

**Stanislaus State Thought Paper:  
Implementing an Equity-Driven Systems Change (EDSC) Model  
for Advancing Equity, Inclusion and Social Justice (DEISJ)  
November 3, 2020**

**Understanding Our Students and Setting the Context for DEISJ Here At Stanislaus State as a “Student Ready” Campus.**

Perhaps at no other time and especially during this crucial and very disruptive juncture in our nation’s history, intense attention has been focused on a reawakened interest in better understanding and dismantling some of the most obdurate problems confronting us in America today—namely addressing the painful, unjust, and persistent problem of racial and social justice inequities throughout all levels of our society.

Stanislaus State is a noteworthy campus that prides itself on its deep commitment to fostering strong, personal relationships between and among our students, faculty, staff, and community in order to champion, validate, and support our remarkable students (at both our main Turlock and Stockton branch campus). Indeed, as a campus with a very large majority of first-generation college students (74%), who are often from economically disadvantaged backgrounds (62% Pell eligible), we also are very aware of the social and economic injustices that our students often confront in their daily experiences.

Therefore, it should not be surprising that many of our students may confront multiple challenges in their daily lives related to inequities in any number of domains, including racial, ethnic, economic, gender, sexual orientation, disability status, immigration status, as well as disparities in income, social and professional capital, access to health care, medical services, and psychological health care access.

Furthermore, students’ lives are much more complex, because by definition all people inhabit ***more than one demographic category***. Identifying Hispanic students as a category will obscure the full complexity of their lives. For example, we must unpack what it means to be a Hispanic/Latin-X male or female student—or someone who also may, or may not, be undocumented—or someone who may come from a wealthy versus, middle class, or underprivileged family background—or someone who is a fluent native English speaker, bilingual, or learning English. In short, as a campus, we must be attuned to and responsive to the complex ***intersectionality*** of these different categories of being and understand that these factors will differentially impact students’ experiences in complex and sometimes inexplicable ways.

In order to succeed on most traditional college campuses, students must figure out how to assimilate to their campus’ environment--to deduce, accept and adjust to their campus’ culture, explicit and implicit expectations, formal and informal rules, and successfully navigate their campus’ complex and sometimes confusing processes. On the other hand, if we purposefully intend to become more “student-centered” or a ***“student-ready” campus***, then we must intentionally ***flip*** this equation on its head. Instead, we must start by better understanding the complex lives of our students, the challenges they may face, and the rich cultural and linguistic resources that they can share. We must be willing to modify our institution to better meet them where they are when they arrive, and continue to support and scaffold them as they navigate in their progress to degree and to professional success upon graduation.

Indeed, it was especially gratifying that Stanislaus State publicly declared this position when in 2017, the Academic Senate and our campus' [University Strategic Plan](#) was formally approved and adopted with our first **Goal 1: To Be a Student-Ready University** (see p.9).

Furthermore, our students also possess many strengths. For example, most of our students are strongly tied to their communities. They are resilient, gutsy, and courageous to have made a commitment to go to college and reach their dreams. So how can we reframe our “student-ready” approach? We need to intentionally reaffirm at least four core areas of attention: (1) create a healing-oriented proactive culture that acknowledges the need to facilitate caring and inclusive social interactions with and among students in classrooms with faculty, as well as with staff and others both on and off campus; (2) be mindful of, and affirm students' backgrounds in an effort to embrace their communities and cultural knowledge – and use these resources as an asset in promoting their academic achievement; (3) build bridges and collaborative opportunities to involve students in supporting and giving back to the communities where they belong; and (4) intentionally encourage and equip all students to develop concrete professional skills that are relevant for the employers at the local, national and international area.

Taken together, Stanislaus State has a powerful opportunity to capitalize on the richness of our student body to engage the entire campus in framing and co-creating our DEISJ action steps together within a comprehensive, collaborative and more transparent Equity-Driven Systems Change (EDSC) Model as outlined in this thought paper.

