Welcoming and Inclusive Campus Consultative Group

— Progress Report —

Vice Provost for Diversity & Engaged Learning and Chief Diversity Officer for Academic and Student Life
Charge and Overall Goal

To nurture a welcoming and inclusive campus where students, faculty, and staff thrive and community is honored and cultivated.

1. Identify key initiatives within Strategic Priority Area.
2. Inventory initiatives already underway.
3. Identify alignments and synergies across divisions and units.
4. Identify Opportunities to Pursue in 2017-18.
5. Select Key Metrics for Assessing Progress.
1. Realize the promise of diversity and inclusive excellence across the university.

2. Ensure faculty and staff hiring that reflects and contributes to a diverse and inclusive campus community.

3. Improve opportunities for faculty and staff professional development that enhance the campus climate for diversity and inclusive excellence.

4. Increase effective communication, shared planning and goals, and collaborative decision-making related to inclusive excellence.

5. **CSU Task Force on the Advancement of Ethnic Studies—Cal State LA’s Response to Task Force Recommendations.**
Key Initiative No. 1

Realize the Promise of Diversity & Inclusive Excellence Across the University

1. Definition and Shared Value of Diversity and Inclusive Excellence.
2. Demographic Trend Data.
3. Inventory of Diversity-related Programs and Initiatives.
4. Practices related to Outreach, Recruitment, and Retention of Students, Faculty, and Staff.
5. Assessment Campus Climate.
Key Initiative No. 2

Ensure Faculty/Staff Hiring that Reflects and Contributes to a Diverse and Inclusive Campus

1. Demographic trend data.

2. Practices/policies that incentivize and monitor recruitment and appointments.

3. Professional development opportunities to: 1) reduce bias in search process, and 2) enhance effectiveness of teaching first-generation students.

4. Relationship between RTP and community-engaged research and teaching.

5. Diversity in Student Life among Staff and MPPs.

6. Assessment of Campus Climate: Faculty and staff perceptions of diversity/inclusive excellence across campus and within academic departments.
Key Initiative No. 3

Faculty/Staff Professional Development to Enhance Campus Climate for Diversity and Inclusive Excellence

1. Off- and on-campus leadership development opportunities.

2. Trainings, workshops, pedagogical and curricular development on:
   a) anti-bias awareness,
   b) allies training,
   c) asset-based communication strategies,
   d) mediating difficult classroom conversations, and
   e) teaching students with disabilities, different learning styles or learning gaps.
Key Initiative No. 4

Increase Effective Communication, Shared Planning & Goals, and Collaborative Decision-making Related to Diversity & Inclusive Excellence

1. Improve asset-based communication strategies by departments and colleges related to students, faculty, staff, diversity initiatives, and students’ communities of origin.

2. Create more pro-active diversity-related communications by the University (beyond a “post-election” web page tab).
Report of the CSU Task Force on the Advancement of Ethnic Studies

Chancellor’s Charge:

To identify, review and make recommendations concerning critical issues, policies and practices which impact the:

• status,
• perceived and real value,
• functioning,
• sustainability, and
• advancement

of ethnic studies in the context of their role in the mission of the university to provide a multicultural quality education which enables and enhances students’ ability to function and relate effectively in a multicultural global society.
Ethnic Studies (ES) Recommendation 1:
*Ethnic Studies General Education (GE) Requirement—Make ethnic studies a GE requirement throughout the CSU system.*

**Cal State LA Proposed Response:**

Our ES Departments/Program and Consultative Group believe that it is important to continue to **enhance their presence** across the general Diversity Requirement (D) sections and the Race, Ethnicity, and Intersectionality (RE) sections, but they see competing needs that require them to focus on increasing their majors and the tenure density of faculty in their programs.
Ethnic Studies (ES) Recommendation 2: Essential Hiring—Increase and maintain regular and consistent hiring in ethnic studies in order to ensure its vital sustainment and strategic growth.

Proposed Response:

After reviewing the fluctuating number of TT faculty in our ES depts/prog over the last 7 years, along with the corresponding increase in course offerings (which have required at least one ES dept to hire up to 25 adjunct faculty), we propose that each dept/prog be permanently granted a minimum of 5 full-time TT faculty.

