings.
8. Require all students who reside in residence halls to participate in diversity programming in which race is explicitly discussed, along with issues impacting

all constitutionally-protected groups.

9. Require Housing administration and staff members to discuss the terms of the housing contracts with the residents shortly after they are signed, to ensure that the residents understand their responsibilities under the contracts.
10. Ensure that Residential Advisors reflect the diversity of the campus.
11. Ensure that Residential Advisors receive training from a competent consultant on the history of race in America, ethnic relations, gender relations, cross cultural relations involving sexual orientation, religion, veterans' status, disability and income inequity.
12. Encourage students in dorms and suites to participate in programs that promote diversity appreciation and cross cultural exchange.
13. Establish multi-cultural theme dorms with input from students, faculty and staff.
14. Ensure that all RLC and ARLC have demonstrated knowledge, skill and experience working with diverse students.

### **FROSH ORIENTATION**

1. Include explicit and substantial programming about race, along with issues impacting all constitutionally-protected groups, in Frosh Orientation.
2. Establish a sliding scale and/or fee waiver for Frosh Orientation.
3. Appoint a committee of faculty, staff, administrators, and students to reassess Frosh Orientation and Transfer Orientation. Invite Special Task Force members to join that committee.

### **REPORTING PROCEDURES & POLICIES**

1. Create a user-friendly link on the SJSU website connected to the campus police and to the Office of Diversity for the reporting of hate crimes, as well as incidents of bias-based conduct/speech (race, ethnicity, religion, gender, sexual orientation) that do not rise to the level of criminal behavior. The link should allow students, staff, faculty and administrators to report incidents that occur on the campus anonymously. Publicize the link throughout the campus. Appoint a staff person to monitor, record and investigate the postings in a timely manner.
2. Reinstate the SJSU mobile application for smart phones to report incidents of hate crimes and incidents of bias-based conduct/speech.

3. Ensure that the Vice President of Student Affairs, the Vice President of Finance & Administration, the Vice President of Diversity Engagement and Inclusive Excellence, the Provost, and other executive level officials and the Campus Police immediately inform the Office of the President and the Cabinet of conduct that is or may be viewed as constituting hate crimes.
4. Ensure that the University's response to bias-based misconduct is as immediate as it is for other forms of misconduct.
5. Create a user-friendly link on the housing website where residents can feel free to raise their concerns, with the option of reporting anonymously; publicize the link throughout the campus. Publicize to students, faculty and staff information about all locations on the campus where bias-based incidents can be reported.
6. Require the Chief of SJSU Police Department and the University administration to review the MOU between Santa Clara County Law Enforcement Agencies and the Santa Clara County Network for a Hate Free Community to ensure familiarity with the terms of the MOU and compliance with the best practices articulated in the document. Review this MOU in concert with the Santa Clara County Chiefs of Police Association and the Santa Clara County Network for a Hate Free Community.
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.
8. Develop a coordinated campus response matrix that (1) describes all policies specific to bias, discrimination, hate violence and bullying; (2) specifies time periods for documenting and communicating the occurrence of incidents of bias, discrimination, hate violence and bullying; (3) documents the actions taken and recommended actions to be taken in response to the incidents. Publicize the matrix throughout the campus.
9. Provide to all administration, faculty, staff and students copies of and/or links to policies, procedures and forms that will assist the campus to develop and maintain an open, transparent just process for reporting incidents and obtaining appropriate feedback about the campus management of incidents that occur on campus.
10. Develop a protocol for the prompt communication by the Director of Housing to residents when there are major incidents on or near the campus.

## **IMPLEMENTATION**

1. Within 45 days of the receipt of these recommendations, prioritize them and create a timeline for their implementation; publicize the prioritization and timeline on the university's home page, along with periodic progress reports.
2. Convene public forums each semester for the campus and the San Jose community to review implementation of the recommendations.

# **EXHIBIT A**

## **Recommendation for SJSU's Special Task Force on Racial Discrimination:**

*Composed by Dr. Rona T. Halualani, Professor of Intercultural Communication, San Jose State University (Former Special Assistant to the President, Director of Institutional Planning and Inclusive Excellence for SJSU, 2007-2009; National Consultant on Diversity and Inclusion in Higher Education)*

- **Indeed, San Jose State University represents a special campus community and has some wonderful leverage points from which to build sustained diversity excellence. My recommendations for future action are delineated below.**

### **1) SJSU Needs an Intentional, Long-Term Diversity Strategy (via an Updated Diversity Master Plan):**

As it currently stands, there is no evidence of a concerted or intentional, organizational approach/strategy to diversity and inclusion at SJSU. Unfortunately, institutional reactions to recent events may not ensure long-term, sustained, institutionalized diversity action. Such an approach or strategy is needed to make major strides and sustain targeted momentum in diversity achievement on all levels. Higher educational institutions can no longer rest on the “laurels” of past diversity efforts or commitments; efforts and commitments in this vein must be continually re-articulated and planned out to actualize true inclusive excellence. (The task force also recommended a Campus Climate Action Plan – this could be made a central part of a larger Diversity Master Plan.)

