

## CALIFORNIA STATE UNIVERSITY, STANISLAUS

### DIVERSITY

In early October 2006, Provost Covino convened a small group of faculty and administrators for an informal discussion of diversity within the context of our university's mission and values. It was attended by some of the faculty and administration whose leadership roles contain various elements of diversity as reflected in students, staff, faculty, administration, campus climate/environment, curriculum, co-curricular programs, mission, and administrative leadership/support.

The following is a summary of the key ideas resulting from this initial discussion.

1. Diversity remains a critically important element of our university's mission and values.
2. The University remains committed to the recruitment of diverse students, faculty, staff, and administrators.
3. Many examples of diversity efforts and accomplishments exist on our campus—from our university's founding, throughout our development, and to the present.
4. Formal documentation of our diversity accomplishments has not been systematic over the past few years.
5. The University's self study for reaccreditation provides an opportunity for us to evaluate our achievements and continue progress toward diversity commitments (*WASC Standards/Statement on Diversity—attached*).
6. Conversations about diversity should be guided by current and comparative data and evidence, thereby complementing individual perceptions and personal experiences.
7. A series of Town Hall meetings will begin within the month with a Town Hall on recruiting and retaining a diverse faculty (T. Wendt working with the President's Advisory Committee on Campus Diversity and A. Schulz).
8. The next planning meeting on diversity should
  - a. continue with a large, inclusive group of participants
  - b. include a discussion of methods to address diversity issues more systematically (*attached agenda*)
  - c. request that participants submit no more than two concerns and two remedies for those concerns as related to diversity at CSU Stanislaus and distribute a list of these concerns/remedies to participants prior to the meeting

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### REACCREDITATION STANDARDS AND SELF STUDY

As part of the reaccreditation efforts, the Western Association of Schools and Colleges (WASC) incorporates issues of diversity into its standards. Universities are asked to demonstrate institutional commitment to the principles enunciated in WASC's *Statement on Diversity*. This statement is designed to guide universities in discussions of diversity and quality as they prepare self studies. As such, CSU Stanislaus' Inquiry Circles are engaged in discussions, actions, and recommendations regarding diversity, as appropriate to the four inquiry themes of our self study.

WASC provides the following definition of diversity:

The definition of diversity includes issues related to race and ethnicity, socioeconomic class, gender, age, religious belief, sexual orientation, and disability. Ethnicity is viewed as characteristics of a religious, racial, national, or cultural group. Diversity in higher education is considered to include "three vital and related dimensions: 1) representation; 2) the nature of campus community; and 3) the impact of group membership on both individual development and the content of academic scholarship and study."

The following are selected excerpts from the WASC Standards that relate to diversity:

1. How does the institution demonstrate an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices? (WASC, Standard 1, Criteria for Review 1.5)
2. How has the university demonstrated its commitment to the principles enunciated in the WASC *Statement on Diversity*? (WASC, Standard 1, Questions for Institutional Engagement)
3. How does the institution ensure that issues of diversity are appropriately engaged and that a climate of respect for a diversity of backgrounds, ideas, and perspectives is fostered among its members? (WASC, Standard 1, Questions for Institutional Engagement)
4. To what extent does the university regularly collect and analyze data...for major subgroups ...and explore the implications of the data to be assured the institution is responsive to the needs of all of its students? (WASC, Standard 1, Questions for Institutional Engagement)