

**San José State University**  
**Inclusive Excellence/Diversity Master Plan**  
**First Iteration**

**August 18, 2009**

**Composed by Dr. Rona T. Halualani**  
**Assistant to the President,**  
**Director of Institutional Planning & Inclusive Excellence\***

\*Dr. Halualani composed the first iteration of the Inclusive Excellence/Diversity Master Plan, dated August 18<sup>th</sup>, 2009. She did not participate in nor is responsible for any changes or revisions made to the Plan after August 19<sup>th</sup>, 2009.

***Submitted to:***

***President Jon Whitmore***

***Acting Vice President and Provost, Academic Affairs, Gerry Selter***

***Presidential Cabinet:***

***Rose Lee, Vice President, Administration & Finance***

***Veril Phillips, Vice President, Student Affairs***

***Fred Najjar, Vice President, University Advancement***

***Thomas Bowen, University Athletics Director***

***Bill Maguire, Vice President for Information Technology and Chief  
Information Officer***

***Bill Nance, Chief of Staff***

***In Memory of***  
***Dr. Gonzaga da Gama,***  
***Associate Professor of Hospitality, Recreation, and Tourism***  
***Management***



**Figure 1: Photo image of Dr. Gonzaga da Gama sitting down with arms folded in a blue shirt.**

The Inclusive Excellence/Diversity Master Plan is dedicated to an extraordinary faculty member – Dr. Gonzaga da Gama -- who sadly passed away in July 2009. Dr. Gonzaga da Gama, an associate professor of Hospitality, Recreation, and Tourism Management in the College of Applied Sciences and Arts, was a passionate and committed advocate of diversity and social justice in the world. He played a key role in the Inclusive Excellence/Diversity Master Plan effort – from helping to shape the idea to have such a plan at SJSU with the original President’s Reading Group on Diversity to serving as a key facilitator/leader of one of the mini-teams of the larger Inclusive Excellence/Diversity Master Plan Design Team. Dr. da Gama actively pushed all of those around him – students, faculty, and staff – to seriously consider the experiences of marginalized groups (namely individuals with disabilities, minority group members) and create transformative conditions through which these groups can thrive.

The commitment to and persistence of Dr. da Gama on all issues related to inclusive excellence and diversity underscore how special, valuable, and vital this faculty member was for San José State University and the larger world. His personal and professional example stands as a source of inspiration and a model to follow. Dr. da Gama’s leadership and vision for this plan are embedded in its details, structure, and projected impact on students and campus members. He gave us something to truly cherish for a

lifetime: an insatiable drive to make our university and the surrounding society more just and responsive to the needs of the marginalized, effaced, and forgotten cultural groups. Dr. Gonzaga da Gama's memory and contributions live on through this plan. He will be missed.

### ***Special Acknowledgements***

This plan would not be possible without the pivotal actions of the individuals identified below.

#### ***Former President Don Kassing***

For his courageous and unwavering commitment to initiating the effort for this Inclusive Excellence/Diversity Master Plan and creating the conditions through which it could be possible,

For his absolute belief in the importance of this plan for San José State University and leading the way into this groundbreaking effort (a first for the California State University system and the State of California).

#### ***President Jon Whitmore***

For his complete embracing of the Inclusive Excellence/Diversity Master Plan effort and the commitment to see it through from design to implementation to resource allocation,

For his steadfast leadership on driving the need for this Inclusive Excellence/Master Plan effort from the moment he arrived on our campus and his dedication to keep this effort alive and central at San José State University.

#### ***President's Reading Group on Diversity (2006)***

For their visionary leadership on identifying the need for a Diversity Master Plan and their powerful ideas for how to make such a plan a reality,

For their commitment to making diversity a meaningful and embedded part of the university's structure and set of practices and traditions.

#### ***Inclusive Excellence/Diversity Master Plan Design Team***

For the generosity of their spirit, time, expertise, insight, and wisdom in designing and crafting ideas and action plans for the Inclusive Excellence/Diversity Master Plan effort,

For selflessly contributing to a major university effort and demonstrating their unparalleled commitment making diversity meaningful at San José State University.

### ***Inclusive Excellence Fellows***

For their nuanced critical readings and projects to infuse inclusive excellence and diversity across their individual colleges in order to powerfully impact our primary group: students of various backgrounds,

For their brilliance in curricular design, pedagogical strategies, research projects, and grant proposals to make inclusive excellence a reality on our campus.

### ***Christopher Lancaster and Hugh Haiker, Graduate Research Associates for this Plan Effort***

For their complete and absolute devotion to their roles in assisting with the Inclusive Excellence/Diversity Master Plan effort,

For their unmatched, astonishing, and brilliant critiques of structures, conditions, and practices of domination, privilege, and marginalization of cultural groups and their commitment to research and identify ways to combat and eradicate these barriers,

For their dedication to a job that required countless hours of research, collaboration, facilitation, and a demanding supervisor,

For always asking and wanting to do more and doing everything so incredibly well . . . .

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## **Section 1. Introduction and Overview**

In 2006, under the leadership of former President Don W. Kassing, San José State University set out to solidify its commitment to inclusive excellence and diversity for the campus through the creation, design, and implementation of a Diversity Master Plan. Through this plan and under the new leadership of President Jon Whitmore in 2008, San José State University strived to make diversity central in its institutional and educational mission and practices.

A Diversity Master Plan is an institutional strategy and action plan for deeply infusing the university structure and community (across all levels) with the values and practices of inclusion, belonging, inclusive excellence, intercultural learning and skill sets, and the valuation of multiple perspectives, backgrounds, and identities.

### **The Diversity Master Plan Effort at San José State University**

Since 2006 through Spring 2009, San José State University has embarked on creating, designing, and implementing an Inclusive Excellence Diversity Master Plan for its campus. This effort is one of distinction in that it stands as the first of its kind in the entire California State University System as well as across all California-based universities.

An Inclusive Excellence/Diversity Master Plan a coordinated, integrated, campus-wide action plan that outlines ways in which an engaged, inclusive, thriving context of diversity will be deeply embedded in the university's infrastructure. This plan will identify core values, goals, implementation steps and strategies, and assessment measures. Such a plan will be developed in consultation with all campus units and constituencies. The Inclusive Excellence/Diversity Master Plan stands as a significant university effort with its own dedicated purpose; although it will also be connected with university's strategic plan.

### **Key Definitions and Terms For This Plan:**

**Diversity:** the active appreciation, engagement, and support of ALL campus members in terms of their backgrounds, identities, and experiences (as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation, language, among others, and the intersection of these aspects) (\*This definition emerged from SJSU campus members via focus groups).

**Inclusive Excellence:** an institutional commitment to create and sustain a context of diversity through which all members thrive, feel valued, and attain personal and professional success. One specific focus here is to utilize diversity as an educational resource and knowledge domain for students and as a central ingredient for their academic success.

## ***Section 2. The History of SJSU's Diversity Master Plan***

### **How It Got Started:**

#### **President's Reading Group on Diversity – 2006**

A President's reading group on diversity was created by former SJSU President Don Kassing in 2006. Dr. Annette Nellen, a full professor of Accounting and Finance, convened a group of staff, faculty, students, and administrators to discuss issues of diversity and the role diversity plans for the campus. During one of the reading group meetings, members identified the need for a Diversity Master Plan to stand as an intentional effort and commitment-to-action by SJSU around diversity and inclusive excellence. From this reading group, there sprouted the seed of our Diversity Master Plan effort.

#### **Members of the 2006 President's Diversity Reading Group were:**

- Maria Alaniz, full professor, Social Science, College of Social Sciences, Academic Affairs
- Gonzaga da Gama, associate professor, Hospitality, Recreation, and Tourism Management, College of Applied Sciences & Arts, Academic Affairs
- Mary Yoko Brannen, full professor, Organization & Management, College of Business, Academic Affairs
- Henry Gutierrez, associate professor, Social Science, College of Social Sciences, Academic Affairs
- Don W. Kassing, former president
- Annette Nellen, full professor, Accounting & Finance, College of Business, Academic Affairs
- Judy Rickard, senior lead, International and Extended Studies Marketing and Publications, Academic Affairs
- Martin Schulter, director, Disability Resource Center, Student Affairs
- Wiggys Sivertsen, chair of Campus Climate, Professor of Counseling Services, Student Affairs
- Eloise Stiglitz, associate vice president of Student Services, Student Affairs
- Sally Veregge, full professor, Biological Sciences, College of Science, Academic Affairs
- Hyon Chu Yi-Baker, director, MOSAIC Cross-Cultural Center, Student Affairs
- Jocelina Santos, College of Applied Arts and Sciences
- Gilberto Arriaza, College of Education
- Rosalinda Quintanar
- Gene Moriarty, College of Engineering
- Vida Kenk, College of Science
- Peggy Cabrera, University Library

- Jared Schwartz
- Marilyn Radisch, Administration & Finance
- Robin Bates Advancement
- Brenda Wilhelm, College of Humanities and the Arts

These members now serve as the Inclusive Excellence/Diversity Plan Steering Committee Members (President's Reading Group on Diversity)

### **Appointment of a Director of Inclusive Excellence**

In July 2007, President Kassing appointed Dr. Rona T. Halualani, a full professor of intercultural communication, Communication Studies, as director of Institutional Planning and Inclusive Excellence and charged her with the development, design, and implementation of an Inclusive Excellence/Diversity (IE/Diversity) Master Plan for the campus. She served in this role a little over two years. On August 19<sup>th</sup>, 2009, Dr. Halualani returned to her faculty role as full professor in the Department of Communication Studies, College of Social Sciences, San José State University.

Dr. Rona T. Halualani was hired as an assistant professor in the Department of Communication Studies in 1998 and has achieved the rank of full professor at San José State University. She earned her Ph.D. in Intercultural Communication from the first-established U.S. doctoral program in Intercultural Communication at Arizona State University. She worked on the Diversity Master Plan project since July 2007, along with two graduate student research associates, Christopher Lancaster and Hugh Haiker.

Her research interests include the following: intercultural contact, intercultural communication patterns, cultural competence in applied settings; race/ethnicity; diversity, prejudice, critical intercultural communication studies, and identity and cultural politics, diasporic identity, and Hawaiians/Pacific Islanders. Dr. Halualani possesses expertise in quantitative, qualitative, and critical research methods and has published articles in such journals as *International Journal of Intercultural Relations*, *Journal of International and Intercultural Communication*, *International and Intercultural Communication Annual*, among others. Dr. Halualani has published one university press book, 20 refereed academic journal articles, eight academic book chapters, and is currently finalizing three books (one for the University of Hawai'i Press, one for Sage Publications, and the other for Blackwell Publications). For the last eight years, Dr. Halualani has focused on examining intercultural contact and race relations among university students. She teaches courses on intercultural communication, racial/ethnic identity, cultural studies, diasporic and global movements in relation to culture, and quantitative and qualitative research methodology. In 2005, Dr. Halualani was named as a Carnegie Teacher-Scholar in the Carnegie Scholars Program by The Carnegie Foundation for the Advancement of Teaching at Stanford University.

### **Section 3. Description of the Plan's Process:**

#### **AY 07-08 – Research, Consultation, and Scanning the Campus Environment Stage**

##### **Research of Best Practices at Other Universities**

- Dr. Halualani conducted research on the “best practices” and “successful dimensions” of Diversity Master Plans at other universities.
- Dr. Halualani collected plans from 25 universities and interviewed 10 campus equivalents of her role at those universities (University of Wisconsin, Madison; Texas A&M; The University of Michigan; University of California, Berkeley; University of Texas at San Antonio; University of California at Davis, University of Washington, University of North Dakota, University of San Francisco, University of Southern California)
- She found evidence of progress and data outcomes to help inform SJSU's Inclusive Excellence/Diversity Master Plan Effort.

##### **Campus Consultation and Feedback**

**All-Campus/Presidential Forum – October 2007:** Dr. Halualani and her team conducted an All-Campus/Presidential Forum, entitled “Building Our Inclusive Excellence/Diversity Master Plan at San José State University” in October 2007 in which 250 faculty, staff, administrators, and students from across the university, participated in student-facilitated roundtable discussions on four key questions related to the Diversity Master Plan effort:

- Tell us about a time when you felt diversity was valued at San José State University.
- Tell us about a time when you felt diversity WAS NOT valued at this university. What is the lesson to be learned from this for our campus?
- Let's fast-forward five years. The year is 2012. The Inclusive Excellence/Diversity Master Plan has been successfully implemented. What would be different on this campus?
- What are the top three items that you want to see in the Inclusive Excellence/Diversity Master Plan? Explain your reasons for these three items.

##### **All-Student “Rock the Plan” Forum - November 2007:**

Dr. Halualani and her team put on an All-Student Forum in which 150 students from various departments participated in a “Rock the Plan” discussion. Student facilitators led

roundtable discussions with student participants on four key questions related to the Diversity Master Plan effort:

- Tell us about a time when you felt diversity was valued at San José State University.
- Tell us about a time when you felt diversity WAS NOT valued at this university. What is the lesson to be learned from this for our campus?
- Let's fast-forward five years. The year is 2012. The Inclusive Excellence/Diversity Master Plan has been successfully implemented. What would be different on this campus?
- What are the top three items that you want to see in the Inclusive Excellence/Diversity Master Plan? Explain your reasons for these three items.

### **Division of Student Affairs Feedback – November 2007:**

In November 2007, Dr. Halualani visited a Student Affairs Division staff retreat at which she distributed a survey with four key questions about the Diversity Master Plan effort. 130 staff members completed the survey and provided extensive comments.

### **30 Focus Groups with Different Campus Units – December 2007 – March 2008:**

Dr. Halualani conducted informal focus group discussions with representatives from several divisions and programs (Academic Affairs, Advancement, Student Affairs, Administration and Finance, Associated Students, Students, Community Members) (December –March 2008) (240 respondents)

### **Analysis of Campus Feedback – Spring 2008:**

Dr. Halualani conducted a qualitative analysis of 770 responses from the campus consultation and feedback stage (using NUDIST – Non-numerical Unstructured Data Indexing Searching and Theorizing -- Software)

### **Main Themes (not exhaustive):**

- There is a need and value for the plan. [80% of responses – the other 20% were skeptical because of a) suspicion that it won't be implemented and b) that it could divide the campus.]
- SJSU needs to follow through with this idea; we need to not JUST TALK about diversity but take action to support it across the campus.
- Need to include many different kinds of backgrounds (race, ethnicity, gender, age/generation, sexual orientation, socioeconomic class, political perspective, religion, region, nationality, disability, languages spoken, among others).

- The plan needs to be more inclusive of ALL campus members.
- The plan should work hard to incorporate staff needs and interests.
- Diversity needs to be connected to excellence and quality; no dumbing-down.
- There should not be a forced, imposed approach to diversity; let a thousand flowers bloom.
- Whites need to be given a role in the diversity plan.
- Management needs to reinforce the diversity mission and incorporate it in the management style and reward system for staff.
- There needs to be more engagement and excitement around diversity; not some forced “guilt” approach. Inspire the campus to care.
- Students framed diversity as representational diversity and understood diversity in terms of events and spectacles.
- Students expressed dismay at the number of culturally insensitive comments made by professors in the classroom.

### **Research on the needs of SJSU (data evidence, outcomes, perceptions)**

- The needs are as follows: (gleaned from the forums, focus groups, and an environmental scan/inventory/mapping)
- Ongoing assessment of diversity at SJSU (across the board)
- Student demographics
- Student engagement (ignite their curiosity and interest as opposed to a top-down “it is good for you” approach)
- Graduation and retention rates
- Access
- Diverse faculty recruitment, retention, and success;
- Diverse staff recruitment, retention, and success;
- Professional development opportunities that highlight diversity and intercultural skill sets;
- Curricula that foregrounds diversity issues and skills across disciplines
- Faculty incentives and engagement around diversity
- Creating a campus environment to explore, dialogue about, and traverse different identities, perspectives, and ways of being
- Management training around interculturalism and diversity
- Connections to and alliances with a global and internationalized effort at SJSU (strategic planning goal-of-focus)

### **Inventory and Mapping of Diversity Efforts/Courses at SJSU – Summer 2008**

Dr. Halualani and her team (two graduate research associates, Hugh Haiker and Christopher Lancaster) conducted an extensive inventory and mapping of all diversity

efforts, services, programs, and courses on campus (see SJSU Diversity Plan website for access to map PDF files) - <http://www.sjsu.edu/diversityplan/>. We needed to establish a baseline measure or the starting point for where the university was with regard to incorporating and implementing major diversity efforts across all levels at the institution (top-down; non-academic to academic to the community) and for all campus constituencies (undergraduate and graduate students, staff, faculty, managers and administrators, community members). Our team set out to first collect data from all campus divisions and groups about current diversity efforts; then enter and organize this data in a spreadsheet program, followed by graphically mapping the data into a brainstorming software program. The process would later culminate in an in-depth analysis of the diversity data in terms of the institution's level of commitment and action around diversity and the steps that still needed to be taken to actualize inclusive excellence.

### **Data Collection Method**

We set out to collect information about current diversity efforts, activities, and programs from across San José State University. For definitional purposes, our team referred to “diversity effort” as “any activity or program that promotes and or supports the active appreciation, engagement, and support of all campus members in terms of their backgrounds, identities, and experiences (as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation, language, among others, and the intersection of these aspects) and or promotes the larger importance of diversity, difference, or cultural sharing for the public.”

Information about diversity efforts, programs, and activities was collected in the following ways. First, we issued an email request from the Office of the President to all campus divisions (and namely to their line managers, associate vice presidents, college deans, department chairs, program directors, academic and non-academic), units, programs, and departments to send all information about their current diversity efforts and documentation by a specific date (three weeks as the deadline) for the President to review in a mapping. In addition, we also conducted a search of over 1,000 campus website links and listings related to “diversity” and “culture.” Team members then extracted this web information and inserted it into a spreadsheet program (Microsoft Excel). Lastly, because much of the information on the campus website was outdated, incomplete, or simply not accessible, we engaged in live “data collection” tours through which we visited as many of the main campus division offices in a two-week period. During these live tours, we collected relevant information and interviewed program representatives. The data collection method took place over a period of six weeks (Summer 2008).

### **Analysis of Diversity Inventory and Mappings:**

The following represents summary information from the analysis of the Diversity Inventory and Mappings.

## Summary Information

### Diversity-Related Curricula - \*See map PDF files on the SJSU Diversity Master Plan website<sup>1</sup> - <http://www.sjsu.edu/diversityplan/>

- 6% of the total university curriculum (including General Education) are diversity-related courses (for a total of 277 diversity-related courses).
- 18 academic departments have a curriculum that primarily focuses on diversity-related issues.
- College of Humanities & the Arts, College of Business, and the College of Social Sciences have the highest percentage of diversity-related courses (in terms of the total # of course offerings in their colleges).
- 33% of all General Education course offerings are diversity-related (103 courses).
- General Education offers 37% of all diversity-related courses offered at the university, with two upper-division GE areas completely devoted to diversity (a total of 70 courses).

### Diversity Efforts Across Campus \*See map PDF files on the SJSU Diversity Master Plan website<sup>2</sup> - <http://www.sjsu.edu/diversityplan/>

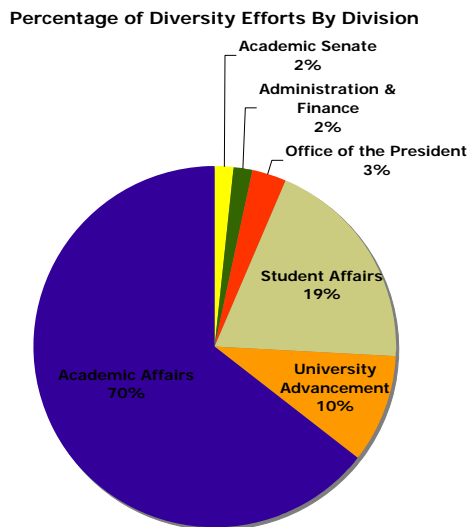
<sup>2</sup>

- There are 176 active diversity efforts at SJSU. “Diversity effort” is defined as any activity or program that promotes and or supports the appreciation of all backgrounds, identities, experiences, and perspectives of campus and community members.
- Academic Affairs is leading 70% of all diversity efforts offered on campus.
- The next two divisions leading diversity efforts are: Student Affairs (19%) and University Advancement (10%).

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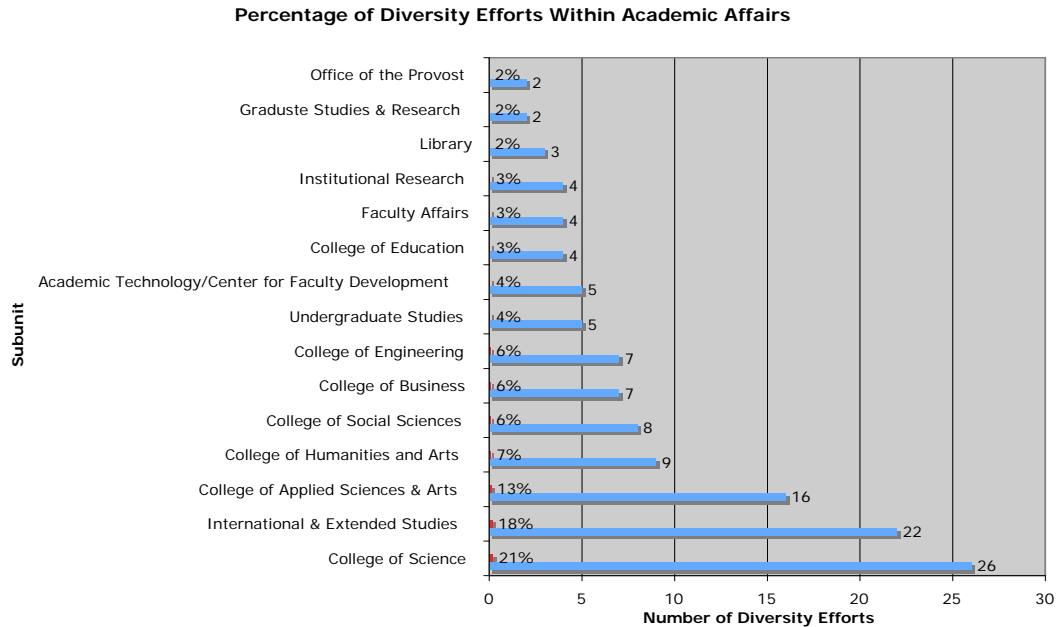
<sup>1</sup> The inventory and visual mappings of all diversity-related courses were completed by examining all course descriptions and listings in the most recent university catalog. General Education courses were also examined in this effort. This work was led by Christopher Lancaster, graduate assistant to Dr. Rona T. Halualani.

<sup>2</sup> The inventory and visual mappings of all diversity efforts were completed through the following: a) a request from all programs, departments, and divisions for information about diversity efforts; b) an analysis of 1,000 campus web links and listings related to “diversity,” and c) live “data collection” tours of every unit on campus in Summer 2008. All work was conducted by Dr. Rona Halualani and her two graduate assistants, Hugh Haiker and Christopher Lancaster. (Note: the inventory and mappings will continue to be updated as more information is revealed.)



