SAN DIEGO STATE UNIVERSITY

College of Education

2021-2025 Diversity and Inclusion Action Plan

On December 17, 2020, the SDSU Senate and the Office of Student Affairs and Campus Diversity approved this College of Education Diversity and Inclusion Action Plan that will guide DEI initiatives for the next five years.

SAN DIEGO STATE
UNIVERSITY

College of Education

Diversity and Inclusion Action Plan[1]
(COE - DIAP)

1. **Unit Name:** College of Education

2. **Primary Contact Name:** Y. Barry Chung, Dean

3. **Primary Contact Email:** ybchung@sdsu.edu

4. **Planning Committee Members**

A COE Diversity and Inclusion Planning Committee was formed in Fall 2019 to engage in the work of diversity and inclusion action planning. A message was sent to all COE students, faculty, and staff inviting them to participate. As per evidence below, the committee exhibits broad representation from across all COE departments, auxiliary units, roles, race-ethnicity, language, sexual orientation, and gender identity. The committee is comprised of the following twelve members:

❏ **Cristian Aquino-Sterling,** DIPC Co-chair, Associate Professor (School of Teacher Education) and Associate Dean for Diversity and International Affairs (College of Education). **Email:** caquino@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **Marva Cappello**, Professor (School of Teacher Education) and Director (Joint Ph.D. Program in Education). **Email:** cappello@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **Idara Essien Wood,** Assistant Professor, Department of Child and Family Development. **Email:** iessienwood@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **Heather Jaffe,** Doctoral Student (Joint Ph.D. Program in Education) and Lecturer (Department of Child and Family Development). **Email:** heather.jaffe@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **Audrey Hokoda,** Professor, Department of Child and Family Development (University Senate's Excellence in Teaching Award, 2019). **Email:** ahokoda@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

---

[1] See *addendum* on page #16 with steps involved in developing the COE Diversity and Inclusion Action Plan (COE-DIAP).

❏ **Paul Luelmo,** Assistant Professor, Department of Special Education. **Email:** pluelmo@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **Sarah Maheronnaghsh**, Lecturer, Department of Dual Language and English Learner Education. **Email:** smahero@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **Vicki Park,** Associate Professor, Department of Educational Leadership. **Email**: vpark@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **Sonia Peterson,** Assistant Professor, Department of Rehabilitation, Administration & Postsecondary Education. **Email:** slpeterson@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **marcela polanco,** Associate Professor, Counseling and School Psychology. **Email:** marcela.polanco@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **Nina Salcedo Potter**, DIPC Co-Chair, Director of Assessment and Accreditation, College of Education. **Email:** npotter@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

❏ **Manuel Uribe**, Web & Multimedia Specialist, College of Education. **Email:** muribe@sdsu.edu. **Completed:** Pre-readings; Implicit Bias Seminar; IAT; Institutes.

4.a. The Diversity and Inclusion Statement that has been developed and approved as part of the planning process has been posted to the unit's website: **Yes**.

5. **Diversity and Inclusion Statement and How the Plan was Produced**

In 2018, the COE Policy Council approved the following standing diversity statement formulated by the standing COE Committee to Promote Diversity, Equity, and Outreach (CPDEO)[2]:

> *The College of Education (COE) at San Diego State University is committed to implementing and sustaining a responsive, safe, and supportive learning environment for all. Accordingly, we are committed to partnering and working in collaboration with community agencies and organizations that embrace this mission, particularly with regard to educating and serving students from all races, ethnicities, nationalities, sexual orientations, gender identities, creeds, religions, ages, social classes, socio-economic statuses, documentation statuses, physical and cognitive differences, political views, and veterans statuses.*

However, as the COE Diversity and Inclusion Planning Committee engaged in official university processes for developing a Diversity and Inclusion Action Plan, the Division of Diversity and Innovation mandated new criteria[3] to assist in the formulation of diversity statements across the university (see below).