### **Adopting and Implementing an Equity-Driven Systems Change (EDSC) Model to Imagine and Promote Diversity, Equity, Inclusion and Social Justice (DEISJ) Action: Three Steps to Consider**

So how does our campus begin proposing and implementing positive DEISJ change? It is clear there will never be one single solution that will eradicate these larger societal problems. Hence, as a campus, we must accept the reality that a **systems approach** to working on racial and social justice inequities must, by definition require **campus leaders to utilize an overarching critical equity-minded lens and take a proactive systems model approach** to examine if there are equity gaps, and how to address them.

Therefore, in order to promote deep, fundamental institutional change, we must first intentionally understand at least **three basic steps** to reframe our overall approach.

- (1) First, **everyone** on campus, starting with the top leadership from the President, Cabinet and all other leadership sectors must **adopt an equity-driven lens** in order to critically and objectively search for and examine equity gaps that might exist for some groups of students as well as for other groups (e.g., faculty, staff, administrators) on campus. As a campus, we must have the courage and fortitude to consciously examine new data and approaches to uncover and unearth previously unexamined areas of disadvantage or inequity in order to take action.
- (2) Second, because universities are multi-faceted and complex organizations, it will be important to understand and examine the many complex and often overlapping “systems” within our university to analyze, reframe, and **adopt an Equity-Driven Systems Change Model (EDSC)** in order to envision and implement **Equity, Inclusion and Social Justice (DEISJ) action steps**. There is an extensive body of research and theory calling for systems models, and more recently, models that focus on equity gaps (i.e., critical race theory) in order promote transformative organizational change within many societal sectors including business, government,

non-profits, foundations, the arts, K-12, and higher education environments. All of this work is founded on promoting shared understanding of the complex and evolving internal and external issues relevant to any organization, judicious use of data, outcomes, and analytic reasoning, reflective examination of implicit biases and roadblocks, shared active engagement and leadership at all levels of leadership, and effective dialogue and communication in order to produce healthier human systems and outcomes.

- (3) Third, we must accept that **implementing** real, systemic DEISJ change must involve **intentional BOTH “top-down”, as well as “bottom-up” commitments, dialogue, cooperation, and actions across all sectors in the university in order to enact true DEISJ progress.**

While there is ample research detailing the advantages of both of these organizational approaches, if a campus utilizes only top-down or bottom-up leadership exclusively, there can be negative consequences. Therefore, to encourage greater input, ownership, and buy-in from many people, a “bottom-up” approach is advantageous, which in turn will also boost greater engagement, energy and motivation. In addition, combining this with a “top-down” approach showing clear leadership and commitment from those at the top of an organization, will reinforce and promote meaningful, sustained and true institutional change.

Therefore, as a campus, we seek to promote evidence-based approaches to social/racial justice, equity, cultural responsiveness and partnerships with our students, faculty, staff and communities. We believe that using an EDSC approach to drive equity and justice will be powerful drivers to reduce inequities.

### **How Do we Implement Action Steps Using an Equity-Driven Systems Model: Four Questions with Four Examples:**

**#1 Who Should Be Responsible for Enacting DEISJ Changes?**

**#2 What DEISJ Action Steps Should We Focus On?**

**#3 What Other Ingredients Do We Need to Have to Ensure Success?**

**#4 How Will the Equity-Driven Systems Model Help Us Make DEISJ Changes?**

### **Question #1: Who Should Be Responsible for Enacting DEISJ Changes on Campus?**

As an example, the university can be analyzed into many complex systems. For example, we could examine the university in terms of the individual roles of people and/or offices on campus and decide who should be responsible for which DEISJ action steps:

