

Introduction

At California State University, Stanislaus (including our Stockton campus), it is our mission to enhance the different voices of ourselves, students and communities through deliberate engagement, continual discovery and ongoing transformation. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning. Our commitment to champion diversity and inclusion, which is highlighted in our strategic plan, means that we must create and sustain a diverse campus community through recruitment, hiring, and retention of underrepresented faculty, and staff, and enrollment, retention and graduation of of underrepresented students. We must develop and broaden our curriculum so that it is grounded in matters of diversity, inclusion, and social justice, and we must do so within a campus that welcomes, includes, and supports all campus community members. Because we serve a diverse student population, and have been designated as a Hispanic Serving Institution (HSI), we must also be proactive in developing strategies that support the success of our our underserved students by ensuring that our programs and resources are accessible and attainable.

In order to reach these goals, we must cultivate, advance, and maintain a diverse and inclusive campus. We can not embody an institution of excellence without supporting the tenets of diversity. Within an institution of higher education, diverse perspectives enhances rich learning experiences and stimulates growth. And by maintaining a vision that is inclusive, we are ensuring that all campus community members are visible, valued, and heard. In maintaining our stance in being an inclusive campus, our diverse faculty, staff and students, are viewed as assets that play an important role in advancing our institutional goals, mission, and vision.

Our commitment to a diverse and inclusive campus, reflects our commitment to deliver a nurturing, safe, and critically reflective learning community. We recognize and acknowledge the scholarship, policies, and practices relating to systemic and institutional racism, white supremacy, and social justice - and hope that the included “Diversity and Inclusion Action Plan” addresses these areas of injustice in an actionable manner. The action plan is meant to ensure that all students, staff, and faculty thrive at Stanislaus State, by equipping them with the resources needed for success.

A campus that is diverse and inclusive requires collaborative work, and in order to support our mission and vision, all members within our campus community - students, staff, and faculty - must play a role and be accountable. The purpose of the action plan is to formalize and guide our institution’s efforts in cultivating, advancing, and maintaining a diverse and inclusive campus by establishing a set of tasks that are guided by the campus diversity statement, and the four pillars of diversity and inclusion that grounds our efforts around: campus climate, curriculum and programing, recruitment and retention, and community partnerships.

Statement on Diversity, Equity, Inclusion, and Social Justice

California State University, Stanislaus is a collegiate community that serves a diverse population of students, faculty, staff, and administration. These facets of diversity encompass but are not limited to: race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socio-economic status, physical and cognitive differences, political views, and veteran status. The University is intent on engaging with all of its community members in meaningful ways that support the values and strengths that each individual brings to this campus. In building a community inclusive of everyone, more than recognition, tolerance, acceptance, and celebration are required; CSU Stanislaus also strives to teach, incorporate, mediate, and promote issues of diversity that go beyond the surface.

The ways in which the University actively embodies diversity include:

- Offering courses that are centered on or incorporate material for our diverse student, faculty, and staff populations, as well as educating us about one another.
- Recruiting and hiring administrators, faculty, staff and students to create a diverse campus community through employment practices and faculty/staff development opportunities.
- Recruiting and hiring faculty who are passionate about and committed to (1) sharing, as appropriate, course materials reflective of underrepresented histories and cultural issues; (2) participating in discussions related to these matters in the classroom on a regular, rather than occasional, basis; (3) honoring the complex diversity of this region; and/or (4) engaging colleagues and students in teaching and learning that promotes dialogue, critical reflection, and action focused on human dignity and worth.
- Encouraging, organizing, funding, and promoting workshops, trainings, clubs, lectures, forums, orientations, and other events that allow our community of students, administrators, staff, and faculty to come together to learn about and support one another and discuss experiences, understandings, and values en masse.
- Assembling services, activities, and committees that continually gauge the ways in which diversity is honored and promoted on campus and in neighboring communities.
- Offering targeted methods of outreach toward the recruitment, retention, and graduation of a diverse student body.
- Understanding that creating an inclusive community is an ongoing project, thus always requiring reassessment.