**Figure 2: Percentage of Diversity Efforts By Division, with Academic Senate (70%), Student Affairs (19%), University Advancement (10%), Office of the President (3%), Academic Senate (2%), Administration & Finance (2%)**

**Table of Percentage of Diversity Efforts Within Academic Affairs (Next Page)**  
College of Science, International and Extended Studies, and College of Applied Sciences and Arts lead the most diversity efforts within Academic Affairs.



**Figure 3: Percentage of Diversity Efforts Within Academic Affairs, College of Science (21%), International and Extended Studies (18%), College of Applied Sciences and Arts (13%), College of Humanities and Arts (7%), College of Social Sciences (6%), College of Business (6%), College of Engineering (6%), Undergraduate Studies (4%), Academic Technology/Center for Faculty Development (4%), College of Education (3%), Faculty Affairs (3%), Institutional Research (3%), Library (2%), Graduate Studies & Research (2%), Office of the Provost (2%)**

**Table of Number and Percentage of Diversity Efforts By Theme**

Although the largest percentages of diversity efforts fall within the areas of: curriculum and academic support programs/services, 70% of diversity efforts are spread out across 15 different themes (as indicated below). Thus, SJSU has taken action on diversity but not centrally in any one area besides curriculum.

**Figure 4: Table of Number and Percentage of Diversity Efforts By Theme, with Curricular (46, 26%), Academic Support Program/Services (16, 9%), Extracurricular (11, 6%), Training/Workshops (10, 6%), Faculty Specialist Groups (10, 6%) as the top numbers and percentages**

| Theme                             | Number of Diversity Efforts | % of Total |
|-----------------------------------|-----------------------------|------------|
| Curricular                        | 46                          | 26%        |
| Academic Support Program/Services | 16                          | 9%         |

|                                     |    |    |
|-------------------------------------|----|----|
| Extracurricular                     | 11 | 6% |
| Training/Workshops                  | 10 | 6% |
| Faculty Specialist Groups           | 10 | 6% |
| Campus Resource                     | 9  | 5% |
| Co-Curricular                       | 9  | 5% |
| Fundraising/Partnership             | 8  | 5% |
| Research/Grants                     | 10 | 6% |
| Policy/Procedure                    | 7  | 4% |
| Campus Event/Program                | 7  | 4% |
| Awards/Recognition                  | 6  | 3% |
| Data for Campus                     | 6  | 3% |
| Committee                           | 4  | 2% |
| Mission Statement                   | 4  | 2% |
| Exchange Program                    | 2  | 1% |
| Faculty Program                     | 2  | 1% |
| Faculty Recruitment                 | 2  | 1% |
| Accreditation                       | 1  | 1% |
| Hosting of Intercultural Guests     | 1  | 1% |
| International Student Recruitment   | 1  | 1% |
| Professional Intercultural Services | 1  | 1% |
| Professional Membership             | 1  | 1% |
| Public Affairs                      | 1  | 1% |
| Research and Training Unit/Center   | 1  | 1% |

#### Table of Percentages of Diversity Efforts Within Student Affairs

71% of all diversity efforts within Student Affairs focuses on student development, student leadership, and academic support services.

**Figure 5: Table of Percentages of Diversity Efforts Within Student Affairs, with Campus Life (6, 18%), Associated Students (5, 15%), and Enrollment & Academic Services (5, 15%) as the top percentages**

| Subunit | Number of Diversity Efforts | % of Total |
|---------|-----------------------------|------------|
| Campus  | 6                           | 18%        |

|                                |   |     |
|--------------------------------|---|-----|
| Life                           |   |     |
| Associated Students            | 5 | 15% |
| Enrollment & Academic Services | 5 | 15% |
| Student Life & Leadership      | 4 | 12% |
| Division-Wide                  | 4 | 12% |
| Counseling Services            | 3 | 9%  |
| Student Involvement            | 2 | 6%  |
| Cesar E. Chavez Ctr.           | 1 | 3%  |
| Housing Services               | 1 | 3%  |
| Career Center                  | 1 | 3%  |
| Disability Resource Center     | 1 | 3%  |
| MOSAIC                         | 1 | 3%  |

### Table of Target Populations of Diversity Efforts

Clearly, the two primary populations of diversity efforts are undergraduate students and faculty. Only a small percentage of diversity efforts are aimed at staff, graduate students, and international students

**Figure 6: Table of Target Populations of Diversity Efforts, Undergraduate Students (92, 52%), Faculty (38, 22%), All Campus (24, 14%), Staff (12, 7%), Graduate Students (4, 2%), Administrators (4, 2%), International Students (2, 1%)**

| Target Populations of Diversity Efforts | Number of Diversity Efforts | % of Total |
|---|-----------------------------|------------|
| Undergraduate Students                  | 92                          | 52%        |
| Faculty                                 | 38                          | 22%        |
| All Campus                              | 24                          | 14%        |
| Staff                                   | 12                          | 7%         |
| Graduate Students                       | 4                           | 2%         |
| Administrators                          | 4                           | 2%         |
| International Students                  | 2                           | 1%         |

## **Section 4. Campus Design of the Inclusive Excellence/Diversity Master Plan – Fall 2008 – Spring 2009**

In Fall 2008, two major campus bodies (consisting of administrators, staff, faculty, and students) were created to help design and shape the Inclusive Excellence/Diversity Master Plan.

### **Creation of the Inclusive Excellence/Diversity Master Plan Design Team – Fall 2008-Spring 2009**

In June 2008, a Presidential Inclusive Excellence/Diversity Plan Design Team, composed of 50 campus members (faculty, staff, students, and administrators) was appointed and announced to the campus. This team is charged with designing creative action plans to implement diversity efforts across the university. Members will also help create communication strategies to engage the campus in this plan and make it sustainable.

Members of the Inclusive Excellence/Diversity Master Plan Design Team are:

- Maria Alaniz, full professor, Social Science, College of Social Sciences, Academic Affairs
- Mary Fran Breiling, interim associate director, Center for Faculty Development, Academic Technology, Academic Affairs
- Cathy Busalacchi, executive director, Student Union, Student Affairs
- Debra David, associate dean for first year experience, Undergraduate Studies, Academic Affairs
- Brad Davis, assistant associate vice president, Faculty Affairs, Academic Affairs
- Gonzaga da Gama, associate professor, Hospitality, Recreation, and Tourism Management, College of Applied Sciences & Arts, Academic Affairs
- Robert Drury, assistant vice president, University Advancement
- Arthur Dunklin, equal opportunity manager, Human Resources, Administration & Finance
- Mary Jo Gorney-Moreno, associate vice president, Academic Technology, Academic Affairs
- Debra Griffith, director, Student Conduct and Ethical Development, Student Affairs
- Henry Gutierrez, associate professor, Social Science, College of Social Sciences, Academic Affairs
- Victoria Harrison, coordinator, Jewish Studies Program, Lecturer, College of Social Sciences, Academic Affairs
- Albert Hsieh, vice-president, Associated Students

- Dennis Hungridge, workforce planning manager, Human Resources, Administration and Finance
- Dennis Jaehne, professor and chair, Communication Studies, Chair of University Council of Department Chairs, College of Social Sciences, Academic Affairs
- Richard Kelley, director, Student Activities, Student Involvement, Student Affairs
- Sarah Khan, organizational development and training manager, Human Resources, Administration & Finance
- Ellen Lin, assistant professor, Counseling Services, Student Affairs
- William Cavu-Litman, president, Associated Students
- Eileen Dailey, assistant athletics director, Athletics
- Sigurd Meldal, full professor, Academic Senate Chair, Computer Engineering, Chair, College of Engineering, Academic Affairs
- Dolores Mena, assistant professor, Counselor Education, College of Education, Academic Affairs
- Joan Merdinger, associate vice president, Faculty Affairs, Academic Affairs
- Berkeley Miller, associate director, Institutional Assessment, Office of Institutional Research, Academic Affairs
- Annette Nellen, full professor, Accounting & Finance, College of Business, Academic Affairs
- Mark Novak, associate vice president, International and Extended Studies, Academic Affairs
- Michael Parrish, dean, College of Science, Academic Affairs
- Carlos Sanchez, assistant professor, Philosophy, College of Humanities and the Arts, Academic Affairs
- Martin Schulter, director, Disability Resource Center, Student Affairs
- Gerry Selter, executive assistant to the president, Office of the President
- Herb Silber, full professor, Chemistry, College of Science, Academic Affairs
- Wiggys Sivertsen, chair of Campus Climate, Professor of Counseling Services, Student Affairs
- Mary Nino, associate dean, Library
- Pam Stacks, associate vice president, Graduate Studies & Research, Academic Affairs
- Bradley Stone, full professor and chair, Chemistry, College of Science, Chair of University Council of Department Chairs
- Sutee Sujitparapitaya, associate vice president, Institutional Research, Academic Affairs
- Sally Veregge, full professor, Biological Sciences, College of Science, Academic Affairs
- Ruth Wilson, associate professor, African American Studies, College of Social Sciences, Academic Affairs
- Hyon Chu Yi-Baker, director, MOSAIC Cross-Cultural Center, Student Affairs

Beginning in Fall 2008, the IE Design Team met twice a month to work on shaping together the IE/Diversity Master Plan. The team was divided into three (3) smaller mini-teams, each one focused on a specific goal area and objective for the Diversity Master Plan. Each mini-team, consisting of 12-16 members, focused on one assigned objective for the duration of the semester.

The following three objectives emerged as significant areas that needed to be addressed and improved upon from the Inventory and Mapping of Diversity Efforts and Courses conducted in Summer 2008.

### **Mini-Team Objective #1: Diversifying Our Faculty**

This mini-team concentrated on the following goal area and objective:

#### **Goal Area: Faculty Diversity**

**Objective #1:** To recruit and hire a high-quality, diversified tenure-track faculty across all colleges, with a particular focus on African American, Latino/a, and other underrepresented (e.g., disabled, LGBT, Southeast Asian, Middle Eastern, Pacific Islander, among others) faculty members in respective disciplines, consistent with the available pool.

#### **Needed Areas of Focus:**

**Recruitment and Outreach:** (Getting Diverse Individuals Interested and Applying to Our Posted Jobs)

- Of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> Year Ph.D Students
- Of 4<sup>th</sup> Year Ph.D students/ABDs/Recent Graduates

#### **Search Process: (Broadening Our Applicant Pools)**

- Best practices to broaden faculty applicant pools
- Training for department chairs and faculty search committees (faculty are the best recruiters)
- Creative strategies in context of Prop. 209 restrictions
- Requiring diverse applicant pools (accountability)

#### **Point of Offer; Getting Faculty to Accept Position Offers**

- Start-up packages for all colleges
- Incentives
- Research funds

### **Mini-Team Objective #2: Fostering an Inclusive and Supportive Campus Climate**

This mini-team concentrated on the following goal area and objective:

**Goal Area: Campus Climate**

**Objective #2:** To create a welcoming, inclusive, and supportive campus climate in which there is a pervasive ethic of intercultural caring and valuation for all members, identities, and perspectives at SJSU.

**Needed Areas of Focus:**

- Treatment and Environment (the Care of Campus Members)
- Re-creating Relations That Have Been Damaged/Tainted
- Preventive Measures Against Intercultural Hostilities and Cultural Isolation/Alienation
- Proactive Measures To Establish Healthy Intercultural Relations Among Groups
- 

**Strategies Targeted For**

- Students
- Staff
- Faculty
- All campus members
- Women
- Disabled campus members
- GLBT campus members
- African American campus members
- Latino/a Campus Members

**Making Our Campus More Welcoming and Supportive for Campus Members****Recognizing and Valuing All Cultures, Experiences, and Perspectives****Safe Spaces****Creating an Intercultural Community****Mini-Team Objective #3: Engaging the Campus Around Diversity**

This mini-team concentrated on the following goal area and objective:

**Goal Area: Campus Engagement**

**Objective #3:** To establish a stimulating, dialogic environment at SJSU that engages ALL campus members and advances knowledge and understanding of issues and perspectives associated with diversity (i.e., proactive, positive engagement around diversity).

## **Needed Areas of Focus:**

### **Intercultural Learning and Engagement (Proactive and Inspiring – Not Guilt-Based – Engagement of Diversity) for All**

- Stimulating, intellectual environment
- Getting the campus **EXCITED** about diversity and learning more about it

### **Personal and Professional Development for Staff and Faculty**

- Intercultural Understanding
- Intercultural Competencies (Skills Development)
- Social Justice and Critical Perspectives

### **Specific Strategies for:**

- Students
- Staff
- Faculty

## **Linking Diversity with Global/Internationalization Focus – As Integrated and Important Together**

### **Difficult Dialogues**

### **Intercultural Interactions (for Students, Campus Members)**

## **From Design To Action Steps**

All mini-teams needed to work on, design, and draft action steps related to their objective by early December 2008. Each mini-team had to create action steps that addressed the following areas: a) description, b) rationale and extent of impact potential, c) assigned division/unit/owner, d) collaborating units/divisions, e) timeline, f) cost-effective funding and resources needed for essentials (preferably low to no-cost; if substantial, delineate an investment timeline, g) assessment plan, h) plan for making the action step sustainable and continuous, and i) campus buy-in.

On December 5<sup>th</sup>, 2008, each mini-team presented their action steps to the entire IE/Diversity Master Plan Design Team. Together, the mini-teams presented 30 action steps in total

During December 2008 and January 2009, Dr. Halualani and her team reviewed, evaluated, and revised all of the action steps. In February 2009, Dr. Halualani shared her ideas for revision on the action steps with each of the mini-teams in design team meetings. She also shared the action steps and collect feedback from the President and

President's Cabinet and campus leaders. In Spring through Summer 2009, Dr. Halualani worked to set all action plans in place with assigned owners and making necessary changes/adjustments.

***Section 5. Specific Action Steps By Goal/Objective Area***

## ***Objective/Action Goal 1: Diversifying Our Tenure-Track Faculty***

### **Mini-Team Objective #1: Diversifying Our Faculty**

This mini-team concentrated on the following goal area and objective:

#### **Goal Area: Faculty Diversity**

**Objective #1:** To recruit and hire a high-quality, diversified tenure-track faculty across all colleges, with a particular focus on African American, Latino/a, and other underrepresented (e.g., disabled, LGBT, Southeast Asian, Middle Eastern, Pacific Islander, among others) faculty members in respective disciplines, consistent with the available pool.

#### **Needed Areas of Focus:**

**Recruitment and Outreach:** (Getting Diverse Individuals Interested and Applying to Our Posted Jobs)

- Of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> Year Ph.D Students
- Of 4<sup>th</sup> Year Ph.D students/ABDs/Recent Graduates

#### **Search Process: (Broadening Our Applicant Pools)**

- Best practices to broaden faculty applicant pools
- Training for department chairs and faculty search committees (faculty are the best recruiters)
- Creative strategies in context of Prop. 209 restrictions
- Requiring diverse applicant pools (accountability)

#### **Point of Offer; Getting Faculty to Accept Position Offers**

- Start-up packages for all colleges
- Incentives
- Research funds

#### **Specific members of Mini-Team #1 include:**

- Henry Gutierrez, associate professor, Social Science, College of Social Sciences, Academic Affairs
- Dennis Hungridge, workforce planning manager, Human Resources, Administration and Finance (CHAIR of Mini-Team)
- Bradley Stone, full professor and chair, Chemistry, College of Science, Chair of University Council of Department Chairs

- Brad Davis, assistant associate vice president, Faculty Affairs, Academic Affairs
- Dolores Mena, assistant professor, Counselor Education, College of Education, Academic Affairs
- Joan Merdinger, associate vice president, Faculty Affairs, Academic Affairs
- Michael Parrish, Dean, College of Science, Academic Affairs
- Ellen Lin, assistant professor, Counseling Services, Student Affairs
- Gerry Selter, executive assistant to the president, Office of the President
- Herb Silber, full professor, Chemistry, College of Science, Academic Affairs
- Sutee Sujitparapitaya, associate vice president, Institutional Research, Academic Affairs
- Sally Veregge, full professor, Biological Sciences, College of Science, Academic Affairs
- Ruth Wilson, associate professor, African American Studies, College of Social Sciences, Academic Affairs

**Listing of Action Steps For This Goal/Objective Area:**

- 5.1 New Procedure For Tenure-Track Faculty Recruitment Searches – Broadening the Applicant Pools
- 5.2 Travel Fund for Department Chairs to Broaden Applicant Pools at Their Main Disciplinary Conference
- 5.3 Faculty in Residence on Diversifying Faculty
- 5.4 Travel/Booth Fund For Recruiting at Minority Conferences
- 5.5 University Wide-Ads for Tenure-Track Faculty in Diversity Publications

## ***Objective/Action Goal 1: Diversifying Our Tenure-Track Faculty***

### **5.1 Action Step Title: New Procedure For Tenure-Track Faculty Recruitment Searches – Broadening the Applicant Pools**

**Thematic Areas: Diversifying Faculty; Policies, Committees, and Councils**

**Impacted Group(s): Tenure-Track Faculty, Undergraduate and Graduate Students**

#### **Description/Details:**

This initiative establishes a new formal process and set of procedures led by Faculty Affairs for departmental search committees to engage in tenure-track faculty recruitment so that broadened applicant pools are attained. In this way, as the applicant pool is broadened and varied, there may be applicants from diversified backgrounds, identities, experiences, and perspectives. The goal is to secure as broad and diversified applicant pools as possible (in terms of all aspects of diversity – gender, socioeconomic class, age, sexual orientation, race and ethnicity, disability, life experience, political perspective, regional origin, and nationality, among others).

This process and set of procedures involves the following main elements (as diagrammed on the following page).

#### **Step 1: Compliance Requirement: Federal Affirmative Action Plan and Placement Goals and Recruitment Outreach**

Because San José State University receives federal dollars and federal grant funding, it must comply with the federal affirmative action plan laid out for its campus in terms of ensuring that its workforce matches the diversity of the larger comparable workforce population. As such, though SJSU has limitations imposed on them by Proposition 209 (a state mandate), it, however, must comply with the federal affirmative action plan goals and recruitments or else federal funding and grants could be jeopardized. Thus, our Equal Opportunity Manager Arthur Dunklin is in possession of this plan for the campus and also receives a report that identifies “placement goals” for SJSU employee pools. These placement goals as identified by a specific agency that the CSU system uses, demarcates the demographic variables and percentages of the representative workforce sector that is comparable to our employee base. Because of a special request made for this action steps, in this upcoming academic year in September 2009, Faculty Affairs and Arthur Dunklin will receive special placement goals that reflect the tenure-track faculty larger workforce population demographics by college and discipline. This is essential data in that it will allow SJSU to make placement goals regarding the diversity of our tenure-track faculty applicant pool based on the larger workforce demographics of other tenure-track faculty in similar fields and disciplines. Instead, for the last few years, we received placement goals that lumped together faculty employees with all other SJSU employees, thereby preventing us from identifying targeted placement goals that enable us to diversify our faculty members. The identified placement goals by college and discipline will be sent to Faculty Affairs and shared with

colleges and departments. Another important aspect is that federally funded institutions must be cognizant of the diversity demographics that are representative of the larger and comparable workforce population (as reflected in the placement goals) to strive toward and must demonstrate “**good faith efforts**” to conduct recruitment and outreach to meet these placement goals.

### **Step 2: Departmental Revision to Program Plan**

As the next step, departments will use the placement goals for their college/discipline to fill out the Revision to Program Plan form that they must complete prior to applying for a faculty recruitment search position. This form has been revised by Faculty Affairs and Undergraduate Studies and requires departments to answer several questions that ask them to: confirm/identify the placement goals for their college/discipline and then to state their recruitment and outreach plan/efforts that they will complete in “**good faith**” during their faculty recruitment search (if approved). The answers to these questions on the form is submitted to Faculty Affairs and will be used to make sure that departmental search committees are following these plans (and addressing placement goals) in “**good faith.**”

### **Step 3: Request for Position to Dean**

Department chairs will request for a tenure-track faculty position to their College Dean who will make determinations based on the curricular/staffing/instructional needs of the department and the college budget.

### **Step 4: Application for Position (all items completed)**

Once approved by the College Dean, departments will submit an application for a tenure-track faculty position to Faculty Affairs. All items that are required must be completed.

### **Step 5: Review of Applications by Provost’s Committee**

All completed applications will be reviewed by the Provost’s Committee. This committee will then make the official decision on whether or not the department can conduct a tenure-track faculty recruitment search. If some items need to be further clarified or completed, the department will be notified.

### **Step 6: Mandatory Faculty Recruitment Educational Session**

If the department receives official approval of its requested tenure-track faculty recruitment search, it must attend a mandatory education session on faculty recruitment put on by Faculty Affairs and the Equal Opportunity Office in Human Resources. (All departments will approved searches must attend this session prior to conducting the recruitment outreach.) All departmental search committee members will be required to attend the Faculty Recruitment Educational Session. This educational session will cover the following topics (among others):

- Importance of broadening applicant pool (and stretching the net of faculty applicants)

- Diversification is of utmost importance for our students, academic excellence, and our mission/commitment to learning (diversification of perspectives, ways of thinking, experiences, identities, skill sets for students)
- Key elements of faculty recruitment for academic departments
- Implicit Bias
- Legal Constraints and Boundaries
- Crafting Job Descriptions To Stretch the Net of Diverse Faculty
- Recruitment Resources (Minorities/Women Doctoral Directory, etc.; Chancellor's Doctoral Incentive Program; Preparing Future Faculty)
- Effective Strategies from Successful Departments
- Recruitment Strategies from Within Academic Disciplines
- Recruiting at disciplinary association conferences
- Online networking sites
- Networking within disciplines
- Importance of Growing Your Own – Information about Chancellor's Doctoral Incentive Program (CDIP)
- Tracking Your Progress on Diversification
- Setting up metrics, milestones
- Data considerations
- Collecting data on a regular basis
- Having meaningful conversations within departments about progress and issues that emerge

This training will be offered annually in the beginning of Fall semester (or late summer). It will take place on a Friday morning for half-day session, lunch included. (It will be videotaped for those who are unable to make specific sessions.) An online guide/resource that features key elements of the training, will be created and posted via the SJSU website for all departments. An additional workshop will be provided to interested departments on "Crafting Job Descriptions." Departments with similar disciplinary backgrounds can network with one another to share job descriptions and ideas via the training and or workshop.

### **Step 7: Conducting Recruitment (Advertising and Outreach)**

Once departmental search committee members have completed the mandatory faculty recruitment educational session, the search committee must go ahead and carry out the recruitment (advertising) and outreach plan they designated in Step 2. Remember search committees must demonstrate that they followed their recruitment and outreach plan in "**good faith**." Moreover, search committees should be able to use strategies shared in the educational session.

### **Step 8: Dean's Approval of Pool**

The Dean must approval the pool of candidates to be interviewed by the search committee.

### **Step 9: Faculty Affairs Approval**

As the last stop, Faculty Affairs will review the dean-approved pool of interviewees for the faculty recruitment searches. However, Faculty Affairs will also review the demarcated recruitment and outreach plan by departments in Step 2 (on the Revision to the Program Plan form) and see if the departmental search committee followed through in “**good faith**” with such a plan. If not, that department must complete that plan before campus interviews will be approved by Faculty Affairs. Faculty Affairs AVP Joan Merdinger will make this determination and will consult with the Provost on cases in which departments did not follow through with their plans (and need to complete these). Departmental search committees are given the opportunity to complete and follow through with their recruitment and outreach plans in order to secure approval for campus interviews. If the plan is not completed or followed through, no campus interviews will take place, as determined by AVP Joan Merdinger. Departments that followed all elements of its recruitment and outreach plan will be able to conduct campus interviews.