- **Individual Roles:** Obviously, we can analyze five different roles by identifying individuals as students, faculty, staff, administrators, or community members.
- **University Divisional Roles:** Alternatively, we can examine the university in terms of the different division offices responsible for carrying out specific university duties. Our campus is organized by divisions, with each division headed by a Vice President or Senior Cabinet Associate Vice President (e.g., President’s Office; Academic Affairs; Business and Finance; Student Affairs; Strategic Planning, Enrollment Management and Innovation; Human Resources, Equal Opportunity and Compliance; Advancement; and Communications, Marketing, and Media Relations).
- **University Leadership Roles:** We also could scrutinize the roles of the various formal or “informal” leadership governing systems who may be responsible for setting, influencing and implementing policy and procedures for our university. For example:

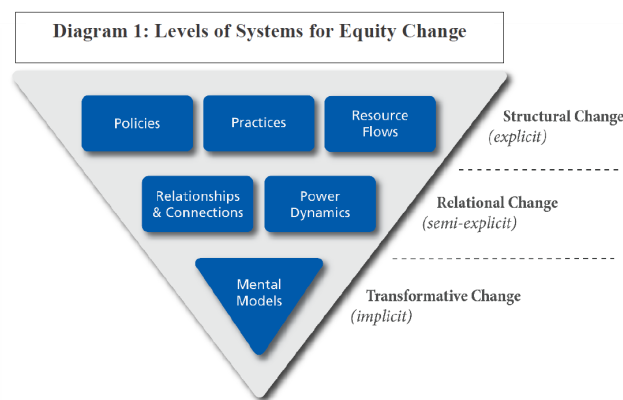
- Senior level administrative leadership from the President's Office with Vice Presidents and other Cabinet members;
- Other management leadership including Deans, Associate Vice Presidents, and other administrators throughout all divisions;
- Formalized shared governance leadership from the Academic Senate, Senate Committees, and faculty;
- Other formalized campus committees such as the President's Commission for Equity, Inclusion and Racial Justice (PCDEISJ);
- Student leadership from the ASI, Inc. and Student Center Board;
- Labor Council and formal unionized leadership;
- Staff Council informal leadership;
- Multiple external leadership Boards (e.g., Foundation Board, Presidential Community Ambassador Council, College advisory boards, etc.)

So the answer to this question is that at Stanislaus State, my hope is to empower and encourage everyone--individuals and offices at all levels of the university to get involved and to propose and work collaboratively together to co-create and implement our DEISJ action steps. In effect, we are working together to create a more open and transparent culture for anyone to join in at various levels to help us implement and assess DEISJ action steps.

### Question #2: What DEISJ Action Steps Should We Focus On?

Using an Equity Driven System Change (EDSC) Model, we also can categorize proposed DEISJ changes into at least three levels (also see Diagram 1 below):

- **Institutional “Structural Changes”**--involving more explicit or visible structural changes by critically examining, proposing, and implementing DEISJ changes to existing campus **policies, practices, or resource allocations**;
- **Intermediate “Relational Changes”**—making DEISJ changes in terms of improving equity and representation among often semi-explicit university-related **relationships, connections** and **altering power dynamics**; and
- **Deeper “Transformative Changes”**—enacting real DEISJ changes that involve **transforming the implicit mental models of individuals**, may represent the “holy grail” of transformative change. Psychological and other social scientific research on this topic indicates that this deeper, implicit, often not observable level of individual change is significantly more arduous to produce, and is also more challenging to reliably assess and document.