Through these various strategies, California State University, Stanislaus seeks to do more than merely

acknowledge its invaluable members and local constituents. We wish also consistently to demonstrate equity in status, rights, and opportunities through the establishment of purposeful conversations that inspire our students to reach out to each other and beyond. This thread of respect should also resonate through the attitudes of campus administrators, students, staff, and faculty. The University believes this type of environment will continue to attract and to retain a socially-just image of what we represent and who we are.

Diversity and Inclusion Action Plan

The Stanislaus State Diversity and Inclusion Action Plan formalizes and guides our university's efforts to uphold the Campus Diversity Statement. The Action Plan is organized around four pillars of diversity (I-IV) comprised of eight priorities (1-8). For each priority, we have identified one or more tasks with measurable outcomes, responsible parties, and timelines. Collectively and collaboratively working towards these priorities will foster a diverse and inclusive learning community by increasing awareness, understanding, and action. Within the plan, the “assigned to” areas indicate the parties who will address the aligned task. Upon completion of each task, reports shall be sent to the President's Commission on Diversity and Inclusion (PCDI) for review by October 31st. Once the review has taken place, a report by the PCDI will be completed and submitted to the President by mid-February that examines the action plan’s outcomes and areas of strength and weaknesses. In an effort to address our campus efforts towards diversity, inclusion, and social justice, the PCDI will support, recommend and provide resources to departments in their efforts to address the goals of the action plan.

Pillar I: Campus Climate

1. Create and foster a campus conducive to diversity, inclusion, and social justice.
2. Understand that creating an inclusive community is an ongoing project, thus always requiring reassessment.

Pillar II. Curriculum and Programing

3. Support and encourage curriculum and co-curriculum that teaches and addresses issues of diversity and inclusion, specifically as it relates to the needs and issues of historically underserved and underrepresented groups.
4. Encourage, organize, fund, and promote workshops, student organizations, committees, service learning opportunities, lectures, forums, orientations, research, scholarship, and other events or activities that allow our campus community (students, administrators, staff, and faculty) to learn, discuss, and understand our diverse experiences and perspectives.

Pillar III. Recruitment and Retention

5. Offer targeted methods to increase enrollment, retention, and graduation of historically underserved and underrepresented student populations.
6. Recruit staff, faculty, and administrators who reflect historically underserved groups through fair and equitable employment practices.
7. Recruit and retain faculty who are passionate and committed to (1) engaging critical and intersectional approaches to pedagogy, research, and curriculum on diversity and inclusion; (2) participating in discussions related to these matters in the classroom on a regular, rather than occasional basis; (3) honoring the complex diversity of this region; and/or (4) engaging colleagues and students in teaching and learning.

Pillar IV. Community Partnerships

8. Outreach to external community/region.

Priority 1. Create and foster a campus conducive to diversity, inclusion, and social justice.

Task 1.1: Increase the representation of cultural diversity in the physical and aesthetic spaces on campus.

Measure: 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.

Assigned to: University Committee for External Public Art, Art Department, University Advancement, Facilities Services

Timeline: Ongoing

Task 1.2: Establish a central location (ie. cross cultural and/or social justice center) to create and foster cross cultural exchange, promote social awareness, create artistic and intellectual exchange, and educate for social action among the diverse campus community.

Measure: One central location (ie. cross cultural center and/or social justice center) that is widely known to serve as a unifying space that respects the diversity of students, faculty, and staff.

Assigned to: PCDI, Student Affairs, Academic Affairs, Facilities Services

Timeline: Completed Fall, 2018

Task 1.3: Increase support and awareness of existing resources and organizations that serve historically underserved 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, and identify and develop additional programs.

Measure: Central database/web site listing of available and planned resources; number of persons utilizing those programs.

Assigned to: PCDI, Institutional Research, Student Affairs, Public Affairs, Interested student clubs/organizations

Timeline: Ongoing

Task 1.4: Institute 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.

Measure: Number of celebration ceremonies and receptions that are representative of our historically underserved and underrepresented student groups.