#### **Step 10: Approval of Campus Visit**

Once the recruitment and outreach plans are completed and followed through, Faculty Affairs will approve and authorize a department to proceed with the campus visit/interviews of its candidates.

#### **Step 11: Departmental Search Committee Provides Recommendations to Dean**

This step follows the usual protocol.

#### **Step 12: Dean Forwards to Faculty Affairs For Final Approval**

This step follows the usual protocol.

**Assigned Owners:** Associate Vice President of Faculty Affairs, Joan Merdinger, Academic Affairs (in collaboration with Equal Opportunity Manager, Arthur Dunklin, and the Faculty Affairs Faculty in Residence on Diversifying Faculty)

**Budget Amount:** \$1,000 for food (lunch provided) and copies

#### **Timeline:**

\*Spring 2009 – **ACCOMPLISHED** -- Revision to the Program Plan Form needs to be revised to reflect new questions (about placement goals and recruitment/outreach plan). This revised form must be approved by Undergraduate Studies, Faculty Affairs, Equal Opportunity Office, and CSU’s legal counsel (Darryl Hamm).

\*Fall 2009 – The process is initiated. Placement goals are requested and received by SJSU. Revision to Program Plan Forms are distributed to departments that are requesting faculty searches. The mandatory faculty recruitment educational sessions begin this semester. Assessment begins.

\*Spring 2010 – The process continues with all of the above elements.

#### **Assessment Plan:**

**\*Components:**

- Pre-/Post-test knowledge of training attendees prior to and after the training
- Specific listing of activities and efforts undertaken by participating departments to broaden applicant pool (Collected at end of participating year)
- Survey indications that the training helped to create new recruitment activities and efforts
- Description of departments on the broadened nature (wideness) of the applicant pool for their searches post/during participating in the cohort program (\*because we cannot track this at the university, we will only be able to get a sense from the departments of how this is done) (Collected at end of participating year)
- The diversity (in perspective, background, experience, and skill set) of the interviewees for the department's searches (as reported by department) (Collected at end of searches)
- Institutional research data on faculty new hires in that department from the point of participation (baseline indicator) to a five-year subsequent point (statistics taken from the point of participation year to year for five years) (Collected annually)
- Survey of participating department's faculty in the department's success at a) widening the applicant pool and b) achieving the objective of gradual diversification of faculty (Collected at end of participating year; collected again every other year for that program in order to longitudinally track the success of this program)
- Data that compares each participating department's track record of widening applicant pool and diversifying faculty with the National Survey of Earned Doctorates and or Disciplinary Professional Association Reports on the Diversity of that particular discipline (Collected yearly)
- Participating programs will ask every applicant and interviewee how they found out about the position with a list of delimited choices – this will enable us to track to what extent one-on-one recruiting by our faculty helped as compared to broadly advertised job positions.
- Faculty Affairs and Institutional Research will collect this data and compile a report as to the impact.

- Participating departments will report their own data for inclusion into their Program Plan (not double duty – will need to do this anyways).
- Faculty Affairs will report on this data to the President, Office of the Provost, Academic Deans, Council of Chairs, the Academic Senate (entire body and Faculty Diversity Committee)

**\*Schedule:**

\*Fall 2009 - Spring 2010 – all of the above assessment components will be collected completed (with the exception of the one-year post, two-year post)

\*May 2010 - Assessment report after first year of program

\*May 2011 – Combined assessment report summarizing results of first two years of program

**Milestones:**

- **ACCOMPLISHED** – Revision to Program Plan form completed and approved.
- **ACCOMPLISHED** – Request to agency for disaggregated placement goals by college/discipline for tenure-track faculty is made.
- New process is shared with AVPs, Deans in Academic Affairs
- The new process is initiated.
- The mandatory faculty recruitment educational session is designed and conducted for participating departments.

**Year 1 (by end of Spring 2011) Goals:**

- The new process has been completed through two full cycles for all searching academic departments.
- Departmental search committee members will detail recruitment and outreach plans as those suggested and recommended in the mandatory faculty recruitment educational session they attended prior to the meeting.
- 15% increase in the diversification and broadening of their search applicant pool from the last search (in terms of various demographics – gender, race, ethnicity, nationality, regional origin, sexual orientation, language, disability, political perspective) – resulting in a much varied applicant pool (as directly impacted by the activities undertaken via this process).
- 15% increase in the hiring of diversified tenure track faculty members (in terms of various demographics – gender, race, ethnicity, nationality, regional origin, sexual orientation, language, disability, political perspective) – in academic colleges and departments (15% increase by department/college).
- Faculty Affairs and Equal Opportunity will identify specific year-to-year goals for this process (measurable goals to weigh out the progress of this objective).

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin, should receive and publicize the assessment reports and the project's progress.

## ***Objective/Action Goal 1: Diversifying Our Tenure-Track Faculty***

### **5.2 Action Step Title: Travel Fund for Department Chairs to Broaden Applicant Pools at Their Main Disciplinary Conference**

**Thematic Area: Diversifying Faculty**

**Impacted Group(s): Tenure-Track Faculty**

#### **Description/Details:**

This initiative establishes a travel fund for department chairs in hiring departments to attend one (1) main/national conference in their discipline to recruit and widen the applicant pools. Department chairs will travel to the main/disciplinary conference to recruit a diversified pool of applicants. These chairs will make use of the strategies and information presented to them in the Mandatory Faculty Recruitment Educational Training Session on how to recruit from within their own disciplines (program searches for faculty that research specific topical areas indicative of diversified perspectives, attending ethnic/identity interest caucus groups, and networking amongst colleagues and Ph.D programs in discipline). Thus, chairs will be able to help their home departments recruit and widen pools while also attaining resources to travel to and present their own work at the disciplinary conferences. An RFP will be circulated to all department chairs of hiring departments through which a one-page application for these travel funds will be posted. Interested chairs must fill out the application and turn this form in to Faculty Affairs. Faculty Affairs AVP will review all submitted applications and approve the travel.

This program is well suited to the key issue regarding diversifying faculty because it considers that chairs stand as the best individuals to recruit and widen their own applicant pools. These chairs are in the best position to know how to navigate their disciplines for diversified pools and are experienced in the sensitive legal and professional language and procedures associated with a faculty search. In addition, this objective dovetails with the need to support faculty in their attendance to professional conferences. Faculty no longer receive the ample travel support once provided by the Lottery Professional Development Grant. Thus, chairs are able to make an impactful difference on this objective and received needed travel support for their own careers, RTP, and professional development.

**Assigned Owners:** Associate Vice President of Faculty Affairs, Joan Merdinger, Academic Affairs (in collaboration also with the AVP of Institutional Research Sutee Sujitparapitaya)

**Budget Amount:** Approximately \$13,000 (may vary up to this range); \$1,300 for each department chair in hiring departments; for up to 10 department chairs in hiring departments for that year

**Timeline:**

**\*Fall 2009** – An RFP for this travel fund will be issued in September by Faculty Affairs to all department chairs in hiring departments for that year (as approved in the process). The RFP will include a downloadable one-page application that interested chairs will fill out and submit in early Fall 2009. Chairs will be notified of approval of their travel immediately following submission. (It would be ideal if chairs had already attended the mandatory faculty recruitment educational session in order to best utilize the knowledge at the conference meeting.) Department chairs of hiring departments will travel to their main/disciplinary conference, whenever those are held.

**\*Spring 2010** – Department chairs of hiring departments will continue to travel to their main/disciplinary conference, whenever those are held.

**Assessment Plan:****\*Components:**

- Specific listing of activities and efforts undertaken by traveling department chairs to broaden applicant pool at the main/disciplinary conferences
- Summary of data about where and how applicants to positions learned about the positions.
- The diversity (in perspective, background, experience, and skill set) of the applicant pool and interviewees for the department's searches (as reported by department) (Collected at end of searches)
- Institutional research data on faculty new hires in that department from the point of participation (baseline indicator) to a five-year subsequent point (statistics taken from the point of participation year to year for five years) (Collected annually)
- Survey of participating department's faculty in the department's success at a) widening the applicant pool and b) achieving the objective of gradual diversification of faculty (Collected at end of participating year; collected again every other year for that program in order to longitudinally track the success of this program)
- Data that compares each participating department's track record of widening applicant pool and diversifying faculty with the National Survey of Earned Doctorates and or Disciplinary Professional Association Reports on the Diversity of that particular discipline (Collected yearly)

- Faculty Affairs and Institutional Research will collect this data and compile a report as to the impact.
- Faculty Affairs will report on this data to the President, Office of the Provost, Academic Deans, Council of Chairs, the Academic Senate (entire body and Faculty Diversity Committee)

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of program

**\*May 2011** – Combined assessment report summarizing results of first two years of program

**Milestones:**

- RFP for this travel fund will be sent to department chairs of hiring departments.
- At least half of the number of department chairs of hiring departments will have submitted the one-page application to the travel fund initiative.

**Year 1 (by end of Spring 2011) Goals:**

- 60% of department chairs of hiring departments will have traveled to their main/national disciplinary conference meetings during the recruitment year.
- Chair participants will detail activities undertaken at these meetings as those suggested and recommended in the mandatory faculty recruitment educational session they attended prior to the meeting.
- 15% increase in the diversification and broadening of their search applicant pool from the last search (in terms of various demographics – gender, race, ethnicity, nationality, regional origin, sexual orientation, language, disability, political perspective) – resulting in a much varied applicant pool (as directly impacted by the activities undertaken at the conference meetings).

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests (for support) to help continue this curricular initiative. This will

depend on the number of hires approved for each year and the availability of travel funds for chairs.

- After the first two years, successful department chairs of successful broadening departments could serve as panelists or contact points for later chair and search committee participants in the mandatory faculty recruitment educational sessions. Thus, the knowledge is heuristic and shared as a network of support, cooperation, and gained strategies is developed across the campus.

## ***Objective/Action Goal 1: Diversifying Our Tenure-Track Faculty***

### **5.3 Action Step Title: Faculty in Residence on Diversifying Faculty**

**Thematic Area: Diversifying Faculty**

**Impacted Group(s): Tenure-Track Faculty, Undergraduate and Graduate Students**

#### **Description/Details:**

This initiative establishes a Faculty in Residence position on Diversifying Faculty in Faculty Affairs. This position for a tenure-track faculty member, which allows for .2 reassigned time for each semester in the AY, will be tasked with helping Faculty Affairs and hiring departments on campus gain knowledge and implement high-impact strategies on how to broaden applicant pools and diversify their tenure-track faculty.

This Faculty in Residence on Diversifying Faculty will engage in the following activities:

- Assist Faculty Affairs in designing and conducting the mandatory faculty recruitment educational session for departmental search committees
- Serve as a resource/consultant for academic departments on any aspect of broadening applicant pools and diversifying faculty (pre-search, mid-search, post-search, proactive search strategies); this could occur in individual visits and sessions with hiring departments or presentations at their faculty meetings
- Help provide departments with useful recruitment resources (Minorities/Women Doctoral Directory, etc.; Chancellor's Doctoral Incentive Program; Preparing Future Faculty)
- Provide recommendations and strategies to academic departments for crafting job descriptions to stretch the net of diverse faculty
- Provide recruitment strategies to academic departments for:
  - Within academic disciplines
  - At disciplinary association conferences
  - Online networking sites
  - Networking within disciplines
  - Recruiting for changing Ph.D generations and disciplines
- Present information to academic departments on the "Importance of Growing Your Own" – Information about Chancellor's Doctoral Incentive Program (CDIP)
- Assist academic departments on tracking their progress on the diversification of their faculty via:
  - Setting up metrics, milestones
  - Data considerations
  - Collecting data on a regular basis

- Having meaningful conversations within departments about progress and issues that emerge
- Making 1-2 campus presentations to present key information on the importance of and best ways to diversify tenure-track faculty in various disciplines
- Traveling to two (2) key minority faculty/graduate student (Women in STEM, National Conference on Race and Ethnicity, National Black Graduate Student Association, Hispanics in Engineering National Conference, American Association of Hispanics in Higher Education Fourth Annual National Conference, among others) conferences to recruit prospective applicants at a special university booth reserved for San José State University

An RFP will be issued by Faculty Affairs for this position and will be reviewed by a selection committee formed by Faculty Affairs. The Faculty in Residence on Diversifying Faculty will work closely with AVP of Faculty Affairs and the Diversity person in the Office of the President on this important issue.

**Assigned Owners:** Associate Vice President of Faculty Affairs, Joan Merdinger, Academic Affairs

**Budget Amount:** \$12,295.99 (including 34.5% benefits) for .2 reassigned time for a tenure-track faculty member in Fall, .2 reassigned time for Spring

**Timeline:**

**\*Fall 2009** – An RFP for the Faculty in Residence on Diversifying Faculty will be circulated across campus in late Summer or early Fall 2009. A selection will be made by a committee put together by Faculty Affairs by early Fall 2009. The Faculty in Residence will be named and identified by mid September 2009 and will continue through May 2010. The Faculty in Residence will engage in all assigned responsibilities as described above.

**\*Spring 2010** – The Faculty in Residence will engage in all assigned responsibilities as described above.

**Assessment Plan:**

**\*Components:**

- Post-educational session instrument responses completed by search committee members across campus through which they evaluate the quality, relevance, and utility of the information presented by the Faculty in Residence on Diversifying Faculty
- Survey instrument responses completed by academic departments across campus through which they report on the utility, value, and impact of the consultation and knowledge provided by the Faculty in Residence on Diversifying Faculty

- Post-presentation response and feedback provided by academic departmental attendees of the larger campus presentation conducted by the Faculty in Residence on Diversifying Faculty and how useful and relevant it was for those departments
- List of activities undertaken by consulted academic departments on diversifying their faculty, which resulted from the collaboration with the Faculty in Residence on Diversifying Faculty. (The list should show an increase in the pre and post-implemented strategies undertaken by the departments as a result of the consultation.)
- Institutional research data on faculty new hires in consulted department from the point of participation (baseline indicator) up to a five-year subsequent point (statistics taken from the point of participation year to year for five years) (Collected annually)
- Data that compares each consulted department's track record of widening applicant pool and diversifying faculty with the National Survey of Earned Doctorates and or Disciplinary Professional Association Reports on the Diversity of that particular discipline (Collected yearly)

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of program

**\*May 2011** – Combined assessment report summarizing results of first two years of program

**Milestones:**

- RFP for the Faculty in Residence on Diversifying Faculty is released.
- Fifteen (15) applications are submitted to the RFP.
- The selection committee reviews all applications and identified the AY Faculty in Residence on Diversifying Faculty.
- The Faculty in Residence performs all delineated duties and responsibilities.

**Year 1 (by end of Spring 2011) Goals:**

- At least twenty (20) applicants submit their names for the RFP by 2011.
- The Faculty on Residence on Diversifying Faculty performs all delineated duties and responsibilities in both active years.

- At least ten (10) academic departments engage in close consultations with the Faculty in Residence.
- Reported satisfaction level of 60% by consulted academic departments regarding the quality, impact, and utility of the Faculty in Residence position for their departments
- 15% increase in the diversification and broadening of departmental search applicant pools from the last search (in terms of various demographics – gender, race, ethnicity, nationality, regional origin, sexual orientation, language, disability, political perspective) – resulting in a much varied applicant pool (as directly impacted by the consultation and information provided by the Faculty in Residence on Diversifying Faculty).

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests to help continue this initiative. More assigned time and resources for position may be needed or more positions if interest and need increases.

## ***Objective/Action Goal 1: Diversifying Our Tenure-Track Faculty***

### **5.4 Action Step Title: Travel/Booth Fund For Recruiting at Minority Conferences**

**Thematic Area: Diversifying Faculty**

**Impacted Group(s): Tenure-Track Faculty, Undergraduate and Graduate Students**

#### **Description/Details:**

- This initiative establishes a travel/booth fund for SJSU to send faculty representatives to recruit tenure-track faculty at minority conferences such as the following: Women in STEM, National Conference on Race and Ethnicity, National Black Graduate Student Association, Hispanics in Engineering National Conference, American Association of Hispanics in Higher Education Fourth Annual National Conference, among others. Travel expenses to these conferences can be expensive as well as the costs of reserving/renting a booth for SJSU at these forums. Thus, through this fund, SJSU will be able to have an active presence at key minority conferences via faculty representation and an SJSU university booth. The faculty members who travel to these conferences may be a combination of the Faculty in Residence on Diversifying Faculty and or expert/well-known faculty members from other colleges. The conferences and those faculty who shall attend and represent SJSU will be determined by AVP of Faculty Affairs Joan Merdinger. Most universities have active participation in these minority conferences and thus, are successful at advertising and recruiting prospective faculty candidates from these meetings (especially if these are forums for 3<sup>rd</sup> and 4<sup>th</sup> year Ph.D students). SJSU needs to participate in these efforts to attract and recruit the best and most diversified faculty.

**Assigned Owners:** Associate Vice President of Faculty Affairs, Joan Merdinger, Academic Affairs

**Budget Amount:** Approximately \$11,000 (may vary up to this range)

#### **Timeline:**

**\*Fall 2009** – A determination of the minority conferences to have SJSU participate in, will be made by AVP Merdinger. In addition, she will determine which faculty members are best able to represent SJSU at these conferences (by area of expertise, discipline, and reputation). Travel to and participation in these conferences takes place

**\*Spring 2010** – Travel to and participation in these conferences takes place.

## Assessment Plan:

### \*Components:

- Listing of numbers of prospective hires spoken to/recruited at these minority conferences by faculty members (to see conference activity in recruitment and if effort is worth it)
- Listing of interested prospective hires (with contact information)
- Survey responses from departmental search committees about the diversification of faculty applicants in their pools (and the identification of where they learned about the job positions). This will be targeted toward those departments and colleges/disciplines that were the focus of the minority conferences attended in order to see if those recruitment efforts helped bring various applicants into their pools (had they not been recruited by an SJSU faculty member at those meetings).
- Institutional research data on faculty new hires in targeted department/disciplines from the point of participation (baseline indicator) up to a five-year subsequent point (statistics taken from the point of participation year to year for five years) (Collected annually)
- Data that compares each targeted department's/disciplines track record of widening applicant pool and diversifying faculty with the National Survey of Earned Doctorates and or Disciplinary Professional Association Reports on the Diversity of that particular discipline (Collected yearly)

### \*Schedule:

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of program

**\*May 2011** – Combined assessment report summarizing results of first two years of program

### Milestones:

- Minority conferences to attend, are identified.
- Faculty representatives to attend these meetings, are identified.
- Booths are reserved.
- Faculty attend minority conferences and engage in recruitment.

## Year 1 (by end of Spring 2011) Goals:

- At least 10 (ten) (5 per year) minority conferences across varied disciplines are targeted and attended.
- Targeted departments and disciplines will see a 25% increase in faculty applications from individuals recruited at these conferences (will need to ask how they learned of the position and to list “SJSU booth” as an option).
- 20% increase in the diversification and broadening of targeted departmental search applicant pools from the last search (in terms of various demographics – gender, race, ethnicity, nationality, regional origin, sexual orientation, language, disability, political perspective) – resulting in a much varied applicant pool (as directly impacted by the consultation and information provided by the Faculty in Residence on Diversifying Faculty).

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project’s progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests to help continue this initiative.

## ***Objective/Action Goal 1: Diversifying Our Tenure-Track Faculty***

### **5.5 Action Step Title: University Wide-Ads for Tenure-Track Faculty in Diversity Publications**

**Thematic Area: Diversifying Faculty**

**Impacted Group(s): Tenure-Track Faculty, Undergraduate and Graduate Students**

#### **Description/Details:**

This initiative stems from a Vision 2010 “Investment in Faculty” Project. It aims to place university-wide advertisements in targeted publications to recruit faculty during each academic year. It is important to place ads in specific higher education venues (such as *Chronicle of Higher Education Diversity Supplement*, *Diverse Issues in Higher Education*, *Hispanic Outlook*, *Asian Pacific Careers*, *Black Careers*, *Hispanic Outlook*, *National Conference on Race and Ethnicity Program*, among others) that promote faculty diversity (and are read by various demographics in higher education) that contain a distinctive message about SJSU’s diversity and includes multiple open positions. Universities across the country have been engaging in this practice for years in order to communicate widely about their desire for and commitment to a diversified tenure track faculty. These ads serve as key recruitment tools for campuses as well. As a result of Vision 2010, San José State University has been engaged in this practice for three years (2006-07, 2007-08, 2008-09). This action step continues this practice and sediments it as a campus practice for the future.

**Assigned Owners:** Associate Vice President of Faculty Affairs, Joan Merdinger, Academic Affairs

**Budget Amount:** Approximately \$10,000 (may vary up to this range)

#### **Timeline:**

**\*Fall 2009** – University-wide advertisements will be designed and purchased from appropriate outlets.

**\*Spring 2010** – University-wide advertisements will be designed and purchased from appropriate outlets.

#### **Assessment Plan:**

**\*Components:**

- Tracking of the increase in the broadening of the applicant pools for hiring academic departments since the inception of this practice (any increase in applicant pool broadening as compared to previous pre-practice years?)
- Participating programs will ask every applicant and interviewee how they found out about the position with a list of delimited choices – this will enable us to track to what extent one-on-one recruiting by our faculty helped as compared to broadly advertised job positions.

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of program

**\*May 2011** – Combined assessment report summarizing results of first two years of program

**Milestones:**

- University-wide ads are placed in diversity higher education venues and publications.
- Advertisement template is solidified by Faculty Affairs and Public Relations/Advancement.

**Year 1 (by end of Spring 2011) Goals:**

- SJSU continues its presence in diversity higher education publication outlets since 2007.
- SJSU places university-wide ads in at least four (4) major diversity higher education venues per year.
- 20% of all faculty applicants will identify these university-wide ads as the first point of contact to the job search at SJSU.

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests to help continue this initiative. The amount of funding may fluctuate based on the required costs of the publication venues and the need (and budget) for hiring in future years.



## ***Objective/Action Goal 2: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

### **Mini-Team Objective #2: Fostering an Inclusive and Supportive Campus Climate**

This mini-team concentrated on the following goal area and objective:

#### **Goal Area: Campus Climate**

**Objective #2:** To create a welcoming, inclusive, and supportive campus climate in which there is a pervasive ethic of intercultural caring and valuation for all members, identities, and perspectives at SJSU.