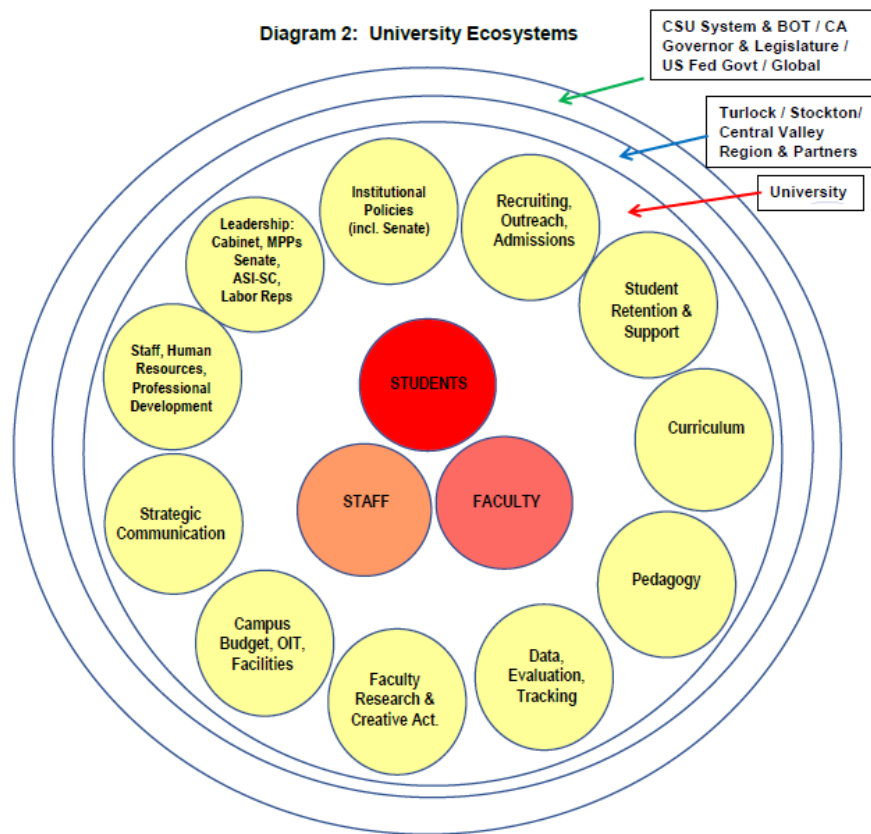
Therefore, using this EDSC model, while we ultimately hope for DEISJ changes at all levels, we can start by examining and improving the ***underlying mindset, strategy, policies, and processes*** used by our university. This fundamental shift is enacted intentionally from both the top leaders in the organization, down within each division, yet makes space for grassroots bottom-up engagement and is inclusive of other leadership groups at all levels within the organization (e.g., Senate, ASI, Labor Council, Staff Council, PCDI).

### **Question #2: What DEISJ Action Step Changes Should We Focus On?**

#### **Systems Models Acknowledge the Impact of Multiple Internal and External Systems**

The university itself represents a very complex system with dynamic, interrelated, sometimes overlapping divisions, offices, and programs. In addition, universities are part of a larger societal ecosystem that includes immediate surrounding cities and communities, as well as impacts from regional, state, national and global government and other contexts. It is important to understand the compounded roles of these different domains when enacting DEISJ change.

Diagram 2 depicts below the many different systems and domains of possible DEISJ change. For the purposes of this thought paper, in order to simply our discussion, we will examine DEISJ changes only within our university ecosystem. Using this systems framework, the campus can begin to identify DEISJ action steps in any number of the various system domains listed below (e.g., changes to the curriculum, recruiting, HR, teaching or pedagogy),



### **Question #3: What Other Ingredients Do We Need to Have to Ensure Success?**

Before an institution can begin to implement Equity-driven Systems Change (EDSC) processes, a set of other essential components also should be in place. Some of these other

important ingredients have been well articulated in a Toolkit document (2010) produced for the California Community College system quoted below:

- 1) **Leadership** – *Organizational change on issues of diversity, inclusion, and equity depends upon a clear institutional commitment by top-level leaders—presidents, chancellors, vice presidents, and trustees—to the equity-driven change process.*
- 2) **Vision and Values** – *Clarifying and articulating an institution’s shared vision and values—particularly developing a shared language around key concepts—is essential to organizational change processes.*
- 3) **Dialogue** among people of diverse backgrounds and experiences is needed to construct the fullest possible understanding of diversity, inclusion, and equity dynamics in a college and community. *Organizational change requires individual change, as well. The reflection and learning at the heart of such change are supported by the development of learning communities with safe and open spaces for dialogue on difficult issues related to race, class, and other dimensions of equity.*
- 4) **Use of Data** – *Colleges make better choices when they base their decisions on both quantitative and qualitative data and develop systems and structures for ongoing use of data across the institution.*
- 5) **Assessment and Planning** – *Aligning programs and services with diversity, inclusion, and equity values takes more than expanded awareness and a clear vision. It also requires assessing organizational practices and developing concrete plans for change.*
- 6) **Taking Action** – *Once plans have been made, ...Successful implementation depends on the availability of sufficient human and financial resources.\**