Assigned to: Student Affairs, Interested student clubs/organizations, Academic Affairs

Timeline: Annually

Task 1.5: Promote and publicize PCDI.

Measure: Maintain PCDI website. Requests for consultation with campus committees and student groups. Regular campus forums held. A promotional video of PCDI is circulated. A campus-wide statement is issued by President Junn.

Assigned to: PCDI, President's Office

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 1.6: Ensure that there are campus resources offered to students, faculty, and staff related to discrimination, hate crimes, sexual assaults, harassment and violence

Measure: Distribution of resources, offering of campus workshops, funding support for such services

Assigned to: Student Affairs, Faculty Affairs, Public Affairs, HREOC, Student Health Center

Timeline: Annual reports by HREOC

Priority 2. Understand that creating an inclusive community is an ongoing project, thus always requiring reassessment.

Task 2.1: Conduct periodic surveys that captures campus climate matters among all students, faculty, and staff

Measure: Survey outcome data (will be shared with campus community)

Assigned to: Student Affairs, Faculty Affairs, HREOC

Timeline: Three-year reports by HREOC, Student Affairs

Task 2.2: Complete an annual report that captures the outcomes examined in the institutional

equity/inclusion “Action Plan.”

Measure: Annual report

Assigned to: AA VP, SPEMI VP, B&F VP, Student Affairs VP, Advancement VP, Senior AVP HR

Compilation by PCDI, President’s Office

Timeline: End of fall semester

Task 2.3: Utilize multiple outlets to share information relating to the annual “Action Plan” outcomes, and other efforts completed by the PCDI

Measure: Public affairs - analysis of communication channels and quality/quantity of updates (social media, webpage, etc.)

Assigned to: PCDI, President’s Office, Public Affairs (University Advancement)

Timeline: Ongoing - President’s cabinet will report progress within each division annually.

Task 2.4: Use and sharing of campus climate survey data outcomes to evaluate, develop, and redesign programs to improve the campus climate

Measure: Number of meetings related to data analysis, number of actions taken

Assigned to: PCDI, academic departments, AA VP, SPEMI VP, B&F VP, Student Affairs VP, Advancement VP, Senior AVP HR

Timeline: Ongoing - President’s cabinet will report progress within each division annually.

Task 2.5: Review and update the diversity and inclusion action plan regularly so that it remains in alignment with the goals and mission of our institution to foster and grow an inclusive campus community.

Measure: Number of action plan reviews, and number of changes made.

Assigned to: PCDI

Timeline: Biennially

Priority 3. Support and encourage curriculum and co-curriculum that teaches and addresses issues of diversity and inclusion, specifically the needs and issues of historically underrepresented groups, including those who have been undreserved 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.

Task 3.1: Complete a Diversity Curriculum review

Measure: Number of courses and programs that teach and addresses: diversity, inclusion, and equity.

Assigned to: Academic Affairs Provost's Office, academic departments, PCDI

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 3.2: Fund professional development for faculty who wish to engage in critical discussions and approaches to the study of inclusion, equity, justice, and the needs of 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, socio-economic status, physical and cognitive differences, political views, and veteran status

Measure: Number of courses developed and implemented through sponsorship of PCDI.

Assigned to: Faculty Development Center, Faculty Affairs (Academic Affairs), PCDI

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 3.3 Support and fund additional courses that focus on critical discussions and approaches related to inclusion, equity, justice, and the needs of 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, socio-economic status, physical and cognitive differences, political views, and veteran status.

Measure: Number of students enrolled and number of courses offered that address topics and concepts in diversity, inclusion, equity, and social justice.

Assigned to: Academic Affairs Provost's Office, Academic departments

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 3.4 Ensure the Multicultural requirement addresses the histories and experiences of underserved and underrepresented groups.

Measure: Courses that contribute to the Multicultural requirement of a degree program addresses the histories and experiences of underserved and underrepresented groups in learning outcomes.

Assigned to: GE Committee, UEPC, Academic Affairs Provost's Office, Academic departments

Timeline: Ongoing

Task 3.5 Collect data on courses that integrate concepts of diversity, equity, and social justice.