#### **Needed Areas of Focus:**

##### **Treatment and Environment (the Care of Campus Members)**

- Re-creating Relations That Have Been Damaged/Tainted
- Preventive Measures Against Intercultural Hostilities and Cultural Isolation/Alienation
- Proactive Measures To Establish Healthy Intercultural Relations Among Groups

##### **Strategies Targeted For**

- Students
- Staff
- Faculty
- All campus members
- Women
- Disabled campus members
- GLBT campus members
- African American campus members
- Latino/a Campus Members

#### **Making Our Campus More Welcoming and Supportive for Campus Members**

#### **Recognizing and Valuing All Cultures, Experiences, and Perspectives**

#### **Safe Spaces**

## **Creating an Intercultural Community**

### **Specific members of Mini-Team #2 include:**

- Maria Alaniz, full professor, Social Science, College of Social Sciences, Academic Affairs
- Cathy Busalacchi, executive director, Student Union, Student Affairs
- Robert Drury, assistant vice president, University Advancement
- Arthur Dunklin, equal opportunity manager, Human Resources, Administration & Finance
- Debra Griffith, director, Student Conduct and Ethical Development, Student Affairs
- Mary Jo Gorney-Moreno, associate vice president, Academic Technology, Academic Affairs
- Victoria Harrison, coordinator, Jewish Studies Program, Lecturer, College of Social Sciences, Academic Affairs
- Sarah Khan, organizational development and training manager, Human Resources, Administration & Finance
- William Cavu-Litman, president, Associated Students
- Pam Stacks, associate vice president, Graduate Studies & Research, Academic Affairs
- Eileen Dailey, assistant athletics director, Athletics
- Annette Nellen, full professor, Accounting & Finance, College of Business, Academic Affairs
- Martin Schulter, director, Disability Resource Center, Student Affairs
- Wiggys Sivertsen, chair of Campus Climate, Professor of Counseling Services, Student Affairs
- Berkeley Miller, associate director, Institutional Assessment, Office of Institutional Research, Academic Affairs

### **Listing of Action Steps For This Goal/Objective Area:**

- 5.6 Comprehensive Action Plan by Human Resources, Administration & Finance, on Campus Climate
- 5.7 Difficult Dialogues On-Campus Resource
- 5.8 Presidential Council on Disabilities
- 5.9 Online Training on Supporting Students with Disabilities for SJSU Faculty
- 5.10 Diversity Hall of Fame Luncheon
- 5.11 Inclusive Excellence/Diversity Campus Awards
- 5.12 UNITY Council
- 5.13 Procedures for Forming New Faculty and Staff Associations
- 5.14 Veteran/Military Student Task Force

***Objective/Action Goal 2: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

(This action step was composed by: Associate Vice President of Human Resources Maria de Guevara and Equal Opportunity Manager Arthur Dunklin.)

**5.6 Action Step Title: Comprehensive Action Plan by Human Resources, Administration & Finance, on Campus Climate (Made up of Three Components)**

**Impacted Group(s): All SJSU Employees, Faculty**

**Assigned Owners:** Associate Vice President of Human Resources Maria de Guevara (for the components below)

**Budget Amount:** \$6,060.00 total for the delineated components in this action step

**Component 1: Employee Mentorship Program**

**Description/Details:** This initiative establishes a voluntary employee mentorship program for employees. The initiative will require that volunteer mentors be identified and trained in mentorship. Employees will be provided an opportunity to opt-in for the program and will be matched with a mentor through a process to be established by Human Resources. This initiative will incur costs associated with training mentors. Human Resources will monitor the mentor-protégé relationship for the first six months. The relationship may continue (and is encouraged to continue) beyond the six month time frame.

**Timeline:**

**\*Fall 2009** – Identify and train mentors

**\*Spring 2010** – Pilot program with first cohort

**Assessment Plan:**

**\*Components:**

- Survey protégé about quality of mentorship experience
- Survey mentor about mentorship experience

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – Assessment components will have been collected.

**\*May 2010** - Assessment report after first year of program

**\*May 2011** – Combined assessment report summarizing results of first two years of program

**Milestones:**

**Year 1 (by end of Spring 2011) Goals:**

- One cohort will have completed the first 6-month mentorship period
- HR will have collected data necessary to assess and revise (as necessary) the mentorship program

**Future Recommendations:**

- Equal Opportunity Manager, Dr. Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Dr. Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests (for minor support) to help continue this initiative.

**Component 2: Diversity Dialogues**

**Description/Details:** This initiative establishes diversity dialogues to provide employees a forum for engaging in discussions on diversity-related topics. These discussions will be sponsored by the SJSU Office for Equal Opportunity and will promote interpersonal understanding through planned discussions on a variety of diversity-related topics.

**Timeline:**

**\*Fall 2009** – Plan and initiate first dialogue.

**\*Spring 2010** – Continue diversity dialogues.

**Assessment Plan:**

**\*Components:**

- Survey participants on the quality and usefulness of dialogues.

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – Assessment components will have been collected

**\*May 2010** - Assessment report after first year of program

**\*May 2011** – Combined assessment report summarizing results of first two years of program

**Milestones:****Year 1 (by end of Spring 2011) Goals:**

- A minimum of two dialogues per semester will have been conducted.
- OEO will have collected data necessary to assess and revise (as necessary) the diversity dialogue process.

**Future Recommendations:**

- Equal Opportunity Manager, Dr. Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Dr. Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests (for minor support) to help continue this initiative.

**Component 3: New Employee Welcome Package**

**Description/Details:** This initiative provides for a welcome package for all new employees. This new employee welcome package will be provided to all employees as a part of their one-on-one new employee briefing with Employee Support Services (ESS). The package will contain information on employee benefits and personnel service issues.

**Timeline:**

**\*Fall 2009** – Develop employee welcome packages.

**\*Spring 2010** – Implement employee welcome package as a part of new employee orientation with ESS.

**Assessment Plan:****\*Components:**

- New Employee Orientation Survey.

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – Assessment components will have been collected

**\*May 2010** - Assessment report after first year of program

**\*May 2011** – Combined assessment report summarizing results of first two years of program

**Milestones:****Year 1 (by end of Spring 2011) Goals:**

- All new employees arriving after fall 2009 will have this new employee welcome package.

**Future Recommendations:**

- Equal Opportunity Manager, Dr. Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Dr. Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests (for minor support) to help continue this initiative.

## ***Objective/Action Goal 2: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

### **5.7 Action Step Title: Difficult Dialogues On-Campus Resource**

**Thematic Area: Diversity Innovations (Curricular and Co-Curricular Initiatives):**

**Impacted Group(s): Undergraduate and Graduate Students, SJSU Employees and Faculty, Community Members**

#### **Description/Details:**

This initiative establishes a strong Difficult Dialogues resource for San José State University. Such a resource will consist of the focused attention of a trained faculty expert in Difficult Dialogues facilitation and navigation to perform the following:

- teach a Difficult Dialogues course once a year for undergraduate and graduation students to help create a cadre of trained Difficult Dialogue professionals in our student body;
- conduct two annual Difficult Dialogue trainings for SJSU employees (administrators, faculty, and staff) to help instill these competencies across campus;
- create and organize an expert/resource database of trained Difficult Dialogue students and campus employees to help serve as campus event resources for student organizations and academic departments;
- coordinate and oversee the assignment of trained Difficult Dialogue students and campus employees to moderate and facilitate campus events;
- create a larger cadre of trained Difficult Dialogues experts for campus members to consult and work with for successful, engaged, and compassionate intellectual conversations about difficult topics (religion, race and ethnicity, socioeconomic class, gender, sexual orientation, identity, politics, difference, among others).

A tenured faculty member with research and methodological expertise in Difficult Dialogues will perform the above duties and help to establish a sustained, ongoing Difficult Dialogues resource program for San José State University (this will help to continue and increase the momentum of the Ford Foundation Difficult Dialogues Grant Project at SJSU held a few years back).

**Assigned Owners:** Associate Vice President of Undergraduate Studies Dennis Jaehne, Academic Affairs; Associate Dean for FYRST (First Year Retention and Students in Transition) Programs Debra David, Undergraduate Studies, Academic Affairs

**Budget Amount:** One course release a year for the faculty expert; \$8,197.33  
(reassigned time for 4 WTU, including 34.5% benefits)

**Timeline:**

**\*Spring 2009** – A faculty expert in Difficult Dialogues to perform the aforementioned duties was identified as Dr. Shawn Spano, full professor of Communication Studies, College of Social Sciences. This faculty expert was a co-leader in the Ford Foundation Difficult Dialogues Project held at San José State University a few years back. Dr. Spano has agreed to perform the duties and help to re-establish a Difficult Dialogues resource on campus.

**\*Fall 2009** – Dr. Spano will initiate actions on developing a campus resource program for San José State University by a) creating and organizing a database of already trained Difficult Dialogue students and campus members to jump start the cadre of trained individuals; b) debriefing this cadre of trained campus members for application opportunities for their Difficult Dialogue trainings; c) informing all student organizations and campus members of this resource and the opportunity to have trained campus members help to moderate and facilitate their events; and d) design a series of Difficult Dialogue trainings for campus members (that traces several competencies to develop). Coordination of trained Difficult Dialogue student and campus member assignment to campus events will be conducted year-round and in response to need and demand.

**\*Spring 2010** – Dr. Spano will teach the upper-division and graduate Difficult Dialogue facilitation course (one that has been taught for the last two years) in the Department of Communication Studies. This instruction will help to build the cadre of trained Difficult Dialogue student and campus member professionals at San José State University. Dr. Spano will also conduct his series of campus member trainings during this semester. Coordination of trained Difficult Dialogue student and campus member assignment to campus events will be conducted year-round and in response to need and demand.

\*The timeline above delineates the regularly scheduled activities and duties of Dr. Spano during each academic year of this program.

**Assessment Plan:**

**\*Components:**

- Formative, summative, evaluative, and longitudinal (pre, mid, post, one-year post, two-year post) assessment of student learning objectives in “Difficult Dialogues” upper-division/graduate course (to be developed by Dr. Spano)
- Survey items on post-campus event surveys to attendees regarding the skill level and performance of the Difficult Dialogue moderator/facilitator) (to be developed by Dr. Spano)

- Survey instrument responses completed by campus training participants across campus through which they evaluate the quality, relevance, and utility of the Difficult Dialogues training
- Post-training survey instrument responses completed by campus training participants across campus through which they report on how they incorporated and implemented their Difficult Dialogues training into their work and campus roles
- Survey instrument response and feedback provided by Campus Climate committee members regarding the impact of the Difficult Dialogues resource (course, campus training, coordination of trained facilitators to help with on-campus events) for campus climate issues and community building (and the engagement of difficult and complex topics)

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed (with the exception of the one-year post, two-year post)

**\*May 2010** - Assessment report after first year of program

**\*May 2011** – Combined assessment report summarizing results of first two years of program

**Milestones:**

- **ACCOMPLISHED** - Curricular template for Difficult Dialogues course is developed for upper-division/graduate students
- **ACCOMPLISHED** - Departmental and college paperwork is filed for the new course
- Course is offered in Spring 2010 (to full enrollment)
- Completed design of annual campus training on Difficult Dialogues
- Completion of expert/cadre database of trained Difficult Dialogues students and campus members to help facilitate campus events

**Year 1 (by end of Spring 2011) Goals:**

- Fifty campus members (spread across at least three major divisions) will participate in the first round of Difficult Dialogue training
- Participation of at least ten Difficult Dialogue trained students (from the course) in facilitating campus events
- Demonstrated competency of student and campus member Difficult Dialogue training awareness, practice, and skill development (based on quantitative and qualitative measures taken in the course and trainings).

- Continued collaboration and partnership between this program and other programs and divisions across campus

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests (for minor support) to help continue this curricular initiative. More assigned time and resources for the lead faculty expert (Dr. Spano) will be needed as this program expands.
- Once this program has been fully established and gains momentum, more training opportunities and course sections can be offered (with the involvement of additional faculty experts).
- Assigned division owners should seek external funding to develop additional initiatives and engaged research projects around Difficult Dialogues especially in the area of a) Difficult Dialogue competencies for students and higher education professionals and b) investigating the impact of Difficult Dialogue instruction and training on student learning outcomes (affective, cognitive, attitudinal, behavioral) and benefits (engagement, leadership, citizenship, appreciation of diverse views and groups).
- Assigned division owners (along with Dr. Spano) should collect data and write up formal research on student learning and campus member outcomes regarding this Difficult Dialogue program. Such data could be compared with other institutions and or written up in formal research manuscripts to be published in refereed academic journals related to Higher Education (such a presence of what we do and our educational outcomes in academic research can distinguish San José State University).

## ***Objective/Action Goal 2: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

### **5.8 Action Step Title: Presidential Council on Disabilities**

**Thematic Area: Policies, Committees, and Councils**

**Impacted Group(s): Undergraduate and Graduate Students, SJSU Employees and Faculty**

#### **Description/Details:**

This initiative establishes a Presidential-level council specifically dedicated to campus members (students, faculty, staff, administrators) with disabilities. The purpose of this council is to ensure that San José State University – at all levels and divisions – has created an inclusive environment for all campus members with disabilities. Members will design and recommend coordination activities, strategy identification, and permeation of this focus as a cultural change across all levels and legal compliance aspects and activities. The council will be made up of the following key campus members and roles from across divisions:

- Chair of Campus Climate and Equal Opportunity Manager, Co-Chairs of Council (ex-officio)
- Associate Dean of Faculty Affairs (ex-officio)
- Associate Vice President of Student Affairs (ex-officio)
- Director, Disability Resource Center/ADA Compliance (ex-officio)
- Associate Director, Disability Resource Center/ADA Compliance (ex-officio)
- Designee from Administration and Finance, Facilities Development & Operations (ex-officio)
- Academic Senate Chair
- Faculty-at-Large Members (1-2)
- Chair, Accommodations Review Board
- Dean of an Academic College (ex-officio)
- Student Members (President of Disabled Students Association, Appointed A.S. Student Member)
- Non-Instructional Employees (1 – SSP role)

This council will meet at least twice a month and will record minutes. Each member will have a term appointment and will be designated according to appropriate Academic Senate and University procedures for Presidential Councils. Recommendations will be made to the President for further improvement and careful response to create a community that is inclusive and supportive of all campus members with disabilities. This council will work in conjunction with the Campus Climate committee.

**Assigned Owner:** Office of the President, under designated Co-Chairs

**Budget Amount:** None needed

**Timeline:**

**\*Fall 2009** – Procedures to identify and officially appoint specific individuals that fit the above role designations for this council, will be initiated by the Chief of Staff in the Office of the President at the beginning of Fall 2009. Once these terms of appointment are set and confirmed, the council will begin meeting in early Fall 2009 (for twice a month meetings).

**\*Spring 2010** – The council will make several key recommendations to the President regarding ways in which to make San José State University more inclusive and supportive of all campus members with disabilities. The council will continue to meet throughout the academic year and until further notice.

\*When terms of appointment expire, the Chief of Staff will activate the process and procedures for identifying and appointment new members (ones that are not ex-officio).

**Assessment Plan:**

**\*Components:**

- Survey responses of council members regarding the value, utility, and performance of the council
- President's evaluation of the submitted report of key recommendations from the council on the value, utility, and potential impact of suggested ideas
- Tracking of the number of complaints related to treatment of campus members with disabilities made to OEO and DRC following the formation and operation of the council
- Noted responses of OEO and DRC in terms of any changes in student and campus member perception following the formation and operation of the council
- Campus Climate survey and focus group responses of campus members with disabilities following the formation and operation of the council

(This council and or Council Chair will develop the above components.)

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of this council (to be completed by the Council Chair)

**\*May 2011** – Combined assessment report summarizing results of first two years of this council (to be completed by the Council Chair)

**Milestones:**

- Members of this council are appointed.
- Inaugural meeting of council has taken place .
- Report of key recommendations regarding how to make SJSU more inclusive and supportive of campus members with disabilities, will be completed and submitted to the President.

**Year 1 (by end of Spring 2011) Goals:**

- At least ten key recommendations will be made in a report to the President by the council.
- Recommendations will touch on the following issues: campus climate, inclusive pedagogy, training to become aware of and practice supportive approaches for campus members with disabilities, operational and building accommodations, support for the entire range of disabilities represented on campus; ADA compliance and litigation, and accessible technology.
- Significant positive change should occur in the perceptions and experiences of campus members with disabilities in terms of how they are treated by faculty and staff.

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should look to see if this council requires future budget requests (for minor support).
- This council should help develop key survey items regarding support of students with disabilities for NSSE and other large-scale survey instrument SJSU employs. Similarly, this council should help develop survey items related to disability for the Campus Climate Committee.

***Objective/Action Goal 2: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

**5.9 Action Step Title: Online Training on Supporting Students with Disabilities for SJSU Faculty**

**Thematic Area: Professional Development For Diversity Competencies**

**Impacted Group(s): Undergraduate and Graduate Students, Tenure-Track Faculty**

**Description/Details:**

This initiative enables the purchasing of licenses for online training for tenure-track faculty members on how to support students with disabilities for SJSU. Support for online training licenses are needed because a majority of the complaints made by students to the Office of Equal Opportunity involve students with disabilities and their treatment by tenure-track faculty members. In response to this perpetual problem, information, awareness, and training are deemed necessary to help educate faculty members on the unique issues associates with students with disabilities and their different needs. Because of heavy faculty workload, online training by a high-quality training firm (similar to the one on sexual harassment prevention) would be more convenient and suitable for faculty members (especially since our faculty are commuters). As such, a gradual rollout of support for online training licenses will begin in AY 2009-2010 to be increased in the subsequent years. Through such training, faculty members can be made aware of new insights and strategies for how to support students with disabilities, the different campus resources available to them, and how supporting students does not MEAN or EQUATE TO making exceptions or diminishing the rigor of their course or instruction.

**Assigned Owner:** Equal Opportunity Manager (Arthur Dunklin), Human Resources, and Director, Disability Resource Center/ADA Compliance (Marty Schulter), Student Affairs

**Budget Amount:** \$5,000 (for a portion of the tenure-track faculty)

**Timeline:**

**\*Fall 2009** – Assigned owners will contact training design firms to see if online training for faculty members regarding students with disabilities already exists and is of high quality. Online training to be purchased will be identified and ordered in this semester. Assigned owners will promote the availability of such online training for tenure-track faculty in all available outlets.

**\*Spring 2010** – Online training licenses will be secured and faculty members will participate in the training.

**\*Summer 2010** – A determination will be made to see how many faculty participated in the online training and how many more online training licenses need to be purchased. The above schedule will be repeated for the next academic year until all tenure-track faculty are provided with the opportunity to go through the training.

**Assessment Plan:**

**\*Components:**

- Post-training survey responses filled out by faculty participants immediately filled out after the online training session has been completed (regarding the utility, value, and impact of the training for their instructional roles)
- Tracking of the number of complaints related to treatment of campus members with disabilities made to OEO and DRC following the first year of online training
- Noted responses of OEO and DRC in terms of any changes in student perception following the first year of online training
- Campus Climate survey and focus group responses of campus members with disabilities following the first year of online training

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of this training (to be completed by the assigned owners)

**\*May 2011** – Combined assessment report summarizing results of first two years of this training (to be completed by the assigned owners)

**Milestones:**

- Online training firm (and modules) have been identified.
- Online training licenses have been secured.
- Online training has been widely promoted to tenure-track faculty members.
- Online training ensues.

**Year 1 (by end of Spring 2011) Goals:**

- At least 30% (240) of all tenure-track faculty members will have completed the online training modules.

- A 15% decrease in the number of complaints issued to OEO regarding faculty treatment of students with disabilities.
- Significant positive change should occur in the perceptions and experiences of students with disabilities in terms of how they are treated by faculty.
- Higher positive perceptions of campus belonging by students with disabilities will be noted since the implementation of this online training.

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should look to see if this council requires future budget requests (for additional licenses and faculty incentives).
- Assigned owners should work with the Center for Faculty Development to see how faculty can electronically document/share (in a wiki or blog) how they have implemented information from the online training modules into their instruction and courses. "Best practice" strategies could also be shared and documented on the CFD website.

## ***Objective/Action Goal 2: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

### **5.10 Action Step Title: Diversity Hall of Fame Luncheon**

**Thematic Area: Awards and Recognition**

**Impacted Group(s): SJSU Employees, Faculty, and Administrators**

#### **Description/Details:**

This initiative establishes a Diversity Hall of Fame Luncheon put on every other year to honor and acknowledge campus members (faculty, staff, administrators) who have devoted their careers to the goals of diversifying our campus and inclusive excellence and made noteworthy contributions to make San José State University more inclusive, socially just, and responsive to changing demographics. Through such a luncheon, two campus members who have garnered recognition for lifetime service toward the goals of diversity and inclusive excellence, will be honored and celebrated. The Campus Climate Committee, chaired by Wiggys Sivertsen (who reports in this capacity to the president), will put on the luncheon and create the process through which campus members can be nominated for consideration of this Diversity Hall of Fame recognition. The Campus Climate Committee, made up of various representatives across campus divisions (faculty, staff, administrators) will review nominations and select honorees. All event details will be handled by Chair Sivertsen and the Campus Climate Committee. The luncheon will take place every other year and in late Spring (May). By providing this forum for recognition and celebration, San José State University is demonstrating its commitment to and esteemed acknowledgement of lifetime service toward the goals of diversity and inclusive excellence.

**Assigned Owner:** Campus Climate Committee, Chaired by Wiggys Sivertsen – this Committee reports to the President

**Budget Amount:** \$2,000 for the luncheon expenses

#### **Timeline:**

**\*Fall 2009** – Campus Climate Committee members, led by Wiggys Sivertsen, will identify a date in Spring 2010 for the first Diversity Hall of Fame Luncheon. In addition, this committee will develop and design the set of procedures for nominating campus members to be considered for the Diversity Hall of Fame honor. This set of procedures will be refined and then widely advertised throughout campus to ensure the solicitation of multiple nominations from across campus. A deadline will be set for campus members to submit nominations (to be done via paper application or electronic application). An on-campus room and date will be booked for the luncheon and catering ordered.

**\*Spring 2010** – As nominations roll in, the Campus Climate Committee will review all nominations by February 2010. Two honorees with significant career service contributions toward diversity and inclusive excellence, will be selected. The committee will notify the honorees and make a formal announcement to campus. Honorees and their guests as well as other campus members will be invited to this Diversity Hall of Fame Luncheon. Arrangements will be made so that appropriate speakers can be invited to speak about the honorees' contributions and photos/testimonials of such work can be collected and incorporated into a slide show. In May 2010, the Diversity Hall of Fame Luncheon will be held, with the Campus Climate Committee and Chair as hosts (with the president and his cabinet in attendance).

### **Assessment Plan:**

#### **\*Components:**

- Number of nominations submitted to the committee (level of response across campus and from which divisions and roles)
- Post-event survey responses of luncheon attendees regarding the value, rollout, and impact of the luncheon for SJSU
- Noted responses of Campus Climate Committee members regarding the value, rollout, and impact of the luncheon for SJSU
- Campus Climate survey and focus group responses of campus members following the roll out of this event

#### **\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of this event (to be completed by the Campus Climate Committee Chair)

**\*May 2012** – Combined assessment report summarizing results of first two years of this of this event (to be completed by the Campus Climate Committee Chair)

#### **Milestones:**

- Procedures for nominating campus members is designed and widely advertised across campus.
- Nominations are submitted to the Campus Climate Committee.
- A location and date for the first Diversity Hall of Fame Luncheon are solidified.
- Two honorees are selected by the Campus Climate Committee for acknowledgement during the luncheon.

**Year 1 (by end of Spring 2012) Goals:**

- At least twenty nominations will be submitted to the Campus Climate Committee for the first year (2010) of this luncheon and then thirty nominations for the second year (2012) of this luncheon.
- A Diversity Hall of Fame Luncheon will be held in 2010 and 2012.
- At least 100 campus members will be in attendance at the Diversity Hall of Fame Luncheon each year of this luncheon.
- Noted positive response will be recorded from campus attendees toward this luncheon about the affirming climate for lifetime diversity contributors to San José State University.