\* From: <https://skylinecollege.edu/seed/assets/resources/ESC-Toolkit.pdf>

Consequently, we will ensure that our campus fulfills these important factors as we implement and assess our DEISJ action steps. For example, we will proactively engage key leaders to carefully examine their implicit biases and roadblocks. These leaders will also articulate and clarify their shared vision and values. We will continue to invite and host expanded dialogue across the campus to engage in DEISJ discussions. We will systematically plan, collect, and use analyze data to track and assess equity gaps and positive outcomes to foster a stronger, diverse, and more equitable, welcoming campus.

#### **Question #4: How Will the Equity-Driven Systems Model Help Us Make DEISJ Changes?: Understanding the Combined and Coordinated Power of Administrative AND Grassroots Change**

##### **STEP 1: Administrative Cabinet-Level Action Steps: A Central Commitment to DEISJ:**

As mentioned in Question #1—Who Should Be Responsible for DEISJ Change? From a systems model, if DEISJ action steps involve everyone on campus, then to be most effective, there must be a clear and present call and commitment to implementing change emanating FROM THE TOP LEVELS of university leadership, that can then be infused throughout the university.

Therefore, this past summer, I asked all Cabinet members to each take the initiative to adopt an equity-driven lens in order to more critically review and identify equity gaps both within their divisions and to work collaboratively across divisions on larger campus DEISJ initiatives. Then as we prepared for our annual Summer Cabinet retreat, the Cabinet engaged in multiple facilitated meetings to make progress in adopting and identifying DEISJ action steps.

Again, using an Equity-Driven System Change (EDSC) model (refer back to Diagram 1), since the Cabinet has primary responsibility for campus policies, practices and resource flows, I asked the Cabinet to focus on making changes at the **structural level of policies, practices, and resource flows** within each of their respective divisions, as well as making changes at the **relational level of relationships, connections and power dynamics**.

Each Cabinet member has been working to identify and champion DEISJ action steps within their division, as well as work collaboratively with each other across divisions. This fall, all Cabinet members will be seeking broad consultation and discussion of their divisional DEISJ goals. These goals will be presented for campus discussion at our President's Commission on Diversity and Inclusion (PCDI).

Please note that these Cabinet-level DEISJ action steps are dynamic and necessarily will evolve as campus discussions help further refine these goals, and as budget constraints permit. I am pleased and proud of this initial list of action steps that Cabinet members will undertake this academic year.

Thus far, a draft of the Cabinet-level goals are outlined below:

- (1) **Pres/Cabinet** = Campus dialogue and communication and campus art installations:
  - Host regular opportunities for campus community input, dialogue, and discussion for updates and evolving DEISJ action steps;
  - Four years ago, the campus grounds only included abstract art installations. In the last two years, we have for the first time installed two art pieces that explicitly reflect cultural diversity. In 2017, our [Peace Pole](#) was designed and built by Professor Dean DeCocker and his Art students depicting the phrase, "May Peace Prevail on Earth." in 16 different languages used by our students and our surrounding community. Our second installation is a beautiful [social justice-inspired Oaxacan mural in our Art Courtyard](#) by Mexico City-based artist completed last Fall 2019. More cultural art is planned for the immediate future in our newly renovated Library and elsewhere across campus.
- (2) **President** = Provide funding for DEISJ activities and initiatives:
  - President's Office will continue ongoing annual \$50,000 funding for proposals that support DEISJ activities, initiatives and research;
  - Academic Affairs is contributing an additional \$50,000 to support faculty research and teaching professional development DEISJ-related projects.
- (3) **HR/Cabinet** = Assess hiring, recruiting and retention for students and all employees:
  - Examine and implement more effective and transparent equitable outreach and recruiting efforts to support hiring, retention, professional development, and promotion of staff, tenure/tenure-track faculty, lecturers, and administrators;
  - Examine and implement equitable recruitment of students at the undergraduate, credential, master's and doctoral levels;
  - Examine and implement effective retention,
- (4) **President/Advancement/Cabinet** = Assess external and community partnerships:
  - Assess and continue to increase efforts to diversify internal and external advisory committees and relationships (e.g., Foundation Board, President's Community Ambassador Council, Alumni Council, other College advisory committees);
- (5) **Academic Affairs (AA)** =