\*Please note that I recommend that the Diversity Commission review the first Diversity Master Plan to see which aspects are functional at this moment and can be reactivated so that “the wheel does not have to be reinvented” (which will be time and labor-intensive).

\*I also recommend that a current inventory or mapping of diversity efforts and curricular components be completed so that SJSU can work off of what it currently has and identify the gaps and empty zones. (My team and I did this while I occupied the role and it helped us build the Diversity Master Plan with the campus community.)

### **2) SJSU Needs to Create a Diversity Infrastructure:**

In this regard, I recommend the formation of a key diversity organizational structure that is conducive to facilitating transformative change around diversity and inclusion.

By “key diversity organizational structure,” I refer to a comprehensive, multi-layered division or office (**Office of Diversity Engagement and Inclusive Excellence**) led by a Diversity Leader (**Vice President of Diversity Engagement and Inclusive Excellence**) who reports directly to the President and sits on the President’s Cabinet.

This office and role will be charged with the following functions:

- a) visioning (“charting the path”) function: the proactive strategizing and planning for the future needs of making SJSU a highly engaged, inclusive, and productive climate around diversity and inclusion;
- b) support and engagement function for faculty, staff, leadership, and students (“building up the campus community with skills and perspectives”): the strategic delineation, planning, and provider of professional development training and support for the following campus constituencies:
  - faculty members [on issues of inclusive pedagogy and engaged learning through diversity as connected to core subject matter; the idea being that when students are fully engaged around diversity considerations and learning levels, student learning increases in core subject matter as well (disciplinary content, theory, core subject matter, core skills such as writing, research methods, critical analysis, relational building), intercultural competencies, discussion facilitation];
  - staff members (on diversity/difference/recognizing privilege/power differences-skill sets, discussion facilitation);
  - leadership (on diversity/difference/recognizing privilege/power differences-skill sets, discussion facilitation, mentoring);
  - students (on diversity/difference/recognizing privilege/power differences-skill sets, discussion facilitation, allies and coalition building)
- c) student success and academic achievement capacity (“facilitating and ensuring” academic excellence for

historically disadvantaged groups): working with all other campus divisions regarding high-impact strategies and interventions for reducing the achievement gaps and facilitating optimal conditions for the student success of all students (women, historically underrepresented racial/ethnic/classed groups)

This above delineated structure requires more than just 2-3 individuals; it will need to be “all hands on deck” with the strategic incorporation of related offices (multicultural center, support services for specific underrepresented groups, related roles, and positions). If not, the momentum driving the diversity work may diminish or cease altogether if it is centered around a few individuals who may move on from the university. Structures stand as more stable vehicles to bring about change and strategic efforts. Universities that are beginning their work in diversity and inclusion often commit to an unfolding organizational structure of at least 2 - 3 layers thick (with the diversity leader, support team, and key related offices and positions framed under the aforementioned functions) over two years. By incorporating key functions to a division that is dedicated to diversity and inclusion, greater credibility and valuation is afforded to that division so that it does not become perceived as a mere “nod” to diversity and inclusion.

\*The Office of Diversity Engagement and Inclusive Excellence will be housed in Tower Hall.

**3) Commitment of SJSU and the Chancellor to Maintaining this Office/Role For At Least Five (5) Years:**

SJSU’s leadership and the Chancellor needs to make a commitment to keeping this office/role in place for a minimum time period of five (5) years;

**4) Annual Operational Budget and Resources for Staff Positions and Faculty in Residencies for This Office/Role:**

The Office of Diversity Engagement and Inclusive Excellence will have a robust operating base budget for the following:

- a) 2 staff positions (coordinator, administrative assistant) to help facilitate the office;
- b) 1-2 work study/student/grad student assistant positions;
- c) base money for reassigned time for two (2) Faculty Fellows (.2 or 1 3-unit course for each Faculty Fellow; \$4951 each) to serve on key special projects for the office;

d) annual base money of \$100,000 for specific initiatives and programming.

**5) Reactivation of the Campus Climate Committee which is connected to the Office of the President and is formalized through an Academic Senate Policy**

**6) Incorporation of a Diversity-Related Priority (or Set of Priorities) into the Key Responsibilities of Each Vice President on the Cabinet:**

Each Vice President will be assigned a diversity-related priority goal to continually work on and achieve. The President will evaluate and review the Vice Presidents' performance on these priorities in the annual review process. These priorities will be built into each VP role for future searches.

**7) A Campus Climate Study/Assessment (with actual experience-based climate items and behavioral outcome items via a survey and focus groups) Should Be Conducted Every Other Year:**

The results of this study/assessment need to be presented to the campus and the leadership needs to respond with meaningful actions within six months of the public unveiling of the data.