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should look to see if this initiative requires future budget requests (will require additional support in the future).
- This committee should make sure that this luncheon does not conflict with the many other service and faculty luncheons in April of the Spring semester (which is why May was selected). This will help boost attendance and singular focus on such an event.
- Pictures and videotaping of these luncheons should take place to digitally preserve the special acknowledgements of honorees.
- Time should be allotted for each honoree to speak about being honored and their philosophy toward diversity (speaking time).
- An award or plaque should be bestowed on each honoree.
- After the first year of this event, past honorees should form the Diversity Hall of Fame Selection Committee as a special group within the Campus Climate Committee to help make selections and review nominations.
- Additional monies for this event can be secured through donors and corporate sponsors, if possible.
- A special section of the showcase display in Tower Hall should feature pictures of the honorees of the Diversity Hall of Fame and thus, stand as the Diversity Hall of Fame Corner or Case.

## ***Objective/Action Goal 2: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

### **5.11 Action Step Title: Inclusive Excellence/Diversity Campus Awards**

**Thematic Area: Awards and Recognition**

**Impacted Group(s): SJSU Employees, Faculty, and Programs/Departments**

#### **Description/Details:**

This initiative will establish three (3) awards designated for campus members who have significantly contributed to the goals of diversity and inclusive excellence (to be presented every other year in line with the Diversity Hall of Fame Luncheon). The awards, however, are role and detail-specific and differ from one another:

**Inclusive Excellence/Diversity Award for a Department/Program:** awarded to a group (an entire department, program, or office) that has made significant and noteworthy contributions to diversifying our campus and achieving the goal of inclusive excellence for our students/campus. Teamwork collaboration and concerted (“beyond the call of duty”) effort need to be demonstrated.

**Inclusive Excellence/Diversity Award for a Faculty Member:** awarded to a faculty member who has made significant and noteworthy contributions to diversifying our campus and achieving the goal of inclusive excellence for our students/campus via teaching, university service, and research and scholarship.

**Inclusive Excellence/Diversity Award for an Non-Instructional Employee:** awarded to a non-instructional employee (staff member) who has made significant and noteworthy contributions to diversifying our campus and achieving the goal of inclusive excellence for our students/campus via their work role, university service, and extra effort and time dedicated to these outcomes.

These awards will be issued and monitored by the Campus Climate Committee, chaired by Wiggys Sivertsen. The committee will develop and design the process through which the award descriptions will be crafted and widely advertised to all campus members. In addition, the process will specify the procedures for nomination, review, and selection by the committee. Each awardee (Department/Program as one, Faculty Member, Non-Instructional Employee) will receive \$1,000 and a plaque/award of recognition. The awards will be presented to the selected program and individuals during the Diversity Hall of Fame Luncheon held in May of every other Spring semester. The Campus Climate Committee, made up of various representatives across campus divisions (faculty, staff, administrators) will review nominations and select awardees. All event details will be handled by Chair Sivertsen and the Campus Climate Committee. The awards will be selected every other year and presented in late Spring (May). Similar to

the Diversity Hall of Fame Luncheon, by providing this forum for recognition and celebration, San José State University is demonstrating its commitment to and esteemed acknowledgement of various role contributions (department, faculty, non-instructional employee) toward the goals of diversity and inclusive excellence.

**Assigned Owner:** Campus Climate Committee, Chaired by Wiggys Sivertsen – this Committee reports to the President

**Budget Amount:** \$1,000 for each award; for a total of \$3,000

**Timeline:**

**\*Fall 2009** – Campus Climate Committee members, led by Wiggys Sivertsen, will develop and design the set of procedures for nominating campus members to be considered for these awards. This set of procedures will be refined and then widely advertised throughout campus to ensure the solicitation of multiple nominations from across campus for all awards. A deadline will be set for campus members to submit nominations (to be done via paper application or electronic application)..

**\*Spring 2010** – As nominations roll in, the Campus Climate Committee will review all nominations by February 2010. The three awardees for the campus awards (department/program, faculty, non-instructional employee), will be selected. The committee will notify the awardees and make a formal announcement to campus. Awardees and their guests as well as other campus members will be invited to this Diversity Hall of Fame Luncheon. In May 2010, the Diversity Hall of Fame Luncheon will be held, with the Campus Climate Committee and Chair as hosts (with the President and his cabinet in attendance). The awards (and monetary amount) will be presented to the awardees during this luncheon.

**Assessment Plan:**

**\*Components:**

- Number of nominations submitted to the committee for all three awards (level of response across campus and from which divisions and roles)
- Post-event survey responses of luncheon attendees regarding the value, rollout, and impact of the awards for SJSU
- Noted responses of Campus Climate Committee members regarding the value, rollout, and impact of the awards for SJSU
- Campus Climate survey and focus group responses of campus members following the roll out of these awards

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of the award rollout (to be completed by the Campus Climate Committee Chair)

**\*May 2012** – Combined assessment report summarizing results of first two years of this of the award rollout (to be completed by the Campus Climate Committee Chair)

**Milestones:**

- Procedures for nominating campus members are designed and widely advertised across campus.
- Nominations are submitted to the Campus Climate Committee.
- Three awardees are selected and presented by the Campus Climate Committee for acknowledgement during the luncheon.

**Year 1 (by end of Spring 2012) Goals:**

- At least ten nominations will be submitted to the Campus Climate Committee for the first year (2010) for each award and then fifteen nominations for the second year (2012) for each award.
- Noted positive response will be recorded from campus attendees toward these awards about the affirming and rewarding climate for diversity contributors to San José State University.

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should look to see if this initiative requires future budget requests (will require additional support in the future).
- After the first year of this event, past awardees of all three awards should form the Inclusive Excellence/Diversity Awards Selection Committee as a special group within the Campus Climate Committee to help make selections and review nominations.
- Additional monies for this event can be secured through donors and corporate sponsors, if possible.
- A special section of the showcase display in Tower Hall should feature pictures of the awardees of these awards.

## ***Objective/Action Goal 2: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

### **5.12 Action Step Title: UNITY Council**

**Thematic Area: Policies, Committees, and Councils**

**Impacted Group(s): SJSU Employees and Faculty**

#### **Description/Details:**

This action step establishes the creation and development of a UNITY Council for SJSU. This UNITY Council is made up of the chairs/presidents or representatives from the existing SJSU faculty and staff associations. The faculty and staff associations (also known as affinity groups) serve as vehicles for campus members to build community around specific issues and identities. By bringing together the chairs and or representatives of these faculty and staff associations onto one council (the UNITY council), it will provide a collaborative forum through which campus groups can:

- build community with one another,
- inform one another about different perspectives and identities,
- collectively help serve the needs, interests, and concerns of our highly diverse community,
- unite individuals to work together toward converging issues for campus members,
- understand key issues of all the associations
- work for students, staff, and faculty members
- work on specific issues as these affect groups such as faculty in terms of workload, funding, compensation, teaching load, and RTP for faculty of color and marginalized faculty
- focus on student retention and graduation and namely EOP on this campus (remediation issues).
- inquire about diversity issues of concern to faculty, staff, and students and develop strategies to resolve these issues

The UNITY Council will be convened and led by Campus Climate Committee Chair Wiggys Sivertsen and Equal Opportunity Manager Arthur Dunklin. The council consists of the following individuals and association representatives (each faculty and staff association's mission is also designated down below):

#### **The Asian Pacific Islander Caucus (APIC)**

Chairs: Dr. Kell Fujimoto (924-5910, Kell.Fujimoto@sjsu.edu) and Dr. Diana Wu (808-2087, Diana.Wu@sjsu.edu)

APIC's mission is to provide a safe and supportive network for Asian Pacific Islander (API) students, staff, and faculty at San José State University. The goals and objectives of APIC are:

- to serve as an advocacy group in facilitating the campus climate and educational equity efforts for the API campus community;.
- to advocate the recruitment and retention of API students, staff, and faculty;.
- to promote the advancement and success of API faculty, staff, and students;.
- to serve as a resource to the campus community on issues relating to the API community; and.
- to sponsor educational and social programs that advance the interest of APIC.

### **The African American Faculty and Staff Association (AAFSA)**

Chair: Dr. Oscar Battle, Jr. ([mlewis@union.sjsu.edu](mailto:mlewis@union.sjsu.edu))

The mission of AAFSA is to form coalitions throughout campus and the San José community to identify issues of concern to the SJSU African American community and to unify efforts to address those issues. The AAFSA was formed in 1974. The goals and objectives of the AAFSA are:

- to promote African American faculty, staff and student success;.
- to expand and share knowledge of African American contributions to society;.
- to promote support for Africentric principles and theories as an integral part of critical thinking in higher education;
- to develop a progressive agenda to guide future plans to better meet the needs of its members;
- to be proactive in addressing issues of concern to African Americans at San José State University;
- to serve as a resource for African Americans at San José State University; and
- to provide opportunities for frequent interactions among African Americans at SJSU through regular monthly meetings, seminars, workshops, forums, conventions, etc.

### **The Chicano/Latino Faculty & Staff Association (CLFSA)**

Chair: Dr. Julia Curry (924-5310, [Julia.Curry@sjsu.edu](mailto:Julia.Curry@sjsu.edu) )

The mission of the CLFSA is to advocate and support opportunities for Latino students, faculty and staff at San José State University. The goals and objectives of CLFSA are to ensure that the university:

- increases access, retention and graduation rates of Latino students;
- recruits, retains, promotes and tenures greater numbers of Latino faculty and staff;
- provides increased opportunities for faculty and staff to advance to administrative and policy-making positions;
- reflects the Latino experience throughout the curriculum; and
- improves its linkages with and service to the Latino community.

## **The Lesbian, Gay, Bisexual, Transgender Faculty and Staff Association, (LGBTFSA)**

Chair: Dr. James Lee (4-5866, [James.Lee@sjsu.edu](mailto:James.Lee@sjsu.edu))

The LGBTFSA was formed in 1992 and is open to all faculty and staff interested in lesbian, gay, bisexual and transgender topics. The goals and objectives of the LGBTFSA are to:

- serve as an on-campus resource for all faculty and staff;
- provide a forum for art and scholarship which addresses lesbian, gay, bisexual and transgender issues;
- encourage the development and inclusion of lesbian, gay, bisexual and transgender content and perspective in the curriculum and in co-curricular activities;
- provide spokespersons on lesbian, gay, bisexual and transgender issues; and
- advise and consult with the Academic Senate and administration on lesbian, gay, bisexual and transgender issues

Membership to these associations is OPEN to ALL current students, staff, and faculty of San José State University. Alumni, former faculty and staff, and community members are also welcome.

This council will meet once to twice a month and will take minutes. In addition, they will plan and coordinate an annual recruiting and membership drive event to attract the participation of as many SJSU employees (faculty and non-instructional employees) as possible. They also can unite together to work on several key issues: student diversity and access, retention and graduation, faculty diversity, and tenure and promotion issues.

**Assigned Owner:** Campus Climate Committee Chair Wiggysy Sivertsen and Equal Opportunity Manager Arthur Dunklin

**Budget Amount:** None needed

### **Timeline:**

**\*Fall 2008 – ACCOMPLISHED** – The UNITY Council is formed and has its first meeting.

**\*Spring 2009 – ACCOMPLISHED** – The UNITY Council regularly meets throughout the semester. It releases a memo announcing its formation to the campus. The council puts on an annual membership/recruitment drive event.

**\*Fall 2009 – Spring 2010** – The UNITY Council meets regularly throughout the academic year and collaborates on several converging/key issues. At least two events are put on in the academic year to build community and recruit more participation from employees.

## Assessment Plan:

### \*Components:

- Noted survey responses of faculty and staff association members and UNITY council members of the value and impact of the council
- Campus Climate survey and focus group responses of campus members following the formation of this council
- Post-event survey responses of attendees at UNITY Council events on the quality of the event, purpose of the event, and motivation to join the associations and build community
- Number of members who join the faculty and staff associations after the formation of this council (year to year tracking)
- Campus Climate committee responses to the impact of the UNITY council on campus climate
- Extent to which collaborative and proactive efforts on issues occur as a result of the work of this council (can be traced through the minutes, archives, and work products of the UNITY council)

### \*Schedule:

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of the council

**\*May 2011** – Combined assessment report summarizing results of first two years of this council

### Milestones:

- **ACCOMPLISHED** – UNITY Council is formed.
- **ACCOMPLISHED** – UNITY Council is announced to the campus.
- **ACCOMPLISHED** – UNITY Council membership/recruitment drive event takes place.
- Regular meetings of the UNITY Council take place over the next two years.
- Events are coordinated by the UNITY Council.
- Membership increases across the faculty and staff associations.

### Year 1 (by end of Spring 2011) Goals:

- There is a 25% increase in the number of members across the faculty and staff associations
- Noted positive response will be recorded from campus attendees toward these faculty and staff associations and UNITY council members.
- Higher valences in the perception of positive campus climate on the next round of the Campus Climate Survey

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should look to see if this initiative requires future budget requests (may require additional support in the future).

### ***Objective/Action Goal 3: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

#### **5.13 Action Step Title: Procedures for Forming New Faculty and Staff Associations**

**Thematic Area: Policies, Committees, and Councils**

**Impacted Group(s): SJSU Employees and Faculty**

#### **Description/Details:**

This action step establishes formal procedures for the development of new SJSU faculty and staff associations. As stated in the Action Step 5.13, faculty and staff associations (also known as affinity groups) serve as vehicles for campus members to build community around specific issues and identities. As such, there will be a formal process by which employee/faculty groups can create official faculty and staff associations around a variety of identities, demographics and perspectives. A formal announcement of an application form and specific criteria that need to be met in order to receive approval as an SJSU faculty and staff association will be released in Fall 2009. The following criteria that must be met in order to become an official SJSU faculty and staff association are as follows:

- 1) An application form must be filled out through the Campus Climate Committee.
- 2) An application must meet the following criteria:
  - Membership:
    - a. There must be a minimum of seven (7) members from SJSU.
    - b. There must be a formal officer slate with the following filled positions: President, Vice-President, Secretary, and Treasurer.
    - c. The membership must be open to all individuals and groups; there can be no discrimination of persons or individuals based on their backgrounds or affiliations.
    - d. 80% of current membership must be active campus members (not retired).
  - Constitution and By-Laws:
    - a. There must be a formal constitution and set of by-laws for this proposed faculty and staff association.
    - b. The constitution must abide by the SJSU non-discrimination policy.
    - c. The constitution must specify the terms and election process of its officers.
    - d. The constitution must specify the duties of the officers.
    - e. The constitution must specify that the association will meet monthly.
  - Maintaining Records:

- a. The association must keep a record of its membership and monthly meeting minutes.

**Assigned Owner:** Campus Climate Committee, Chaired by Wiggys Sivertsen – this Committee reports to the President

**Budget Amount:** None needed

**Timeline:**

**\*Fall 2009** – The application process and set of criteria regarding how to form an official SJSU faculty and staff association will be formalized and released by the Campus Climate Committee.

**\*Spring 2010** – The Campus Climate Committee will begin receiving and reviewing applications for new faculty and staff associations. Members will meet and discuss each application in relation to how that association will contribute to community building on campus and the overall campus climate. Groups must be notified of the approval process and any other recommendations for that group by the Campus Climate Committee.

**Assessment Plan:**

**\*Components:**

- Number of applications for new faculty and staff associations during AY 2009-2010 and 2010-2011
- Noted responses of Campus Climate Committee members regarding the value, rollout, and impact of this action step for campus climate
- Campus Climate survey and focus group responses of campus members following the roll out of these procedures and the formation of more faculty and staff associations

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of the initiative

**\*May 2011** – Combined assessment report summarizing results of first two years of this initiative

**Milestones:**

- The application process, procedures, and criteria for forming a faculty and staff association are formalized and released to all campus members.
- Applications for new faculty and staff associations are submitted to the Campus Climate Committee.
- New faculty and staff associations are officially created and add into the affinity group landscape of SJSU.

**Year 1 (by end of Spring 2011) Goals:**

- At least five applications will be submitted to the Campus Climate Committee for the first year (2010) and then five applications for the second year (2011).
- Noted positive response will be recorded from campus attendees toward these new faculty and staff associations and this process.

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Chairs and or representatives from the new faculty and staff associations are provided with a seat on the UNITY council.

***Objective/Action Goal 3: Creating a Welcoming, Supportive, and Inclusive Campus Climate***

**5.14 Action Step Title: Veteran/Military Student Task Force**

**Thematic Area: Policies, Committees, and Councils**

**Impacted Group(s): Undergraduate and Graduate Students**

**Description/Details:**

This initiative establishes an important task force – Veteran/Military Student Task Force (VMS) -- dedicated to examining the needs of our veteran and military students at San José State University. This task force, formed in Spring 2009, and now led and convened by Dr. Jonathan Roth, full professor of History, will seek ways to create a support system and infrastructure at SJSU to help support and serve Active Duty/Veteran Students. This task force will create a plan and make recommendations to be submitted to the president. Task force membership includes: assigned employees on issues of military services and admissions, registrar, specialists from the Disability Resource Center and Counseling Services, expert faculty on issues related to the military and post-traumatic stress disorder, military student organization officers, military personnel in the area (who serve institutions of higher education), equal opportunity manager, among others.

**Assigned Owner:** Dr. Jonathan Roth, full professor of History, lead convener, Briefings Made to the Office of the President

**Budget Amount:** None designated for this year; however, recommendations may require resources in the future to be the most effective

**Timeline:**

**\*Spring 2009 – ACCOMPLISHED** -- Task Force is developed and meets regularly (on a monthly basis).

**\*FALL 2009** – Task force meets regularly and streamlines its plan and action recommendations to be submitted to the president. The task force works to coordinate efforts and better serve our active duty and veteran military students.

**\*Spring 2010** – Task force meets regularly and streamlines its plan and action recommendations to be submitted to the president. The task force works to coordinate efforts and better serve our active duty and veteran military students.

**Assessment Plan:**

**\*Components:**

- Noted survey responses from all active duty and veteran military students regarding the quality of their SJSU experiences after the formation of this task force
- Campus Climate survey and focus group responses of military campus members following the roll out of this task force

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be collected completed

**\*May 2010** - Assessment report after first year of the task force

**\*May 2011** – Combined assessment report summarizing results of first two years of this task force

**Milestones:**

- To be determined by the task force

**Year 1 (by end of Spring 2011) Goals:**

- To be determined by the task force

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should look to see if this initiative requires future budget requests (will require additional support in the future).

### ***Objective/Action Goal 3: Engaging the Campus Around Diversity***

#### **Mini-Team Objective #3: Engaging the Campus Around Diversity**

**This mini-team concentrated on the following goal area and objective:**

#### **Goal Area: Campus Engagement**

**Objective #3:** To establish a stimulating, dialogic environment at SJSU that engages ALL campus members and advances knowledge and understanding of issues and perspectives associated with diversity (i.e., proactive, positive engagement around diversity).

#### **Needed Areas of Focus:**

#### **Intercultural Learning and Engagement (Proactive and Inspiring – Not Guilt-Based – Engagement of Diversity) for All**

- Stimulating, intellectual environment
- Getting the campus **EXCITED** about diversity and learning more about it

#### **Personal and Professional Development for Staff and Faculty**

- Intercultural Understanding
- Intercultural Competencies (Skills Development)
- Social Justice and Critical Perspectives

#### **Specific Strategies for:**

- Students
- Staff
- Faculty

#### **Linking Diversity with Global/Internationalization Focus – As Integrated and Important Together**

#### **Difficult Dialogues**

#### **Intercultural Interactions (for Students, Campus Members)**

**Specific members of Mini-Team #3 include:**

- Mary Fran Breiling, interim associate director, Center for Faculty Development, Academic Technology, Academic Affairs
- Debra David, associate dean for first year experience, Undergraduate Studies, Academic Affairs
- Richard Kelley, director, Student Activities, Student Involvement, Student Affairs
- Mark Novak, associate vice president, International and Extended Studies, Academic Affairs
- Sigurd Meldal, full professor, Academic Senate Chair, Computer Engineering, Chair, College of Engineering, Academic Affairs
- Albert Hsieh, vice-president, Associated Students
- Carlos Sanchez, assistant professor, Philosophy, College of Humanities and the Arts, Academic Affairs
- Eloise Stiglitz, associate vice president of student services, Student Affairs
- Mary Nino, associate dean, Library
- Hyon Chu Yi-Baker, director, MOSAIC Cross-Cultural Center, Student Affairs
- Gonzaga da Gama, associate professor, Hospitality, Recreation, and Tourism Management, College of Applied Sciences & Arts, Academic Affairs
- Dennis Jaehne, professor and chair, Communication Studies, Chair of University Council of Department Chairs, College of Social Sciences, Academic Affairs

**Listing of Action Steps For This Goal/Objective Area:**

- 5.15 Diversity Practitioners
- 5.16 Thematizing Inquiry-Based/Methods Courses With Diversity Examples
- 5.17 Incorporating a Diversity Student Learning Objective/Competency for First-Year Experience Courses
- 5.18 Intercultural Communication Workshops for Faculty, Staff, and Students
- 5.19 New Student Welcome Receptions for Students of Color By MOSAIC Cross-Cultural Center
- 5.20 Creating and Shaping Inclusive and Culturally Responsive Student Affairs Professionals [By Student Affairs Diversity Committee (SADC)]

### ***Objective/Action Goal 3: Engaging The Campus Around Diversity***

#### **5.15 Action Step Title: Diversity Practitioners**

**Thematic Area: Diversity Innovations (Curricular and Co-Curricular Initiatives):**

**Impacted Group(s): Undergraduate and Graduate Students**

#### **Description/Details:**

An undergraduate (upper-division)/graduate course that highlights the diversity and intercultural competencies for training/applied contexts, will be developed and implemented in interested and relevant academic departments across colleges. The goal is to implement a “train the trainer” model for our students, with the major focus of the course on providing high-quality diversity/intercultural training for student leaders and representatives at SJSU. For example, in Communication Studies, an intercultural communication training and development course will be developed to provide students with the knowledge and practice of intercultural theory (cultural awareness, complex thinking, critical analysis, perspective taking, interruption of stereotypes, ally formation and alliance building) and training theory (needs assessment, methodological approaches, data to practical implications in training). As part of the course’s mandatory assignments, students will be providing at least two (2) major training sessions (in groups) to various student groups on campus:

- RAs (Housing)
- Peer Health Educators (Health Center)
- University Library student workers
- Instructional Teaching Assistants
- Graduate Teaching Associates
- Student Organization Leaders (Student Life and Leadership)
- Student Orientation Leaders (Ones Who Give Tours to Prospective/Incoming Students – First Contact Point)
- Peer Mentors
- Diversity Advocate Interns (MOSAIC)

In this way, SJSU students will be training and informing other students/campus leaders on values, principles, and practices of diversity and intercultural competencies.

Partnerships and coordination activities will take place between the course instructor and the Directors of the above student programs (located mostly in Student Affairs). An initial course template will be developed and then distributed to other interested departments for their participation in this curricular effort. Once this course is established and students have garnered a high reputation for their trainings, additional partnerships for training opportunities for students can be formed between the course instructors and program directors.