- Examine and implement more effective and transparent equitable outreach and recruiting efforts to support hiring, retention, professional development, and promotion of staff, tenure/tenure-track faculty, lecturers, and administrators;
- Continue positive trends over the past few years in increasing the hiring of diverse new tenure-track faculty members;
- Continue to examine and implement more effective faculty retention strategies, programs and initiatives to better support faculty of color on campus.
- Focus efforts to recruit and retain diverse lecturers and staff;
- Beginning this academic year, AA will require Anti-Bias training for all faculty search committee members;
- Partner with SPEMI to examine and implement equitable recruitment of students at the undergraduate, credential, master's and doctoral levels;

**(6) Business & Finance (BF)=**

- Create a first-ever BF Diversity Action Plan that builds on the Stan State Diversity Action Plan, as well as the University's Strategic Plan;
- Support the President's new Campus Advisory Board on University Policing and Community Service (CABPCS);

**(7) Student Affairs (SA) =**

Involving Students:

- Continue to advocate for, support, and report on programs/activities, needs, and growth in the Warrior Cross Cultural Center, Undocumented Student Services, the Male Success Initiative, Student Support Services, the Freshman Success Program, student-athletes, Project Rebound (formerly incarcerated), Educational Opportunity Program, Promise Scholars (former foster youth), Basic Needs, Disability Resource Services, and other programs supporting special populations and underserved students;
- Lead cross-divisional collaboration and research as we develop our Black Student Success project through the Middle Leadership Academy program through the CSU Student Success Network;
- Continue to advocate for students with disabilities, and collaborate with all divisions to emphasize the importance of providing reasonable accommodations for qualified students with disabilities and other inclusion and equity practices (e.g., text book adoption, video captioning);
- Oversee the collaborative review of the 2020 Student Climate Survey results and convene appropriate work groups to address gaps in student support, LGBTQIA+ students and others to be informed by the results;
- Lead cross-divisional collaboration, research, and participation as an invited and selected Cohort 2 institution in the First Scholars program through NASPA's Center for First Generation Student Success.

Involving SA Staff, SA Leadership and Work with Other Divisions:

- Continue to create robust opportunities for staff engagement in professional development at all levels of the division;
- Continue to evaluate and improve inclusive and equitable practices around searches, hiring, and onboarding staff, faculty, and administrators within SA;
- Build capacity in the Student Affairs Council to lead deeper DEISJ conversations in all departments and programs in the division;
- Work collaboratively with other divisions to seek and apply for grant funding to support student success for historically underserved students;



- Fully implement and hold regular meetings of the Student Commission on Diversity, Inclusion and Belonging (SCDIB) to facilitate the inclusion of student voice with the President's Commission on Diversity and Inclusion (PCDI);
- Lead the continuing work of the SA Inclusive Excellence Committee to develop a long-term DEISJ plan that incorporates climate survey results, research, and themes identified from the June 2020 SA Leadership.