Measure: Courses include learning outcomes, curricular resources, pedagogical strategies, and assessments that are anchored in matters relating to diversity, equity, and social justice.

Assigned to: Academic Affairs Provost's Office, Academic departments

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 3.6 Support professional development workshops that are related to concepts in critical pedagogy, culturally relevant pedagogy, etc.

Measure: Number of workshops

Assigned to: Faculty Affairs, Faculty Development Center, PCDI

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Priority 4. Encourage, organize, fund, and promote workshops, student organizations, committees, service learning opportunities, lectures, forums, orientations, research, scholarship, and other events or activities that allow our campus community (students, administrators, staff, and faculty) to learn, discuss, and understand diverse experiences and perspectives - 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.

Task 4.1: Sponsor and co-sponsor off and on campus events and activities that promote diversity, equity and inclusion.

Measure: Number of events and activities sponsored by PCDI; Attendance; Event evaluation or survey

Assigned to: Student Affairs, Student Cultural Center

Timeline: Ongoing - President's cabinet will report progress within each division

annually.

Task 4.2: Develop an ongoing Diversity Calendar of campus and local/regional community events.

Measure: Publication and sharing of calendar. Number of events on calendar.

Assigned to: Student Affairs, Student Cultural Center, University Advancement, Interested student clubs/organizations

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Priority 5. Offer targeted methods to increase enrollment, retention, and graduation of historically underrepresented student populations, 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.

Task 5.1: Develop, implement, and maintain a student recruitment plan that increases the enrollment, retention, and graduation of historically underserved and underrepresented student populations at the undergraduate and graduate levels.

Measure: Distribution of outreach and recruitment plans that include specific strategies for all historically underserved and underrepresented student populations.

Assigned to: Admissions & Outreach Services (SPEMI), Center for Excellence in Graduate Education (Academic Affairs), Graduation Rate Excellence and Assessment Team (GREAT)

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 5.2: Improve retention rates of historically underserved and underrepresented students.

Measure: Improvement in retention rates; reduce roadblocks to student progress.

Assigned to: Academic Affairs, Student Affairs, GREAT

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 5.3: Improve four and six - year graduation rates, and program completion rates of historically underrepresented undergraduate students, including those who have been underserved due to their race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socio-economic status, physical and

cognitive differences, political views, and veteran status

Measure: Improvement in graduation rates for targeted student populations

Assigned to: Academic Affairs, Student Affairs, GREAT

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 5.4: Minimize achievement gaps between racial groups on campus.

Measure: Analysis of achievement gaps by race.

Assigned to: Institutional Research, Academic Affairs, Student Affairs

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 5.5: During New Student Orientation, and the Graduate Student Welcome Event, offer targeted gatherings/workshops towards historically underserved and underrepresented student groups that will welcome them to the campus/community and provide a pathway towards student success.

Measure: First year retention rates

Assigned to: Student Affairs, Academic Affairs, Interested student clubs/organizations

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Priority 6. Recruit staff, faculty, and administrators that represent historically underrepresented groups through fair and equitable employment practices, 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 abilities, and veteran status.

Task 6.1: Enhance the diversity of faculty, staff and administrator candidate pools

Measure: Application and appointment rates by employee category (race, ethnicity, veteran status, disability, gender, gender identification, sexual orientation, social class, etc.)

Assigned to: Human Resources, Faculty Affairs, Institutional Research

Timeline: Ongoing - President's cabinet will report progress within each division

annually.

Task 6.2: Evaluate retention rates of diverse faculty, staff, and administrators

Measure: Retention/promotion rates by employee category (race, ethnicity, veteran status, disability, gender, gender identification, sexual orientation).

Assigned to: Human Resources, Faculty Affairs, Institutional Research

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 6.3: Develop/maintain faculty and staff mentoring programs

Measure: Effectiveness of mentoring program, number of mentoring partnerships established

Assigned to: Faculty Affairs, Human Resources

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 6.4: Diversify faculty hiring committees

Measure: Analysis of faculty hiring committees by race, ethnicity, veteran status, disability, gender, gender identification, sexual orientation, social class, etc.