**Assigned Owner:** Dr. Rona T. Halualani, full professor of intercultural communication, Communication Studies, College of Social Sciences

**Budget Amount:** None needed

**Timeline:**

**\*Fall 2009** – Dr. Halualani develops first curricular template for “Intercultural Training and Diversity Practitioners” course in Communication Studies and files paperwork for new course in department/college. Requests to teach the course in Spring 2010

**\*Spring 2010** – Dr. Halualani teaches the first iteration of the course. Assessment is embedded into the course (see below). As the course is underway, Dr. Halualani will approach other interested and relevant departments (ones with disciplinary expertise in diversity/intercultural training) for their adoption, modification, and implementation of the curricular template for their own departments and colleges (departments could even attempt to make the course a General Education offering).

**\*May 2010** – Dr. Halualani will complete final assessment report of the course for review. She will submit a budget request to the next Diversity person (out of the Office of the President) for support for refreshments for trainings, materials for students, and curricular preparation time for faculty.

**Assessment Plan:**

**\*Components:**

- Formative, summative, evaluative, and longitudinal (pre, mid, post, one-year post, two-year post) assessment of student learning objectives in “Intercultural Training and Diversity Practitioners” course
- Student scores on self-paced intercultural competency scales and modules (to be given throughout the course)
- Survey instrument responses completed by student training participants in different campus programs through which they evaluate the quality, relevance, and utility of the intercultural/diversity training provided by student trainers
- Survey instrument response provided by program directors (post training, one-year post, two-year post) regarding the “impact” (to be operationalized in the training context) the training has had on student leaders/program participants

**\*Schedule:**

**\*Spring 2010** – all of the above assessment components will be completed (with the exception of the one-year post, two-year post)

**\*May 2010** - Assessment report after first curricular offering

**\*May 2011** – Combined assessment report summarizing results of 3 different course offerings of this curricula

**Milestones:**

- Curricular template is developed
- Departmental and college paperwork is filed for the new course
- Course is offered in Spring 2010 (to full enrollment)
- Participation of at least one (1) student leader program to receive training as a part of the course (2-3 times)

**Year 1 (by end of Spring 2011) Goals:**

- At least three (3) different departments (including Communication Studies) and two (2) different colleges participate in this initiative and offer their versions of this curricula (for a total of 75 student practitioners who complete the course).
- Participation of at least three (3) student leader programs (combined) to receive training as a part of the three different courses (for a total of 75-100 students impacted by the training)
- Demonstrated competency of student intercultural and training awareness, practice, and skill development (based on quantitative and qualitative measures taken in the courses).
- Continued collaboration and partnership between the course's faculty instructors, departments, and student programs in Student Affairs

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests (for minor support) to help continue this curricular initiative.
- Once this course is established and students have garnered a high reputation for their trainings, additional partnerships for training opportunities for students should be formed between the course instructors and program directors.
- After the first year and the establishment of this course, a Peer Mentor model should be explored for these courses (possibly to be potentially supported by Undergraduate Studies via peer mentor provision and student pay). The next Diversity person should help coordinate these details.

### ***Objective/Action Goal 3: Engaging The Campus Around Diversity***

#### **5.16 Action Step Title: Thematizing Inquiry-Based/Methods Courses With Diversity Examples**

**Thematic Area: Diversity Innovations (Curricular and Co-Curricular Initiatives):**

**Impacted Group(s): SJSU Faculty, Undergraduate and Graduate Students**

#### **Description/Details:**

This curricular initiative takes a promising practice from a Carnegie-Mellon professor who incorporated data sets and examples about LGBT populations in his Statistics course. As a result, students learned about different LGBT perspectives (and the limits of conclusions made about this population from statistical data) and statistical theories and research inquiry processes (sampling, data sets, confounding variables, limits of conclusions made from specific data sets). Students intensely learned about the diversity examples and the fundamentals of statistics, thereby creating a powerful educational experience focused on fusing traditional subject content with diversity material (and in a way that maximizes learning around content, process, and perspective). This initiative proves to be powerful because it embeds diversity material to traditional subject matter and does not rely on the old method of teaching about diversity in diversity-content courses only. In fact, there are more inquiry/methods-based courses in the university curricula than diversity-related courses and most disciplines have at least one (1) inquiry/methods-based course in their curricula.

Thus, this initiative will incorporate diversity-based/themed examples and material into already existing inquiry-methods-based courses (statistics, quantitative methods, qualitative methods, and theory). Such an effort will be accomplished through the following:

the development of a Faculty Toolkit by an inquiry/methods-based instructor that includes diversity examples, data sets, exercises, and activities regarding various groups and perspectives – women, LGBT, socioeconomic classes, racial and ethnic groups, differing abilities, age, generation, regional and national origin, language, religion.

The Faculty Toolkit will feature the following:

- data sets (publicly available) and examples about/from diverse groups (women, LGBT, socioeconomic classes, racial and ethnic groups, differing abilities, age, generation, regional and national origin, language, religion);
- exercises, activities, and assignments that inquiry-methods-based instructors can implement around these data sets; and
- assessment measures for student learning around this thematization initiative.

- the dissemination of this Faculty Toolkit to all inquiry/methods-based instructors (catalogued in a spreadsheet, with appropriate courses) via the Diversity Master Plan website and the Center for Faculty Development website;
- the presentation of a kickoff workshop for interested faculty to inform them on how to use the Faculty Toolkit and incorporate this material into their courses;
- the solicitation of interested departments/relevant faculty to participate in a larger teaching collective around this initiative (and to incorporate these Faculty Toolkit examples together, consult and collaborate with one another, collect and evaluate student learning assessment data, and apply for educational/foundation grants on this initiative together); and
- the development of a wiki to serve as an online forum for interested and participating faculty to collaborate and share with one another around this initiative;
- the coordination of participating faculty (including Dr. Halualani) to collaborate on a team publication regarding this project to an academic refereed journal (for presentations at conferences as well).

**Assigned Owner:** Dr. Rona T. Halualani, full professor of intercultural communication, Communication Studies, College of Social Sciences

**Budget Amount:** None needed; \$3,400 for summer stipend for faculty member to develop Faculty Toolkit was taken out of the 2008-09 Inclusive Excellence Budget under Dr. Rona T. Halualani

**Timeline:**

**\*Spring 2009 – ACCOMPLISHED --** Dr. Halualani solicits experienced methods-inquiry based faculty instructor to put together a Faculty Toolkit for this initiative. In May 2009, Dr. James Lee, associate professor of Sociology (instructor of Quantitative Methods/Statistics courses), was identified as the faculty member to put this toolkit together. Dr. Halualani and Dr. Lee met to discuss the details and design of the toolkit. Christopher Lancaster, Dr. Halualani's graduate research associate, created a spreadsheet that listed 200 relevant statistic/inquiry/quant/qual/methods-based courses and corresponding faculty instructors; this spreadsheet stands as an invaluable resource to list faculty with which to share the toolkit and invite to be a part of this initiative.

**\*Summer 2009 –** Dr. James Lee puts together a Faculty Toolkit to be completed by August 2009.

**\*Fall 2009 –** Dr. Halualani will make arrangements to publicize the Faculty Toolkit via the Diversity Master Plan website and the Center for Faculty Development website for all interested faculty. She will also send an email link to all listed faculty in the spreadsheet described above. Dr. Halualani and Dr. Lee will present a workshop for Center for Faculty Development on how to use and implement the Faculty Toolkit for

interested/invited faculty. Dr. Halualani will also solicit and invite listed faculty to incorporate the Faculty Toolkit into their courses and become part of a larger teaching collective.

**\*Spring 2010** – Dr. Halualani will incorporate the Faculty Toolkit into one of her inquiry-methods-based courses in Communication Studies (quantitative, qualitative methods). Dr. Halualani will identify other interested faculty members for the teaching collective and arrange to submit a grant for this project and these participants. She will create a plan to coordinate all interested faculty and their course sections into this initiative and align learning objectives and common assessment measures (via several meetings). Together, these faculty will teach their courses with the implemented toolkit for Fall 2010.

**\*May 2010** – The next Diversity person (out of the Office of the President) will submit a budget request for additional support for this initiative (stipends for faculty participants).

**\*Fall 2010** – Dr. Halualani and participating faculty will teach their aligned courses (with the toolkit implementation).

**\*Spring 2011** – An assessment report (summarizing the measures and outcomes of all participating faculty and sections) will be compiled (led by Dr. Rona Halualani). Dr. Halualani will submit a team publication (involving all participating faculty) to an academic refereed journal.

### **Assessment Plan:**

#### **\*Components:**

- Formative, summative, evaluative, and longitudinal (pre, mid, post, one-year post, two-year post) assessment of students in the inquiry-methods-based courses that have implemented the Faculty Toolkit.
- Initial and final concept maps (and question formations) pre and post the course treatments employing the Faculty Toolkit. Mappings will be made to note significant changes (if any) regarding the formation of questions and the change in inquiry regarding the diversity examples and subject matter content. Effort will be made to have non-participating faculty incorporate initial and final concept maps to which participating faculty can compare their results.
- Survey instrument responses completed by participating faculty instructors regarding their observations and evaluations of how their students' inquiry and analytical processes have changed given the toolkit implementation. They will note how class discussions, questions, and quality of research conclusions and analysis practices have changed as a result of the Faculty Toolkit implementation.
- Focus group (conducted by Dr. Halualani) of all faculty participants asking them to discuss the impact this toolkit had on their students (and class).

- Ethnographic observations (conducted by Dr. Halualani) of faculty sections (actual class sessions that utilize examples from the Faculty Toolkit) to note any significant changes or findings.

**\*Schedule:**

\*All of the above assessment components will be embedded into the course sections and will be completed each semester of the treated courses.

**Milestones:**

- Faculty Toolkit is created and finalized.
- Faculty Toolkit is publicized via the websites and email announcements.
- Faculty Toolkit Workshop is presented.
- To start off the initiative, Dr. Halualani will incorporate the Faculty Toolkit into one of her inquiry-methods-based courses.

**Year 1 (by end of Spring 2011) Goals:**

- Four (4) participating faculty (including Dr. Halualani) will have treated their course sections with the Faculty Toolkit and assessment plan.
- Assessment data and reports will have been completed and filed.
- A major grant proposal will be completed and submitted to fully support this initiative.
- Demonstrated competency and high-order thinking achieved by students in these course sections around the a) diversity material and perspectives and b) traditional inquiry/methods-based core content.
- Growth in student analytical practice and perspective-taking in these course sections.

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should submit a budget request for funds to support this initiative (for participating faculty stipends).
- In the future, graduate students (ones who have completed inquiry-methods-based coursework) can update the faculty toolkit for units and or stipend/pay.

### **Objective/Action Goal 3: Engaging The Campus Around Diversity**

#### **5.17 Action Step Title: Incorporating a Diversity Student Learning Objective/Competency for First-Year Experience Courses**

**Thematic Area: Diversity Innovations (Curricular and Co-Curricular Initiatives):**

**Impacted Group(s): SJSU Faculty, First Year Undergraduate Students**

#### **Description/Details:**

This curricular initiative will recommend and encourage all First Year Experience (FYE) course coordinators and instructors (MUSE, Science 2, Humanities Honors, ENG) to incorporate a student learning outcome (SLO) related to inclusive excellence to first-year experience (FYE) courses. The SLO is worded as follows: “By the end of the FYE course, ***students will demonstrate a beginning ability to participate actively and civilly in class discussions, recognizing how their own and others’ identities influence their interactions and how to bridge differences.***” We will also encourage the further breakdown and operationalization of this SLO in terms of the following:

By the end of the FYE course, students will demonstrate a beginning ability to: (linked to Bloom’s taxonomy)

- a) (application to analysis) recognize how their own and others’ identities influence their interactions;
- b) (analysis) listen to others’ views and analyze these in relation to their own (reflexive listening);
- c) (analysis -- perspective-taking) take on and try to understand multiple perspectives different from their own;
- d) (application -- dialogue/communication) skillfully navigate uncomfortable and controversial dialogues and reflect on these dialogues;
- e) (analysis to evaluation) formulate thoughtful, high-order questions that challenge their own preconceptions and original views.

To assist FYE faculty in addressing this SLO, a faculty member with expertise in diversity and FYE courses will develop a Faculty Toolkit with sample activities and assignments with classroom and co-curricular ideas for both meeting the SLO and strengthening diversity-related content. Sample classroom activities would include icebreakers and team-building exercises, discussion topics, case scenarios, audio-visual resources, and suggested readings and websites related to the SLO above.

Assignments would include service-learning activities, journal/reflection paper prompts, essay questions, research papers, etc. All of these components will be specified for small seminar sections and large lecture sections as well as for multiple disciplines (Social Sciences, Humanities, STEM). Students may be required or encouraged to participate in co-curricular campus events with a diversity focus.

There will also be an increase in the range of co-curricular “Student Success Programs” related to diversity targeted especially for freshmen and other new students. Faculty development programs to help FYE instructors address this SLO will also be offered. Thus, this initiative will incorporate diversity-based/themed curricular examples and material into already existing FYE courses. The toolkit will be disseminated to all FYE instructors via the Associate Dean for FYRST (First Year Retention and Students in Transition) Programs, the Diversity Master Plan website, and the Center for Faculty Development website. Other steps for this initiative will include the following:

- the presentation of a kickoff workshop for interested faculty to inform them on how to use the Faculty Toolkit and incorporate this material into their courses;
- the solicitation of interested departments/relevant faculty with FYE courses to participate in a larger teaching collective around this initiative (and to incorporate these Faculty Toolkit examples together, consult and collaborate with one another, collect and evaluate student learning assessment data, and apply for educational/foundation grants on this initiative together); and
- the development of a wiki to serve as an online forum for interested and participating faculty to collaborate and share with one another around this initiative;

**Assigned Owner:** Associate Dean for FYRST (First Year Retention and Students in Transition) Programs, Debra David, Undergraduate Studies, Academic Affairs

**Budget Amount:** None needed; \$3,400 for summer stipend for faculty member to develop Faculty Toolkit was taken out of the 2008-09 Inclusive Excellence Budget under Dr. Rona T. Halualani

**Timeline:**

**\*Spring 2009 – ACCOMPLISHED --** Dr. Halualani solicits experienced FYE/Diversity based faculty instructor to put together a Faculty Toolkit for this initiative. In May 2009, Dr. Magdalena Barrera, assistant professor of Mexican American Studies (with postdoctoral research expertise in FYE coursework), was identified as the faculty member to put this toolkit together. Dr. Halualani and Dr. Barrera met to discuss the details and design of the toolkit.

**\*Summer 2009 –** Dr. Magdalena Barrera puts together a Faculty Toolkit to be completed by August 2009.

**\*Fall 2009** – Associate Dean Debra David will make arrangements to publicize the Faculty Toolkit via FYRST programs, Diversity Master Plan website, and the Center for Faculty Development website for all interested faculty and encourage their incorporation of the SLO and the Faculty Toolkit into their courses. She will also send an email link to all FYE programs and faculty. Associate Dean Debra David will arrange for a workshop to be presented for the Center for Faculty Development on how to use and implement the Faculty Toolkit for interested/invited faculty. Associate Dean David will also solicit and invite listed faculty to incorporate the Faculty Toolkit into their courses and become part of a larger teaching collective.

**\*Spring 2010** – Associate Dean David will coordinate all interested faculty and their course sections into this initiative and align common assessment measures (via several meetings) for this SLO and toolkit implementation. Together, these faculty will teach their courses with the implemented FYE Faculty Toolkit for Fall 2010.

**\*May 2010** – The next Diversity Faculty in Residence (out of the Office of the President) and Coordinator of the plan will submit a budget request for additional support for this initiative (stipends for faculty participants).

**\*Fall 2010** – FYE faculty will teach their aligned courses (with the toolkit implementation).

**\*Spring 2011** – An assessment report (summarizing the measures and outcomes of all participating faculty and sections) will be compiled (led by Associate Dean Debra David).

### **Assessment Plan:**

#### **\*Components:**

- Formative, summative, evaluative, and longitudinal (pre, mid, post, one-year post, two-year post) assessment of students in the FYE courses that have implemented the FYE Faculty Toolkit.
- Survey instrument responses completed by participating faculty instructors regarding their observations and evaluations of how their students' inquiry and analytical processes around diversity and inclusive excellence have changed given the toolkit implementation. They will note how class discussions, questions, and quality of research conclusions and analysis practices have changed as a result of the Faculty Toolkit implementation.
- Qualitative assessment instruments (open-ended survey, focus groups, diaries, journal entries, ethnographic observations) will also be incorporated in the treated courses to assess student learning (in terms of perspective-taking, complex thinking, dialogue engagement). (An assessment design of control

group sections to compared against the treated sections could also be implemented.)

**\*Schedule:**

\*All of the above assessment components will be embedded into the course sections and will be completed each semester of the treated courses.

**Milestones:**

- FYE Faculty Toolkit is created and finalized.
- FYE Faculty Toolkit is publicized via the websites and email announcements.
- FYE Faculty Toolkit Workshop is presented.
- To start off the initiative, two to three FYE faculty will incorporate the Faculty Toolkit into their FYE courses.

**Year 1 (by end of Spring 2011) Goals:**

- Four (4) participating FYE faculty will have treated their course sections with the FYE Faculty Toolkit and assessment plan.
- Assessment data and reports will have been completed and filed.
- Demonstrated competency and high-order thinking achieved by students in these course sections around diversity and inclusive excellence skills and competencies delineated in the SLO.
- Growth in student analytical practice and perspective-taking around diverse issues and processes in these course sections.

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should submit a budget request for funds to support this initiative (for participating faculty stipends).
- In the future, graduate students (ones who have completed FYE coursework and have a research interest in this area) can update the FYE faculty toolkit for units and or stipend/pay.

### ***Objective/Action Goal 3: Engaging The Campus Around Diversity***

#### **5.18 Action Step Title: Intercultural Communication Workshops for Faculty, Staff, and Students**

**Thematic Area: Professional Development For Diversity Competencies**

**Impacted Group(s): SJSU Employees and Faculty, Undergraduate and Graduate Students**

#### **Description/Details:**

This initiative involves two major parts: a) the presentation of intercultural communication workshops for faculty, staff, and student campus members, and b) the use of Performance Studies students to research major intercultural communication needs on campus and then “perform” these to campus members to pique their interest in attending these workshops.

#### **Presentation of Intercultural Communication Workshops for Faculty, Staff, and Students:**

Four to five intercultural communication workshops will be conducted for faculty, staff, and students on campus during each academic year. The workshops will be conducted by a Center for Faculty Development Faculty in Residence on Diversity and Inclusive Excellence. These workshops will be anchored around already created and designed intercultural communication modules (created in 2005-2007 by Dr. Rona Halualani, Communication Studies, and Dr. Sharon Glazer, Psychology). Thus, the content is complete and requires skilled faculty experts to conduct the workshops. The modules include self-assessment, verbal and non-verbal communication, ensuring clear communication and practicing interactions. Participants will gain an understanding of the differences and the importance of verbal and nonverbal cues as well as learn tools for ensuring effective communication with our diverse campus community. Opportunities exist within each module for the participants to provide an opportunity to practice feedback skills.

Education in intercultural communication will improve the campus climate in that participants will gain an appreciation for and the ability to communicate effectively with our diverse population.

#### **Performance “Previews” of Intercultural Issues To Attract Interest in the Intercultural Communication Workshops:**

In order to capture the interest of campus members in attending these workshops, Performance Studies faculty and students (in the Department of Communication

Studies, College of Social Sciences) will be tasked with researching and performing major intercultural communication problems and issues on campus in Fall of the academic year. For example, a Performance Studies faculty will convene an experienced troupe of Performance Studies students who have completed coursework in how to embody, give life, reenact, and re-interpret everyday issues, texts, and experiences in order for audience members to fully engage all aspects of an issue (on all emotional, cognitive, perspectival, behavioral, discursive, political, historical, and representational levels). Performance, according to Communication Studies, is more powerful in form and function than written, static texts, pamphlets, and sender-receiver presentational models. Framed as an independent study or a course, these students will first spend time a) researching via quantitative and qualitative methods, the most pressing and critical intercultural problems and issues for campus members and then b) translating these research findings into live, engaging (embodied) performances. Under the direction of the Performance Studies faculty instructor and working in conjunction with the CFD Faculty in Residence on Diversity and Inclusive Excellence, this troupe of Performance Studies students will “perform” the major intercultural communication problems and issues at SJSU at willing college, departmental, division faculty/staff meetings and student orientations/workshops. They will enact the key issues to pique audience members’ interest and facilitate a dialogue around what they notice or feel watching these performances. Such a showcase with a discussion will increase interest and motivation for campus members (especially faculty) to attend these workshops offered throughout the year. Thus, our wonderful resource of talented Performance Studies students will be the main attraction and inspiration for participation in these intercultural communication workshops; in other words, the best kind of “preview” and promotion possible. (Note that significant student involvement, engagement, and learning is a main feature of this initiative.) Live performances could be videotaped and put on website/DVD for further reference.

**Assigned Owner:** Mary Fran Breiling, interim associate director, Center for Faculty Development, Academic Technology, Academic Affairs

**Budget Amount:** .2 reassigned time for CFD Faculty in Residence for Fall and Spring (\$4,571 x 2=\$9, 142 + 34.5% benefits= \$12, 295.99; \$2,000.00 stipend for Performance Studies faculty (for one semester a year) = \$14,295.00

**Timeline:**

**\*Fall 2009** – CFD (under the leadership of Interim Associate Director Mary Fran Breiling) puts out an RFP for a Faculty in Residence on Diversity and Inclusive Excellence. This Faculty in Residence will be selected by a CFD committee and identified and briefed into the role. The modules and curricular materials for the workshops will be given to this identified person. The Performance Studies faculty member will be identified to help with this initiative and will select/enlist the help of several Performance Studies students (graduate students, advanced undergraduate students). The Faculty in Residence will conduct 1-3 workshops (in order) during the fall (and multiple times, if possible).

**\*Spring 2010:** Given the rollout of this new initiative, a Performance Studies faculty will be enlisted to convene a group of students and begin this performance production process. He/she will convene students (in either a course or independent study) and do the necessary work (have students engage in research and translation of research findings into performance showcases). These performances will then be conducted for willing departments, programs, and divisions by March 2010. The CFD Faculty in Residence will put out a call and or contact all major departments, colleges, programs, and divisions for their willingness to host a 45-minute showcase of these students (with the Performance Studies faculty member and the CFD Faculty in Residence). This Faculty in Residence will set up these meetings and coordinate with the Performance Studies faculty member and troupe. Workshop dates and titles will be advertised after each showcase. The Faculty in Residence will conduct the last two (4 and 5) workshops during this session as well (and at multiple times).

**\*NOTE:** Ideally, the Performance Studies troupe will do its work in the Fall semester of the year to coincide with the rollout of the CFD Intercultural Communication Workshops (to begin October through May). Thus, after the first year, this schedule will be implemented for more effectiveness.