(8) **Strategic Planning, Enrollment Management and Innovation (SPEMI)** =

- Oversee the Enrollment Management Committee's (EMC) Role in fulfilling the access and equity mission of the University;
- Continue to strengthen Admissions and Outreach Services and Enrollment Services to serve the unique needs of our diverse communities (e.g., providing bilingual, exceptional outreach services to our Spanish-speaking and other diverse communities such as the Hmong community);
- Examine and strengthen processes to support students with Financial Aid with a focus on equity issues;
- Commit to collect and publish Diversity and Equity data dashboard reports. See: <https://www.csustan.edu/iea/diversity-and-equity-data-portal>. Also post equity-related national rankings and accolades. For example:
  - **Best College for Hispanic Students:** Stanislaus State Ranked #25 (Top 50),
  - *U.S. News & World Report's "Best Colleges 2021" Rankings in Four Categories: Social Mobility, Best for Veterans, Best Value and Top Public Schools.* Stanislaus State placed in the top 30 on four rankings of colleges located in the West: No. 7 **Social Mobility**, No.11 Top Public School, No. 18 Best Colleges for **Veterans**, No. 29 Regional Universities (West) <https://www.csustan.edu/article/stan-state-among-top-30-colleges-west>
  - *CollegeNET* ranked Stanislaus State as No. 8 in the nation on its **Social Mobility Index** (SMI). <https://www.csustan.edu/article/stan-state-top-10-university-nationally-social-mobility>;
- Provide NEW additional innovation funding (**IDEAS**) for teaching, research and service projects related to DEISJ (\$25,000).

(9) **Advancement (ADV)** =

- Understand and unpack power and privilege dynamics by building cultural humility and action throughout the Division;
- Work with ADV managers regarding DEISJ-related goals;
- Participate actively in PCDI meetings and other events;
- Identify and build relationships with diverse donors and other external community groups;
- Solicit and communicate stories that represent an DEISJ commitment;
- Initiate a new Campus Naming Protocol to consider more social and racial justice naming opportunities (e.g., Warrior Cross Cultural Center and other locations);
- Expand fundraising opportunities to secure new sources of funds for student' Basic Needs, scholarships for students in need, etc.,

(10) **Human Resources, Equal Opportunity and Compliance (HREOC)** =

- Provide training to hiring managers on understanding and using the University's annual Affirmative Action Plan regarding recruitment, hiring and equitable compensation strategies.
- Provide hiring managers with the training and materials to conduct fair and validated selection processes to minimize bias in finalist selection.

- Expand funding for recruitment advertisements.
- Co-create with PCDI and University leadership a bias-response program and supportive measures for students, faculty and staff.

(11) **President's Office for Special Initiatives =**

- Continue to support and assist the establishment of campus affinity groups (e.g., Black Faculty and Staff Association-BFSA, LatinX Faculty and Staff Association-LFSA, Asian and Pacific Islander Faculty and Staff Association-APIFSA, LGBTQ+ Faculty and Staff Association).
- In coordination with the University Committee for Public Art, ensure that Campus landscape reflects the diversity (race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socioeconomic status, physical and cognitive differences, political views, and veteran status) of the campus community. Murals and exhibits on the campus that illuminate the history and contributions of historically underserved and underrepresented groups in the region and beyond.
- Support graduation ceremonies for historically underrepresented groups, including those who have been underserved due to their race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socioeconomic status, physical and cognitive differences, political views, and veteran status.
- Identify and celebrate faculty, staff, and students who demonstrate outstanding equity/inclusion related research, teaching, and service.
- Engage with local/regional organizations to establish a shared commitment towards community matters of equity/inclusion (for example City of Turlock/Stan State Joint Taskforce on Diversity & Inclusion). Consult with local agencies about the challenges experienced by local community groups.

**STEP 2: "Bottom-Up Grassroots" DEISJ Efforts Through Coordinated Continued**

**Campus Work Led by the President's Commission on Diversity and Inclusion (PCDI):**

Beginning in 2017, with the approval and involvement of the Senate, I formally convened a new President's Commission for Diversity and Inclusion. The PCDI is a large, representative Commission, with 37 members from all constituency groups on campus including faculty, staff, students and administrators. I charged the Commission to create a [University Diversity Action Plan](#) using a comprehensive university framework (Clayton-Pedersen, Parker, Smith, & Moreno, 2007) that addressed four areas, referred to as the Four Pillars: (1) Campus Climate; (2) Curriculum and Programming; (3) Recruitment and Retention; and (4) Community Partnerships.