Assigned to: Human Resources, Faculty Affairs, Institutional Research

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 6.5: Utilize recruiting strategies and job postings that will attract faculty with interests in studying matters relating to diversity, inclusion, equity, and social justice.

Measure: Develop and distribute an updated statement that could be added to all job listings that emphasizes the priority for hiring faculty who value diversity and inclusion; number of job postings that seek out faculty with interests in matters relating to diversity, inclusion, equity, and social justice; annual audit of departmental recruitment efforts towards historically underserved and underrepresented groups

Assigned to: Faculty Affairs, President's Office

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 6.6: Support and fund mentorship programs that are geared towards historically underserved student populations, or students who have interests in matters relating to diversity, equity, and social justice.

Measure: Number of supported mentorship programs

Assigned to: Student affairs, PCDI

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Priority 7. Recruit and retain faculty and staff who are passionate and committed to (1) engaging critical and intersectional approaches to pedagogy, research, and curriculum on diversity and inclusion as it pertains to 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; (2) participating in discussions related to these matters in the classroom on a regular, rather than occasional basis; (3) honoring the complex diversity of this region; and/or (4) engaging colleagues and students in teaching and learning that promotes dialogue, critical reflection, and action focused on human dignity and worth.

Task 7.1: Through the usage of grants, fund and support research, scholarship, and professional development of faculty, staff, and students who engage critical discussions and approaches to diversity and inclusion.

Measure: Number of proposals and projects funded by PCDI. Circulation of research and publications on PCDI website.

Assigned to: PCDI, President's Office

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 7.2: Identify and celebrate faculty, staff, and students who demonstrate outstanding equity/inclusion related research, teaching, and service.

Measure: Number of candidates, and PCDI annual award and award celebration

Assigned to: PCDI, Leaves and Awards Committee, President's Office, Interested student clubs/organizations

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 7.3: Organize an institutional-wide colloquium that focuses on faculty, staff, and student

research on equity/inclusion related topics

Measure: Annual conference on equity/inclusion

Assigned to: PCDI, President's Office

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Priority 8. Administrators, Faculty, Staff, and Student Outreach to External Community/Region

Task 8.1: Engage with local/regional organizations to establish a shared commitment towards community matters of equity/inclusion. Consult with local agencies about the challenges experienced by local community groups.

Measure: Number and scope of local/regional partnerships

Assigned to: PCDI, President's Office, University Advancement, interested student clubs/organizations

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 8.2: In coordination with the City of Turlock Mayor's Office, schedule annual meetings with diverse community leaders that represent the local communities in our six county service areas. We will specifically seek out meetings with leaders who represent communities who have been underserved due to their race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socio-economic status, physical and cognitive abilities, and veteran status.

Measure: Number of collaborative or co-sponsored events

Assigned to: President's Office, University Advancement, Cabinet

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 8.3: Have a presence in community organizations and local cultural events

Measure: Number of attended events

Assigned to: University Advancement, Cabinet, Student clubs/organizations

Timeline: Ongoing - President's cabinet will report progress within each division annually.

Task 8.4: Encourage departments and programs to consider including a statement in their elaborations that supports faculty outreach and service to external organizations that represent underserved communities

Measure: Review of departmental elaborations

Assigned to: Faculty affairs, Academic departments

Timeline: Ongoing - Academic Affairs

Glossary of Operational Terms

Diversity: Individual differences (e.g. life experiences, learning styles, personality types) and group or social differences (e.g. race, ethnicity, socio-economic status, class, gender identity, sexual orientation, nationality, ability, political perspectives, religious identity, and other affiliations).

Equity (student focus): The creation of opportunities for historically underrepresented populations to have equal access to and participation in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity (employee focus): The creation of opportunities for historically underrepresented populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

Inclusion: The active, intentional and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within (and change) systems and institutions.

Underserved groups: Includes anyone in the campus community (faculty, staff, students) who have historically not received equitable resources when compared to other groups. Typically, these groups include 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 abilities, and veteran status.