### **Assessment Plan:**

#### **\*Components:**

- An accounting of the number of performance showcases presented at the university and the range of representation across divisions, colleges, and target group (administrators, faculty, staff, students);
- Survey instrument following the performance showcases to assess the audience members' reactions, observations, noted questions, interest, and motivation to attend the intercultural communication workshops;
- An accounting of the number of participants at the workshops and the range of representation across divisions, colleges, and target group (administrators, faculty, staff, students);
- Pre-assessment competency assessment for all workshop participants at the first workshop in the series (or for them) that summarizes their baselines skills, motivations, competencies, attitudinal dispositions, behavioral profiles, and cognitive understandings;
- Ongoing survey assessments throughout each workshop for participants assessing the a) immediate workshop's impact and value and b) the cumulative (thus far) workshop's impact and value from the baseline;
- Survey items following each workshop that ask how and why participants attended the workshop (or from which source did they learn of the workshops)

- Midpoint and post-assessment competency assessments for all workshop participants at the first workshop in the series (or for them) that summarizes their stage level of skills, motivations, competencies, attitudinal dispositions, behavioral profiles, and cognitive understandings;
- Survey instrument response by workshop participants (one-year post, two-year post) regarding the “impact” (to be operationalized in the training context) the workshop has had on their work and personal lives

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be completed during the academic year (with the exception of the one-year post, two-year post)

**\*May 2010** - Assessment report after year of this initiative

**Milestones:**

- CFD Faculty in Residence selected, identified, and briefed
- Performance Studies faculty and troupe identified and briefed
- Coordination between CFD Faculty in Residence and the Performance Studies troupe is established
- Workshops offered in Fall 2009
- Performance showcases designed, created, and presented in Spring 2010

**Year 1 (by end of Spring 2011) Goals:**

- Performance troupe presents showcases for at least ten (10) different departments, divisions, and programs during the academic year.
- 30% of all showcase audience members will attend at least one (1) intercultural communication workshop.
- Participation of at least 75 different campus members in the intercultural communication workshops (diversified across college, division, and target group)
- Demonstrated competency and increased growth of intercultural communication awareness, practice, and skill development (based on quantitative and qualitative measures taken in the courses).
- Continued collaboration and partnership between the CFD Faculty in Residence and the Performance Studies troupe in Communication Studies

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project’s progress.

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests to help continue this curricular initiative.
- The Television, Radio, Film, and Theatre Department students should be invited to join in this effort and to produce high-quality videos of the performance showcases and intercultural communication workshops (for units). Then, these videos can be posted online for more campus members to use.
- The issues-of-focus to be performed by the Performance Studies troupe should be customized for any key trends or themes found in that college, division, program, or target group and its relevance to them (in terms of intercultural communication).

### ***Objective/Action Goal 3: Engaging The Campus Around Diversity***

#### **5.19 Action Step Title: New Student Welcome Receptions for Students of Color By MOSAIC Cross-Cultural Center**

**Thematic Area: Diversity Innovations (Curricular and Co-Curricular Initiatives)**

**Impacted Group(s): Undergraduate and Graduate Students**

#### **Description/Details:**

Every year, our MOSAIC Cross-Cultural Center hosts welcome receptions for three different student groups of color (African American, Latino-a/Chicano-a, and Asian Pacific American) during the first week of classes. These receptions (with food and informational pamphlets) serve a welcoming function for first generation students of color and provide them with a starting point for contacts, networking, and assistance for their upcoming higher education journey. Beginning scholars can network with their peers and start their educational experience with a socially supportive and inclusive event.

**Assigned Owner:** Hyon Chu Yi-Baker, director, MOSAIC Cross-Cultural Center, Student Affairs

**Budget Amount:** \$3,000 for food, refreshments, and supplies annually

#### **Timeline:**

**\*Summer 2009** – Preparations are made for the welcome receptions (refreshments and invitations).

**\*September 2009:** Three new student welcome receptions will be put on by MOSAIC for the aforementioned groups.

#### **Assessment Plan:**

##### **\*Components:**

- An accounting of the number of student participants/attendees at the welcome receptions (in comparison to the larger representation in the student population).
- Mini survey instrument following the receptions that ask student attendees about the value and quality of the event;
- A tracking of student attendees at these receptions to how many of these individuals attend and participate in other MOSAIC and campus events (email addresses and student ID numbers will be recorded at all of these events)

- Survey items on campuswide surveys for 2<sup>nd</sup> to 6<sup>th</sup> year students asking about which welcoming, social events were helpful to them in their initial transition to SJSU
- An annual report to be completed by the MOSAIC director on the demographic results of the welcome receptions, assessment findings, and overall impact these events have on student belonging, retention and graduation progress, and educational success (can be coordinated with measures on NSSE and other institutional research survey instruments).

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be completed during the academic year

**\*May 2010** - Assessment report after first year of this initiative

**Milestones:**

- All three (3) receptions are held during September 2009.
- Assessment findings are collected throughout April 2010.

**Year 1 (by end of Spring 2011) Goals:**

- 50% of target groups will attend the receptions consistently each year.
- Increased participation of student attendees in MOSAIC and campus events
- High level of satisfaction (70%) for welcome student reception attendees

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project's progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests to help continue this curricular initiative.

### ***Objective/Action Goal 3: Engaging The Campus Around Diversity***

#### **5.20 Action Step Title: Creating and Shaping Inclusive and Culturally Responsive Student Affairs Professionals [By Student Affairs Diversity Committee (SADC)]**

**Thematic Area: Professional Development For Diversity Competencies**

**Impacted Group(s): SJSU Student Affairs Professionals, Undergraduate and Graduate Students**

#### **Description/Details:**

This initiative will provided needed resources for a central committee in the Student Affairs Division. This committee (labeled the “SADC”) is charged with providing training, materials, and coordinating events related to diversity, inclusion, and social justice issues as it pertains to Student Affairs Professionals (employees of Student Affairs). The SADC will incorporate a number of activities and events to help in the further development of inclusive and culturally responsive Student Affairs Professionals. These activities and events include the following:

#### **A) Student Affairs Professional Toolkits (2)**

One toolkit will be created specifically Student Affairs Workleads and Managers and will feature information and resources, articles, exercises, activities, and assessment measures on professional development activities to build intercultural competencies amongst their staff members/work teams.

The second toolkit will be for all Student Affairs Professionals and will feature information and resources, articles, exercises, activities, and assessment measures on effectively working with students in inclusive and culturally responsive ways.

Both toolkits will be made available as electronic and online resources for Student Affairs members.

Both toolkits will be completed in Fall 2009 for full dissemination in Spring 2009.

#### **B) Diversity Summit**

A Diversity Summit will be conducted on an annual basis. This summit will focus on diversity, perspective-taking, difference, and identity and will consist of a half-day of workshops (8:30 am – 2 pm) in the Fall semester (November).

This summit will provide valuable skills-based and interactive training for Student Affairs Professionals.

A workshop on how to use the Student Affairs Professional Toolkits will be featured at the summit.

#### **C) Leadership Training for Staff and Faculty**

Similar to the MOSAIC Leadership Today model for students, an on-campus retreat will be conducted in Winter for twenty (20) campus employees (faculty and staff). This

training will highlight leadership and intercultural competencies, inclusive approaches to reach students and collectively work with peers, and social justice dimensions. There will be an application process to participate in this training

#### **D) “The Conversation”**

A conversational/difficult dialogues program will be created for twenty Student Affairs Professionals to discuss difficult topics (prejudice, privilege, identity, race, religion, among other topics) together. This cohort will engage in weekly discussions over the course of the year and will be facilitated by an expert convener (Wiggysy Sivertsen).

**Assigned Owner:** Debra Griffith, chair of Student Affairs Diversity Committee (SADC); Director, Student Conduct and Ethics, Student Affairs

**Budget Amount:** \$6,000 for materials, supplies, and refreshments

#### **Timeline:**

**\*Late Summer/Fall 2009** – Student Affairs Professional Toolkits (2) will be worked on and completed by November 2009. Preparations will be made for the November Diversity Summit and Leadership Training Retreat. “The Conversation” Cohort will be identified and established to meet at the beginning of Fall through May 2010.

**\*November 2009:** Diversity Summit is held (including the Student Affairs Professional Toolkits). Student Affairs VP and Management Team and SADC will advertise and promote the Student Affairs Professional Toolkits for all Student Affairs members to use and incorporate in their work and life experiences. A wiki will be developed to serve as a forum for the use and promotion of the toolkits and the sharing of additional resources among Student Affairs Professionals.

**\*Winter 2010:** Leadership Training Retreat is held and completed.

**\*May 2010:** “The Conversation” Cohort Program finishes for the year.

#### **Assessment Plan:**

##### **\*Components:**

- Formative, summative, evaluative, and longitudinal (pre, mid, post, one-year post, two-year post) assessment of Student Affairs Workleads and Professionals who have incorporated the Faculty Toolkit.
- Score ranges on Student Affairs Professionals and their accumulated intercultural competencies, cultural awareness, and difference-assessment measures via validated self-paced tests and modules (online) – this will consist of a baseline pre-test, mid-point test, and post-test (year one post-test, year two post-test)

- Survey responses completed by Student Affairs Workleads and Managers on the quality and impact of the Toolkits, Summit, Training, and Conversation on their professionals, employees, and work team members
- Survey responses completed by participants of the Diversity Summit, Leadership Training, and “The Conversation” on the quality of the events, relevance and value of the information for their work roles and interface with students

**\*Schedule:**

**\*Fall 2009 - Spring 2010** – all of the above assessment components will be completed during the academic year

**\*May 2010** - Assessment report after first year of this initiative – to be submitted to the Coordinator of the Plan

**Milestones:**

- Two Toolkits completed by November 2009.
- Diversity Summit held by November 2009.
- Leadership Training held by January 2010.
- “The Conversation” has met for a full year (until May 2010).
- Assessment findings are collected throughout May 2010.

**Year 1 (by end of Spring 2011) Goals:**

- 50% of all Student Affairs Professionals will have used and incorporated one (1) element from the Toolkits.
- 60% measured increase in felt satisfaction (or noted improvement) among Student Affairs Professionals regarding their peer interactions and work climate.
- 50% increased in confidence levels (for skill development) and informational acquisition as rated by Student Affairs Professionals regarding the Diversity Summit, Leadership Training, and “The Conversation.”

**Future Recommendations:**

- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should receive and publicize the assessment reports and the project’s progress.
- Equal Opportunity Manager, Arthur Dunklin and or the next Faculty in Residence on Diversity in the Office of the President should also make future budget requests to help continue this curricular initiative.

## **Section 6. Itemized Budget for the Inclusive Excellence/Diversity Master Plan – AY 2009-2010**

### **One-Time Monies**

#### **A) “Diversifying Faculty” Goal/Objective – Allocated to Faculty Affairs**

- Recruitment of Diverse Faculty = \$34,000.00 (which includes the following):
- Travel fund for Department Chairs To Recruit at Disciplinary Conferences (approximately \$13,000)
  - Travel/booth fund for SJSU representatives to recruit at national minority conferences (approximately \$11,000)
  - University-wide advertisements in visible publications (*Diverse Careers in Higher Education, Chronicle of Higher Education Diversity Supplement*) (approximately \$10,000)
  - The above items may vary in their amounts depending on fees but the total amount allocated for this theme will not exceed \$34,000.

Faculty-In-Residence for Diversifying Faculty in Faculty Affairs (.2 for Fall 2009, .2 for Spring 2010) = \$12,295.99 (includes 34.5% benefits)

Supplies for Faculty Recruitment/Search Educational Session  
= \$1,000

**Total for A) = \$47,295.99**

#### **B) “Creating an Inclusive, Welcoming, and Supportive Campus Climate” Goal/Objective – Allocated to Various Units As Designated Below in ( )**

Human Resources Plan Related to Campus Climate For SJSU Employees (Human Resources) = \$6,060.00

Difficult Dialogues On-Campus Resource/Program (Reassigned time of 4WTUs for faculty expert) (Undergraduate Studies) =  
= \$8,197.33 (includes 34.5% benefits)

Online Training Licenses on Disability Issues for Faculty (Human Resources)  
= \$5,000.00

Inclusive Excellence/Diversity Campus Awards (Campus Climate, Office of the President) = \$3,000.00

Diversity Hall of Fame Luncheon (Campus Climate, Office of the President)  
= \$2,000.00

**Total for B) = \$24,257.33**

**“Engaging the Campus Around Diversity” Goal/Objective – Allocated to Various Units As Designated Below in ():**

Faculty-In-Residence on Inclusive Excellence/Diversity in Center for Faculty Development and Support (for Intercultural Communication Workshops) (Center for Faculty Development and Support) (.2 for Fall 2009, .2 for Spring 2010)  
 = \$12,295.99 (includes 34.5% benefits)

Creating and Shaping Inclusive and Culturally Responsive Student Affairs Professionals [By Student Affairs Diversity Committee (SADC)] (Student Affairs)  
 = \$6,000.00

New Student Welcome Receptions for Students of Color By MOSAIC Cross-Cultural Center (MOSAIC)  
 = \$3,000.00

Performance “Previews” of Intercultural Issues To Attract Interest in the Intercultural Communication Workshops (Center for Faculty Development and Support)  
 = \$2,000.00

**Total for C) = \$23,295.99**

**GRAND TOTAL = \$94,849.31**

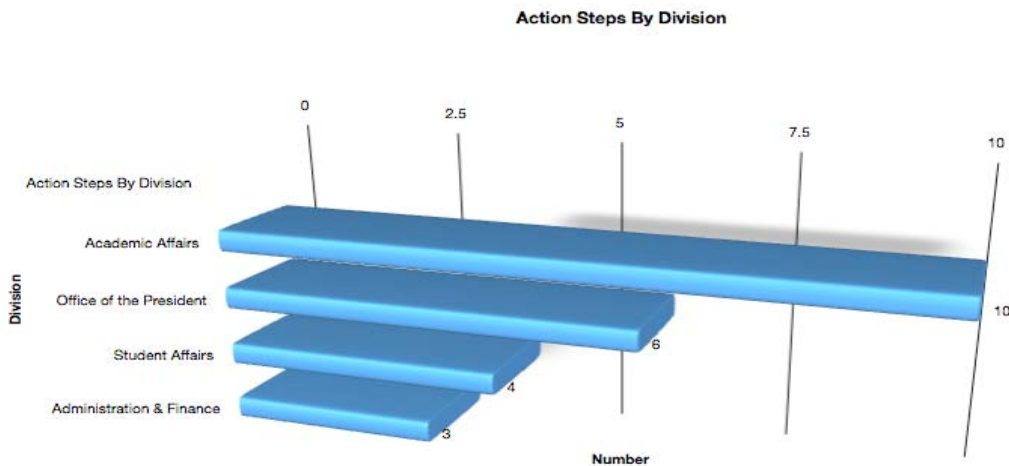
\*Because this plan is based on one-time monies, a budget request must be prepared in May 2009 for the continuation and updating of action steps (those that have demonstrated measurable progress and outcomes).

## Section 7. Summary Tables of Action Steps

**Table 1. Action Steps By Division**

Academic Affairs features the most action steps, followed by the Office of the President. Four major divisions will house action steps for this plan (and often in collaboration with one another).

[Chart Caption: Chart illustrating the number of action steps by division: Academic Affairs (10), Office of the President (6), Student Affairs (4), and Administration & Finance (3).]

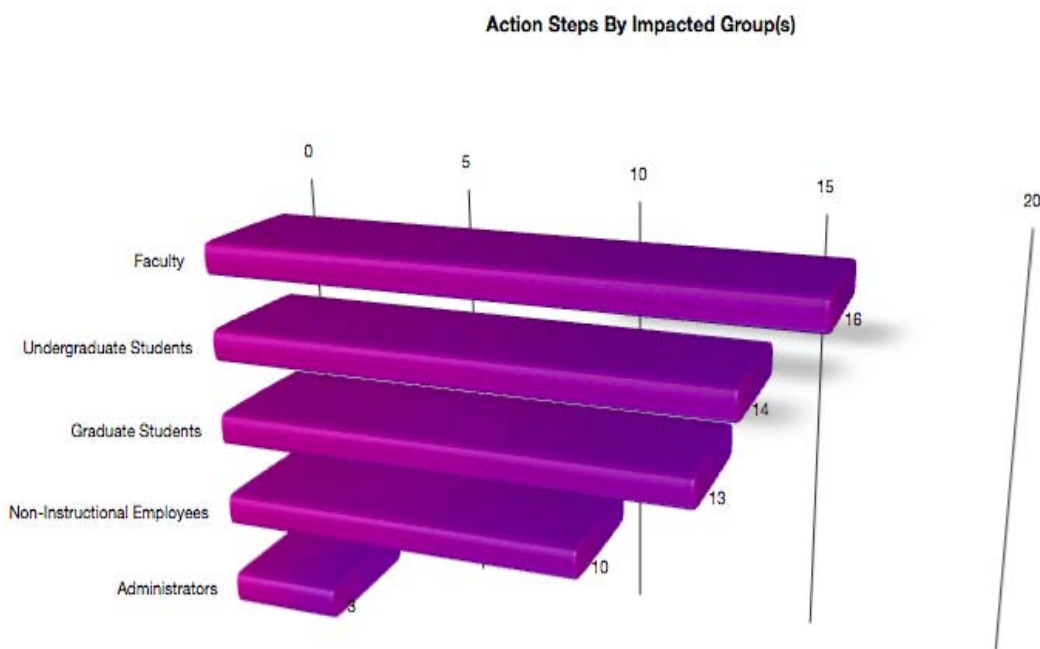


**Figure 7: Chart illustrating the number of action steps by division: Academic Affairs (10), Office of the President (6), Student Affairs (4), and Administration & Finance (3).**

**Table 2. Action Steps By Impacted Group(s)**

The plan's action steps target faculty, undergraduate and graduate students, and non-instructional employees within roughly the same range (and in that exact order). The least targeted group is that of administrators.

[Chart Caption: Chart illustrating the number of action steps by impacted groups: Faculty (16), Undergraduate Students (14), Graduate Students (13), Non-Instructional Employees (10), and Administrators (3).]

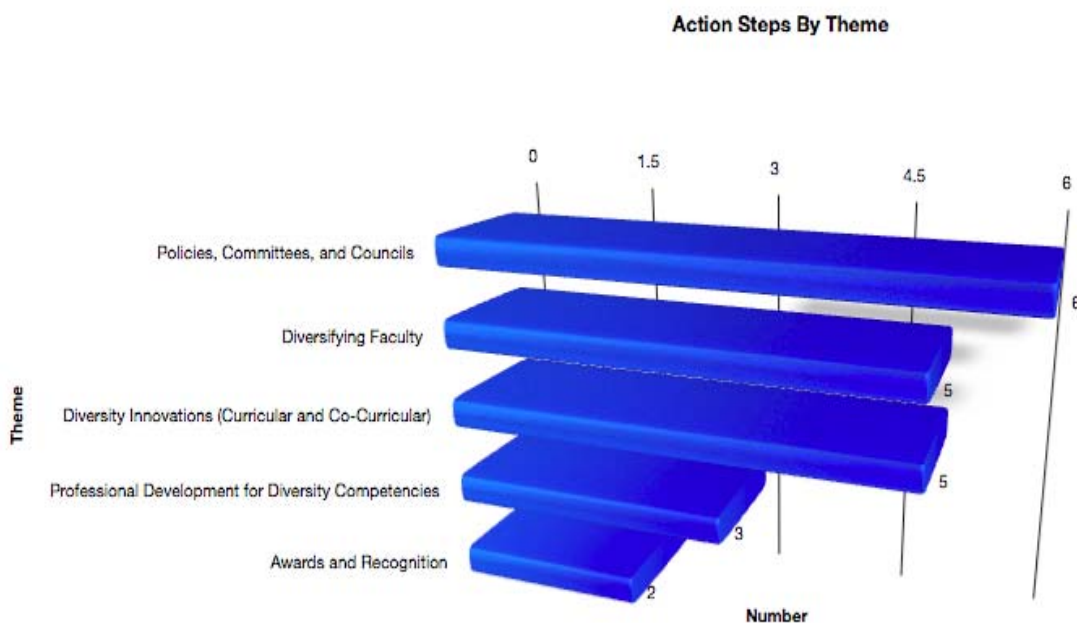


**Figure 8: Chart illustrating the number of action steps by impacted groups: Faculty (16), Undergraduate Students (14), Graduate Students (13), Non-Instructional Employees (10), and Administrators (3).**

### Table 3. Action Steps By Theme

The majority of action steps focus on the themes of Policies, Committees, and Councils, Diversifying Faculty, and Diversity Innovations (Curricular and Co-Curricular). Although there is a relatively equal spread of action steps for each of the themes.

[Chart Caption: Chart illustrating the number of action steps by theme: Policies, Committees, & Councils (6), Diversifying Faculty (5), Diversity Innovations (Curricular and Co-Curricular) (5), Professional Development for Diversity Competencies (3), and Awards and Recognition (2).]



**Figure 9: Chart illustrating the number of action steps by theme: Policies, Committees, & Councils (6), Diversifying Faculty (5), Diversity Innovations (Curricular and Co-Curricular) (5), Professional Development for Diversity Competencies (3), and Awards (2).**

## **Section 8. Inclusive Excellence Fellows Program, 2008-09**

### **Creation of the Inclusive Excellence Fellows Program – Fall 2008-Spring 2009**

#### **Description and Purpose of IE Fellows Program:**

In August 2008, Dr. Rona T. Halualani created the **Inclusive Excellence Fellows Team**, a group made up of well-established senior/full professors with expertise in and commitment to diversity and inclusive excellence.

In Fall 2008, Dr. Halualani selected and appointed eight (8) Full Professors, one from each of the academic colleges, including the University Library, to serve as the Inclusive Excellence Fellows. As part of the campus Diversity Master Plan effort, this eight-faculty team of fellows will design the best ways to engage the different academic colleges (and encompassing departments) on the notions of diversity, interculturalism, and inclusive excellence via curricular innovations, teaching practices, student engagement activities, and research projects. This team will serve as “change agents” and “connectors” in their respective colleges to identify optimal ways to infuse themes of diversity, interculturalism, and inclusive excellence. Moreover, these fellows will seek out, investigate, and identify ways to infuse these notions in the following areas: a) curriculum (or curricular units and competency objectives) across the college; b) teaching approaches of college faculty; and c) research projects across the college (allowing for the creation of college faculty teams to write grants, develop research projects around the notions in relation to their fields of study). Dr. Halualani convened, led, and facilitated this team this past Fall 2009 and will continue through the Spring semester of this academic year. For this appointment, each of the fellows was awarded a .2 reassigned time (vacant rate) for Fall 2008 and Spring 2009. These fellows met every other week throughout the year and had an all-day retreat in January 2009.

The Fellows were selected based on the recommendation of their college dean as well as a) their commitment to and expertise with the notions of diversity and interculturalism; b) their experience in curricular development in their college; c) their record of excellence in teaching and research; and d) their well-established record and reputation in their college.

#### **The Inclusive Excellence/Diversity Fellows for AY 08-09 are:**

- Dr. Maria Alaniz, College of Social Sciences
- Dr. Patricia Backer, Charles W. Davidson College of Engineering
- Kathryn Blackmer Reyes, University Library
- Dr. Alejandro Garcia, College of Science
- Dr. Noni Mendoza Reis, Connie L. Lurie College of Education (Fall 2008)
- Dr. Judith Lessow-Hurley, Connie L. Lurie College of Education (Spring 2009)

- Dr. Joyce Osland, College of Business
- Dr. Kathleen Roe, College of Applied Sciences and Arts
- Dr. Jennifer Rycenga, College of Humanities and the Arts

The team met 2-3 times a month for a two-hour period and engaged in private meetings with Dr. Rona Halualani. There was also an all-day Saturday retreat with the IE Fellows in January 2009. For this appointment, each of the fellows was awarded a .2 reassigned time (vacant rate) for Fall 2008 and Spring 2009.