Under the outstanding leadership of Dr. Kilolo Brodie (PCDI Chair), Dr. Daniel Soodjinda (PCDI Vice Chair), and Neisha Rhodes (Director of Presidential Initiatives), and working with the 34 other members of PCDI over the past two years, the Commission drafted and submitted the University's Diversity Action Plan which was reviewed and approved by the Senate in 2019 and is currently posted on our PCDI website.

There are three functional reasons for why the ongoing work of PCDI is vital to our success:

- (1) **Inclusive grassroots membership and engagement**—PCDI is very large, because it seeks to be very inclusive of all constituency groups on campus with students, faculty, staff and administrators. In fact, while most high-level committees on campus do include student voice, these committees generally only include one or two student

representatives who are asked to represent all student voices. However, because student voices are so important in this work, ASI, Inc. is partnering with the Student Affairs division to create their own “student-based mini-PCDI”—or Student Commission on Diversity, Inclusion and Belonging (SCDIB) that will include all student clubs and organizations to permit even greater access, dialogue, and representation of student voices all across campus in working with PCDI.

- (2) **Coordinating Umbrella Function**—PCDI also is vital to our EDSC model because it serves to bring both the top-down and bottom-up leadership together to engage in conversation and dialogue as we co-create our DEIJS action plans together. Because all Cabinet members sit on PCDI, the top Cabinet leadership can hear from all sectors of the university and engage in meaningful dialogue with PCDI members. From this standpoint, PCDI serves an important coordinating role as the umbrella commission that subsumes all action steps that report to the President’s Office.
- (3) **Assessing, Tracking Progress, and Accountability**—Finally, another function or role of PCDI is that it will work closely with our Institutional Effectiveness and Assessment Office to annually assist all divisions to assess, track progress, and provide overarching accountability on progress on our DEISJ action plans.

### **Next Steps and Concluding Comments**

Following the tragic murders of George Floyd and others, PCDI sprang into action this summer and called a series of virtual, open campus meetings and town halls for students, faculty, staff and others to share their thoughts, stories, and lived experiences with each other. More importantly, PCDI took the initiative to re-assess and begin to re-prioritize our existing Diversity Action Plan in light of the urgent national focus on social and racial justice change. This work has continued this Fall and PCDI has now created a set of immediate action items that will guide our campus’s DEISJ movements this academic year. As a result of the Cabinet’s work this summer, each Cabinet member is now presenting to PCDI and the campus their specific DEISJ action plans.

PCDI’s work in developing our evolving diversity action plan, and the operationalization of the plan during these challenging times, is a demonstration of how a grassroots coordinating body, with cross-campus and cross-cultural representation, can utilize a top down and bottom up approach that will hold our campus stakeholders accountable to our DEISJ efforts.

In sum, this concept paper represents a “living document” that will continue to evolve as we make progress in our DEISJ work. The paper provides an overarching framework that outlines our EDSC system approach for our campus’ action plans. I am confident that we will continue to work in close collaboration and communication with all sectors of our campus and community. By starting with an equity-driven perspective and employing an Equity-Driven System Change model, I believe our campus will enact transformational change that will become indelibly infused with Stanislaus State’s core ethos. This renewed equity-focused campus culture ultimately will serve to uplift, inspire and support **everyone** on campus—our remarkable and resilient students, our talented and caring faculty, our devoted and tireless staff, and our dedicated and steadfast administrators.

Embarking on this DEISJ journey is not an easy task. But we are Warrior tough. We are willing to take a critical look at our ourselves to challenge ourselves and the campus to forge meaningful DEISJ action steps together. And that is a beautiful thing—we are a strong Warrior family. And together Warriors take care of each other.

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