We also propose that AAAS be granted department status, and that appropriate steps be taken to establish a Department of American Indian Studies.
Ethnic Studies (ES) Recommendation 3: Curriculum Development—Campuses Develop support for 1) curricular development in ways that strengthen ethnic studies departments and programs, 2) increase enrollment and 3) open access to a wider range of students and curricular options.

Proposed Response:

In order to meet the three objectives above, we propose the establishment of an interdisciplinary college/school to house each of the ES departments. The departments would not be combined into a single unit, but would continue to exist as separate departments housed together under a single, unified college/school.

Such a college/school would represent the University’s commitment to robust areas of interdisciplinary study on race, ethnicity, culture, language, identity, etc., and draw on faculty and students from fields and disciplines across the campus. It would broaden the participation of faculty and students from areas beyond the social sciences or science, by creating curricular offerings from faculty in the arts, professional fields, humanities, and other disciplines/fields on campus.
Ethnic Studies (ES) Recommendation 4:
Advising Support—Revise and strengthen advising practices on and off campus and on on-line systems to reflect the university’s valuing ethnic studies as vital to its educational mission.

Proposed Response:

We propose intensive and on-going training for all professional and student advisors on the history and contributions of ES as areas of study, including post-baccalaureate education opportunities and careers.
Ethnic Studies (ES) Recommendation 5:
Campus Climate—To aid in fostering and creating a climate conducive to reaffirming ethnic studies’ central role in diversity and equity initiatives as they relate to people of color.

Proposed Response:

We propose the creation of an ongoing campus climate study on equity, diversity, and inclusion that identifies opportunities for ES to help inform appropriate institutional responses that can enhance the success of students, faculty, and staff of color, and improve our relationships with external communities.
Ethnic Studies (ES) Recommendation 6:
Community Engagement—Strengthen and expand initiatives on community engagement and partnerships.

Proposed Response:

We propose that the Center for Engagement, Service, and the Public Good develop richer opportunities for community-engaged scholarship for ES and other faculty of color in the communities reflected by our ES departments. Like the Center, ES supports the needs and interests of the local communities. A Center that is more closely integrated with the ES mission can more purposefully help advance the institution’s priority of engaging in service for the public good, especially by creating greater incentives and initiatives for community-engaged scholarship.
**Ethnic Studies (ES) Recommendation 7:**
Best Practices—Build on and expand best practices of both ethnic studies and the various universities of the CSU, incentivizing the embrace and use of these practices through providing and supporting appropriate resources, policies and programmatic initiatives.

**Ethnic Studies (ES) Recommendation 8:**
CSU-ESC Collaboration—Establish a formal relationship with the CSU-wide Ethnic Studies Council in the CSU's ongoing effort to advance ethnic studies and realize its mission of providing a quality multicultural education.

**Proposed Response:**
We commend the leadership provided by our PAS chair in the development of the Task Force Report, and recommend her continuing leadership as well as other ES chairs, and the Office of the Vice Provost for Diversity and Student Engagement in the **ES Council** and further propose that we **hold regular symposia** with ethnic studies units at local CSUs to share best practices and engage in collaborative initiatives that can advance the mission of ES in the CSU System.
Ethnic Studies (ES) Recommendation 9:
Further Study—Conduct system-wide and campus level 360° diversity/equity assessment examining the 1) unique challenges and contributions of ethnic studies, 2) its related academic and campus life initiatives and 3) future promises.

Proposed Response:
We endorse a system-wide assessment, and also propose that our campus climate study include this central focus in its evaluation of equity, diversity, and inclusion at our University.
Ethnic Studies (ES) Recommendation 10:
Continued Moratorium — Maintain the moratorium on any negative changes to ethnic studies departments and programs during the period of the review, discussion and response to this report.

Proposed Response:
We support a **continuing moratorium** on any negative changes to ethnic studies.
Questions or Comments ?
Work Plan and Goals

1. Identify current programs and initiatives.

2. Benchmark key measures, and establish continuous campus climate assessments.

3. Develop campus-wide coordination system.

4. Improve current, or identify needed initiatives or new practices.