### **Inclusive Excellence (IE) Fellows: Description and Accomplishments – AY 2008-2009**

#### **A Summary Listing of Inclusive Excellence Fellow Accomplishments, AY 2008-09**

Each Fellow set out to complete two projects: 1) a project on diversity, interculturalism, and or inclusive excellence for her/his academic college, and 2) an individual project for the university. As essential components of this Inclusive Excellence/Diversity Master Plan, these projects will continue to make an impact in the academic colleges as these have been tied to permanent curricula, initiatives, committee structures, and college commitments.

#### **Dr. Maria Alaniz, College of Social Sciences:**

Focused on the Inclusive Excellence – Retention and Graduation Theme of the IE/Diversity Master Plan

**College Project (Collaborative Retention Project):** Worked on the further development of the Center on Race/Ethnicity and Gender Studies (CREGS), an academic/curricular resource with a solid curriculum and faculty mentorship/advising for all students, including those who are historically disadvantaged, first-generation, and low-income.

Collaborated with CREGS faculty (in Social Science, Mexican American Studies, African American Studies, Asian American Studies, Women's Studies) to plan a curriculum composed of cross-listed courses, majors, and minors. (4/2009)

Currently working with CREGS faculty to design a two semester, lower division GE FYE Community-Based Research Course: social science content, research experience in the community, faculty mentors, remediation, pathways to success, degree completion. Will work on this course design with faculty during a June 2009 all-day retreat (supported by Dr. Halualani's Inclusive Excellence Fund). A proposal will be drafted and submitted to Undergraduate Studies in Fall 2009. This group will also develop an affiliate faculty database to include faculty from other departments across the university

**Individual/University Project (Strengthening EOP Project):** In the process of coordinating with the newly hired EOP Director, Dennis Lopez, to create a COSS

→EOP collaborative effort to enroll students & increase retention of EOP students. The FYE Community-Based Research Course will have sections dedicated to and incorporating EOP students across the university. Such coordination and the infusion of academic guidance by faculty in CREGS will be finalized in Summer 2009.

**Dr. Patricia Backer, College of Engineering:**

Focused on the a) Inclusive Excellence – Retention and Graduation Theme and b) Research Grants to Support Diversity Theme of the IE/Diversity Master Plan

**College Project:** Collaborated with colleagues on Student Success/Retention and Graduation for the College of Engineering through 3 major initiatives

- Engineering Fusion (an event to celebrate multiculturalism):
- A gathering of students, faculty and staff in the Engineering courtyard.
- Student clubs will sell foods/crafts that represent their diverse backgrounds.
- We will display posters from Engineers w/o Borders, Global Technology Initiative, Summer Service Learning Program in China, and other international programs. Open to all students; it would expand SJSU students' understanding of the international scope of engineering.
- Charles W. Davidson College of Engineering Student Success Center:
- Supported by external funding
- The Center's main goal is to support engineering students and the college's learning environment by collaborating with both, on-campus and off-campus partners.
- The goal of the Center is to increase student retention in the College by 15% by 2012.
- The center provides outreach and recruitment activities, first-year experience programs for freshmen and incoming transfer students, and academic advising by professional and peer advisors
- Tutoring
- Professional development and practice services
- Career and graduate school guidance.
- Student Leadership Council.
- The Center has the following four goals:
- Improve 6-year graduation rate
- Increase the recruitment and retention of Hispanic students into engineering
- Increase the number of industry-focused projects
- Increase the number of women in engineering.
- Enhancing recruitment strategies for underrepresented students.
- Over the past 4 years, there has been a 45% increase in Hispanic undergraduate engineering students (329 students in Fall 2003 to 480 students in Fall 2007).

- Increased the number of scholarships given to incoming Hispanic students. In the last 3 years, 20% of the COE freshmen scholarships were given to Hispanic students.
- MESA Engineering Program (MEP) which provides support to educationally disadvantaged and first-generation students.
- The College is actively seeking funding from external agencies (NSF, Dept of Ed) to support its efforts in retention and recruitment of underrepresented students.
- In November 2008, the College received a \$150k planning grant from the National Science Foundation to implement the Hispanic Computing Brigade (HCB) initiative.

**Individual/University Project:** Led and authored multiple federal grant submissions related to diversity and inclusive excellence for San José State University

- NSF planning grant received (11/08)—Hispanic Computing Brigade. Amount: \$149,999.
- NSF grant submitted (3/09)—Research on Gender in Science and Engineering. Objective: to develop a more complete picture of the cultural factors that influence the attitudes towards STEM fields among African American and Latino girls. It involves 4 different academic departments across the university (Engineering, Communication Studies, Elementary Education, Social Science).
- Department of Education grant (5/09)—Green Smart Camps: A High School Outreach Program to Increase the Number of Women and Hispanic Students in Engineering
- Department of Education grant (6/09)—Asian American and Native American Pacific Islander-Serving Institutions – Dr. Backer and Dr. Halualani are beginning the work to submit a proposal for this grant.
- On-going—We are monitoring RFPs for other opportunities related to diversity and inclusive excellence

### **Dr. Judith Lessow-Hurley, College of Education**

Focused on the Fostering an Inclusive, Supportive Climate Theme of the IE/Diversity Master Plan

### **College Project: College Conversation, Vision, and Plan Around Diversity and Inclusive Excellence (A Primary Disciplinary Emphasis in Education)**

Started the conversation about inclusive excellence in the College of Education by inviting the entire faculty to a conversation that would inventory our strengths and areas of improvement. Thanks to long term efforts on the part of the College of Education administration and faculty, the College of Education has much to be proud of. There is a strong presence of multicultural issues in all of the educator preparation programs.

Dean Susan Meyers has made a successful effort to engage the faculty in hallmarking our college with the goal of "equity and excellence," and has supported many specific projects that enhance our curriculum and our access. Most recently, led by Katharine Davies Samway, a group of faculty, with decanal support, published a collection of articles addressing ways to support academic writing skills for second language learners at the college level.

Following the initial meeting, under the leadership of Dr. Judith Lessow-Hurley, College of Education faculty came together to prioritize our brainstormed suggestions about how to enhance inclusive excellence in the college with a view to identifying initiatives that are feasible, sustainable, transformative and build on what we already are doing. They arrived at several ideas to support the collegial climate. Overarching is the need to revitalize and refocus our Equity, Advocacy and Policy Committee (EAP), especially with a new dean coming aboard and will need an active group to bring our agenda forward. The co-chairs of the EAP and Dr. Lessow-Hurley are working with the dean to make that happen.

EAP has agreed to move forward next year to plan a College faculty orientation program. The first priority will be a series of sequenced events for new faculty, organized by more experienced faculty, who will share their research and also orient new colleagues to our expectations and values both in terms of RTP and more general aspects of life in the College.

In addition, College of Education will organize a mentoring system that will allow new faculty the voluntary opportunity to connect with an experienced colleague to facilitate their success. The College hopes to find ways to support faculty further along in their careers, to address concerns that tenured associate faculty often feel the need for guidance as they move toward full, and full professors need opportunities for renewal and reward.

The College of Education faculty considered the need to make policies, procedures and key contacts readily accessible so as to facilitate the entry of new faculty and staff into our community. Some of this has already been addressed by a recent Senate policy that mandates the posting of meeting minutes such as faculty meeting minutes in a readily accessible format.

**Individual/University Project:** In the process of conducting an analysis of College of Education course greensheets on religious diversity (using a rubric based on the work of leading multicultural education scholar James Banks) in terms of how diversity is conceptualized and operationalized across the courses. This analysis will help identify what knowledge or resources will be needed and to see how excellence in equity is being addressed in these courses.

**Dr. Joyce Osland, College of Business:**

Focused on the a) Inclusive Excellence – Retention and Graduation Theme and b) Diversity Curricular/Co-Curricular Innovations Theme of the IE/Diversity Master Plan

**College Project:** Increased awareness about inclusive excellence and diversity among faculty members and researchers.

- Worked with the dean to write an inclusive excellence and diversity statement that has been incorporated into and emphasized in the COB mission description.
- Hosted a SJSU faculty and staff workshop by Dr. Janet Bennett on “Inclusive Excellence in the Classroom,” and a graduate student session for students from various colleges in March, 2009.
- Established a center and wrote an ORTU proposal for the Global Leadership Advancement Center to benefit global researchers, faculty and students

**Individual/University Project: Developed and designed a Global Leadership Lab (GLLab) and University Passport Program**

- Designed a Global Leadership Lab for intercultural/global skill development for all SJSU students which was piloted three times (once with visiting German students).
- In the process of designing a new SJSU-wide GLLab course offered in Fall
- Designed a university-wide curricular and co-curricular Passport Program to increase cross-cultural skills and cultural exposure to start in Fall for all SJSU students
- Working on a SJSU-wide Social Innovation Challenge Cycle
- Working on a Leadership and Innovation minor proposal with co-curricular experiences
- Hosted a symposium of top intercultural/international scholars to help inform the approach, framework, and practices of the Global Leadership Lab in April 2009.

**Kathryn Blackmer, associate librarian, University Library:**

**Division Project: Strengthen support and leverage the Cultural Heritage Center as a *PRIMARY* cultural resource for San José State University.**

**Background Information:** The CHC is the cornerstone of diversity in the library and the bridge to the campus at large. The Center constitutes four collections, a study area, a program room, the Advisory Board/Advisory Committees, and Programming. The mission of the Center is to serve racial/ethnic studies and underrepresented students. The Center houses the Chicano, Africana, Asian American, and Comparative Ethnic

Studies collections along with a specialized Reference collection addressing all of these groups. The Center provides a collection of ethnic/racial materials that no other Northern California CSU provides. Only UC Berkeley's Ethnic Studies library is comparable (the ES Library's collections are Chicano, Native American, Asian American, and Comparative Ethnic Studies and they served as the model for the SJSU CHC).

Each collection is supported by library funds from departmental allocations (based on a budget formula) and/or monies determined by the Dean from the General Funds budget. The CHC does not house all racial/ethnic materials for the library nor is it the only purchaser of ES materials. Other academic areas such as Sociology, Social Sciences, History, etc. also purchase race/ethnic materials. While the Center does not have a Native American Collection, per se, it did plan for the collection of materials within the Comparative ES Collection with an eye toward the establishment of a dedicated collection.

The CHC evolved from the temporary grouping charged to:

- Represent an emerging discipline focusing on a group historically underrepresented in academia
- Relate[s] to an approved academic program at San José State University that serves a substantial number of students
- Provide availability of space and resources.

In 2008 the CHC Advisory Board recommended that the Center be proactive at developing the Native American Studies collection. Given that the allocations had begun to decrease a plan was presented to the Dean to draw on the Ethnic Studies funds for said development (the 776 pieces include selections for Native American Studies).

In 2007, discussions with the Asian American studies faculty highlighted a concern that the collection and programming were not strong on American Asian experience and therefore needed to have an evaluation of collection planning and programming. Outreach to Asian American Studies faculty has provided two presentations focusing on Filipino heritage, contributions to the collective 5 year exhibit, and advisement on collection growth.

Since January 2008 the director of the Center has undertaken efforts to address growth and access issues in the collections. Specifically, an inventory of the collections to address misshelving of materials, shifting and weeding of collections, and general issues effecting student access to the collections. Replacements or duplicate copies of popular and or required materials have been purchased.

**Outreach:** Conscientious efforts are made to affiliate the Cultural Heritage Center services with curricular and outreach programs provided by the University. The Cultural Heritage Center Director actively participates in activities related to recruitment,

retention, and outreach to minorities and underrepresented groups at SJSU and in higher education. The Cultural Heritage Center occupies about 6000 square feet of space on the fifth floor of the King Library which is used to house the collections, provide study and meeting space for the campus and greater community.

**Programming:** Networking has been established with a variety of campus and community organizations including: MOSAIC, History San José, the National Association for Chicana and Chicano Studies, National Hispanic University, Evergreen Valley College, DeAnza College, the National Conference for Community and Justice, the African American Faculty and Staff Association, the Chicano/Latino Faculty and Staff Association, the Asian Pacific Islander Caucus, the American Cancer Society, the African American Community Service Agency and the Japanese American Museum of San José. Various student groups find the Center a space for support in their diverse efforts. These groups include: Student Advocates for Higher Education, Akbayan, MEChA, MASGAS-the MAS graduate student group, the Multicultural and service oriented fraternity and sorority groups, among others.

**Planning for the Future:** The CHC continues to be the center of the Library's commitment to non-traditional students, the race/ethnic department needs, and the community's focal point of entry to both the library and SJSU. While the CHC has experienced declining budgetary and service provision, the Center has established a place as a destination point for the university community. In the years since the Center was established the Asian American Studies Program has submitted and been successful at achieving departmental status (pending final approval), Mexican American Studies has strengthened its graduate program, and African American Studies has seen a decline in faculty and course offerings. The Center is a partner for these departments, its faculty and students and will continue to provide instruction, collection development and programming services to insure healthy development. Kathryn Blackmer is currently working on creating more partnerships with academic faculty, departments, and campus programs to use the Cultural Heritage Center for instruction, curricula, learning communities, and support.

In the next five years, the Cultural Heritage Center aims to resume a collection of oral histories, identifying endowments and gifts from the faculty, graduates, and supporters of the Center, and a sustained program of service to support instruction for underrepresented students to the university at large. We are currently in conversation with the Ernesto Galarza Institute, the CLFSA, and the Chicana/o alumni to develop plans for mutual support. There exists a wonderful opportunity to leverage and foreground the Cultural Heritage Center more at San José State University and in the community. Thus, in line with this opportunity, we need to reaffirm the importance of the Cultural Heritage Center as it stands as a PRIMARY cultural/diversity resource for the university and community!

With respect to addressing the problem areas identified by WASC of providing support for underrepresented students, specifically African American and Latino males, we are investigating and continuing programming to provide support through MUSE, the

Race/Ethnic Departments, and faculty grant efforts focusing on these groups. At this point the Advisory Board members will also provide important venues for funding efforts to sustain and enhance the Center and its mission.

**Individual/University Project: Work on a Digital Storytelling Grant.**

Digital Storytelling Grant : The CHC and the California Room (SJPL) jointly applied for a California State Library grant for a two-year period. The grant requires the production of 24 digital stories in 2008-2009. During the first year, the storytelling collection will be administered at the CHC. The focus will be to develop (but not limited to) San José's Latino stories. In the second year (2009-2010), stories will be collected at the SJPL branches without a specific race/ethnic focus. The grant provides all equipment for producing the digital stories and \$10,000 for additional support.

**Dr. Kathleen Roe, College of Applied Sciences and Arts**

Focused on a) the Fostering an Inclusive, Supportive Climate Theme and b) Diversity Curricular/Co-Curricular Innovations Theme of the IE/Diversity Master Plan

**College Project: Inventory of CASA's Inclusive Excellence Goals, Activities, & Traditions**

- Examined the current practices of diversity and inclusive excellence in CASA based on surveys and interviews with Chairs and Directors, staff, & key committee members
- Working with Dean Bullock to determine final form of the results (CASA website, publications, documents)
- Will be used as part of new dean's strategic analysis of college structure and operations

**Individual/University Project: *As We See It: Photovoice Study of Students' Experience of SJSU's Diversity***

Dr. Roe has launched a research project that employs the Photovoice methodology, a community-based, participatory action research and mixed methodology used in the health sciences, social work, and social sciences. Through Photovoice, individuals can document their experiences, sensemakings, and constructions of a concept via photographs, reflective dialogue and narratives, and focus group discussions.

More specifically, her Photovoice project will examine how our own SJSU students experience identity, diversity, and inclusive excellence in context of their lives. Results will include scholarly analysis, a co-authored manuscript, conference presentations, and a photovoice display for MLK Library and other prominent venues. Media advocacy will also help generate interest and recognition of the project while it is underway. The garnered Photovoice images, narratives, and analysis will serve as the "face" of our IE/Diversity Master Plan, embedded throughout the plan's website, write-up, and public

documentation. This research project is extremely important and unique as most Diversity Master Plans do not include the voices and perspectives of students regarding diversity and inclusive excellence; SJSU will be different and groundbreaking in this way due to Dr. Roe's project.

A group of 25 students will engage in a participatory research project using the Photovoice methodology to explore inclusive excellence from their own perspectives. The results will be a qualitative analysis, as well as a multimedia exhibition, that documents the ways in which and degree to which SJSU's diversity is "an educational resource" and "central ingredient for academic success." Issues and dynamics of identity, diversity, and inclusion will be highlighted from a processual and developmental perspective. Recommendations will address curriculum, teaching approaches, policies, and environments and the work will highlight what students want with regard to their own experiences and inflections of diversity.

**Project Progress:** 25 students have already been recruited and trained and are currently in the field! First results - all photos and narratives – were submitted and are being finalized.

**Dr. Jennifer Rycenga, College of Humanities and the Arts:**

Focused on the Diversity Curricular/Co-Curricular Innovations Theme of the IE/Diversity Master Plan

**College/University Project: The establishment of an interdisciplinary minor in Lesbian, Gay, Bisexual, Transgender Studies (LGBT) Studies at SJSU, temporarily housed in the Humanities Department**

**Need for an LGBT Studies Minor:** There is great curricular and academic visibility for Lesbian, Gay, Bisexual and Transgender Studies in the academy. Moreover, there are expert and key scholars in this area among permanent faculty at SJSU. This project will help establish LGBT studies on this campus, bring together various faculty across colleges, and raise the visibility and acceptance of LGBT people on campus. Currently, LGBT-related curriculum at SJSU is hidden and partial; given that invisibility is the most significant vector of LGBT oppression, resolving this problem on one of the largest campuses in the Bay Area is a major contribution to IE goals.

**Project Progress:**

- Existing curricula at SJSU on this focus has been collated. Through this process, Dr. Rycenga has identified strategies for how to fill curricular gaps, gather faculty invested in the success of the minor, and creating advertising to students, campus, and larger community.
- A committee of interested/expert faculty and course coordinators of existing courses at SJSU was held in March 2009 (25 faculty from across the

university met for two hours). A steering committee was formed under the leadership of Dr. Rycenga.

- The following was identified: Core courses in Humanities (American Studies), Sociology and Women's Studies, 18 unit minor with different tracks. At least 24 faculty will be affiliated with the minor; initially housed in Humanities Department
- Paperwork and planning to be done by December 09
- This minor is envisioned as a low-to-no-cost minor, made up of existing courses from a variety of departments. There will be small costs for publicity material, likely arising in late spring 2009 or in AY 09-10; this would include brochures.

### **Individual/University Project: Creation, Design, and Implementation of a new First Year Experience (FYE) Course (Academic Agitation) That Highlights Intellectual and Perspectival Diversity**

Dr. Rycenga has designed this FYE course as a 3-unit, team-taught course, enrolling 75-90 students each fall and spring semester. Three professors would constitute the team. The topic, which would change depending on the team members and community inclusive excellence issues, would revolve around an issue that involves Inclusive Excellence, and that generates intellectual debate. A partial list of such topics is given below in Table One.

#### **Table One - A beginning list of possible topics for the course**

- Immigration (immigrant rights, racial profiling)
- Marriage (same-sex, state encouragement of marriage, etc.)
- Affirmative Action
- English as an Official Language
- Educational Equity
- Environmental Racism
- Multiculturalism
- Global North/South divide
- Indigenous People's Survival
- Gender Issues in Education

The course would meet twice per week. The first meeting of each week would be of the entire class, and would feature a debate/discussion of a defined aspect of the class topic (e.g. if Abortion was the course topic, different weekly topics could include safety of abortion procedures, documentation for post-abortion mental health issues, philosophic definitions of life, etc. etc.). The second meeting of each week would be broken down into sections (of 25-30 students each), in which one of the professors would trace how s/he had used academic and intellectual sources, methods, arguments, practices and ideas to debate with her/his colleagues. This would involve study of sources, their evaluation, how arguments are built and sustained, why

methodology makes a difference, how to use the library, how to use the internet, and why, in fact, we professors use academic and intellectual approaches to trenchant social problems and issues. The debate section of class would be invigorating and exciting for both students and participating faculty. The sections would demonstrate to students the practical skills needed to do well in college, without seeming to be hand-holding to the students. This course aims to help prepare students for their roles as scholars, while allowing for the academic discussion of Inclusive Excellence ideas (and, by virtue of being a debate-style course, without dictating a single politically correct perspective on these ideas). Dr. Rycenga is currently developing the FYE course proposal with interested faculty and will submit the proposal in Fall 2009.

**Dr. Alejandro Garcia, College of Science:**

Focused on the a) Diversifying Faculty Theme and b) Research Grants to Support Diversity Theme of the IE/Diversity Master Plan

**College/University Project:** To examine and research the possibility of hiring academic couples for tenure-track hires at SJSU (for diversifying faculty) (See *PDF handout entitled, "The Two-Body Problem - Dual-Career Academic Couples in the Sciences"* on the Diversity Master Plan website at SJSU - <http://www.sjsu.edu/diversityplan/>).

**Individual/University Project:** To examine and research what is needed for SJSU faculty and institutional members to apply for eligibility as a "Minority-Serving Institution" in federal grant competitions (See *PDF handout entitled, "Are You Being Served? Federal Programs & Minority-Serving Institutions"* on the Diversity Master Plan website at SJSU- <http://www.sjsu.edu/diversityplan/>).

## **Section 9. Linking the Diversity Master Plan Effort With Existing Campus Efforts/Groups**

This Diversity Master Plan effort is also aligned with the work of existing campus efforts and groups.

The **Academic Senate Faculty Diversity Committee** assisted with the IE Design Mini-Team Objective #1 of “Diversifying Our Faculty” by focusing on strategies for improving retention practices for faculty at SJSU. This committee will also help monitor SJSU’s performance in diversifying and retaining our faculty.

The **Campus Climate Committee**, which reports to President Whitmore, assisted with the IE Design Mini Team Objective #2 of “Fostering an Inclusive and Supportive Campus Climate” and serve as an assigned owner and implementer of several of the action steps.

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Faculty and Staff Association** assisted with the IE/Diversity Master Plan’s strategies and action steps to help serve the needs of LGBT campus members.

The extant Faculty and Staff Associations (Asian Pacific Islander Caucus, African American Faculty and Staff Association, Chicano/Latino Faculty and Staff Association, and Lesbian, Gay, Bisexual, and Transgender (LGBT) Faculty and Staff Association) have joined together to form a UNITY Council (one of the first already implemented action steps of the IE/Diversity Master Plan), convened and facilitated by Dr. Rona T. Halualani in AY 2008-09, to work together on campus unity and community issues and help build intercultural alliances for campus members.

A newly established **Veteran and Military Students Task Force**, developed and led by Dr. Jonathan Roth, History, and Dr. Rona T. Halualani, will assist with the IE/Diversity Master Plan’s strategies and action steps to help serve the needs of active duty and veteran students at SJSU.