---

[2] DICP was formed after the Associate Dean for Diversity and International Affairs invited CPDEO members to join in the strategic work of diversity and inclusion planning as per Senate mandate. Understandably, most CPDEO members were not ready to take on the task given the fact most were tenure-track faculty and did not have availability of time required for carrying out the task successfully.
[3] https://diversity.sdsu.edu/initiatives/resources

DDI Criteria - Diversity and Inclusion Statement:

- Statement establishes the unit's commitment to diversity and inclusion
- Statement outlines how diversity and inclusion contribute to excellence in the focal area or discipline
- Statement identifies the unit's long-term goals for equity, diversity, and inclusion
- Section includes some description of how the statement is the product of discussions involving key unit stakeholders [EC4]

Building on the COE standing diversity statement, the Diversity and Inclusion Planning Committee (DIPC) formulated a new statement based on DDI criteria provided above. Once DIPC completed revisions, the statement was sent to CPDEO for review. Feedback received that aligned with DDI diversity statement criteria was incorporated into the diversity statement.

The result of this process produced a statement that was first presented to the COE at a Town Hall on September 22, 2020 for review. Feedback received that aligned with DDI diversity statement criteria was incorporated into the diversity statement. In addition, subsequent COE faculty and staff feedback (10-20-20 and 11-02-20) and feedback from Diversity Liaisons (10-26-20 and 10-29-20) was also incorporated into the statement.

The College of Education at San Diego State University is a vibrant community of scholarly engagement and professional practice where diversity, equity, and inclusion drive innovation across our teaching, learning, counseling, research, and community service endeavors. We draw on our strengths as a college within a Hispanic Serving Institution (HSI)--uniquely positioned in the San Diego-Tijuana transborder region and ancestral land of the Kumeyaay Nation--to effect educational and social change at local, regional, national, and international levels.

As a diverse and interdisciplinary community of educational researchers and professional practitioners, we are committed to sustaining a responsive and supportive teaching, learning and working environment for all members of our community, and to establishing collaborative partnerships with local, regional, national and international universities, community agencies and organizations that embrace this mission, particularly with regard to educating, serving, and supporting students, faculty, staff, and community members across the spectrum of races, ethnicities, cultures, social classes, sexual orientations, gender identities and expressions, linguistic identities, body identities, religious or secular beliefs, spiritual traditions, creeds, political views, ages, abilities, citizenship, and veteran status.

We intentionally acknowledge the value of the diverse backgrounds from which we approach our work and endeavor to advance personal, educational, and social well-being drawing upon the variety of human experiences, perspectives, identities, and positionalities that enrich our university and college community.

We critically recognize that educational institutions and other related service organizations often function within extant neo-colonial structures of racial-ethnic, socio-cultural, and socio-economic oppression that systematically function to reproduce social injustices and inequality. In the same way, we also acknowledge the power and responsibility of these institutions to serve the ethical imperatives of social transformation.

As such, we commit to working to advance diversity, equity, inclusion, belongingness, and social and racial justice through the identification and implementation of democratic, transformative, and anti-racist practices in all our endeavors. In addition, we commit to harnessing the creative dynamism and power found in true participatory and democratic approaches to institutional engagement.

> As a reflective and supportive community committed to social and racial justice, we strive to be socially aware, collaborative, mindful, and fearless in our inclusive, equitable, and democratic pursuits.

Introduction, Limitations, and Future Directions in COE Diversity & Inclusion Action Planning

(1) Aligned with the SDSU Strategic Plan, *We Rise, We Defy*, and particularly with its goal to infuse "Equity and Inclusion in Everything We Do" and to become an institution that is recognized as "a global leader in advancing diversity, equity and inclusion in research, teaching and in community engagement," and (2) in accordance with University Senate resolution (approved on Feb. 6, 2018) requiring SDSU to create a campus-wide diversity plan, and all academic and administrative units/divisions to create individualized diversity plans congruent with the University-wide plan, the College of Education, with the support of the Division of Diversity and Innovation (DDI) and the newly formed COE Diversity and Inclusion Planning Committee (COE-DIPC), embarked on a strategic journey to design a data-driven Diversity and Inclusion Action Plan relevant to the mission, vision and diversity, equity and inclusion exigencies of our College community.

The COE Diversity and Inclusion Plan (COE-DIP) here presented has been designed based on the analysis of the following available data:

(1)   Institutional Data - College of Education
       Compiled by Nicole Belisle, Equity Analyst, DDI
       Data focus: Faculty and Staff Representation, Climate, Success
(2)   U.S. Census Data 2019
(3)   Community Data - San Diego and Imperial County
       School District Diversity Data

Three of the five goals identified are based on the analyses of data collected to date. However, in acknowledging the nature of the COE Diversity and Inclusion Plan (DIP) as a "living document," we recognize the need to continue to diversify data sources (i.e. voluntary and anonymous data that captures additional cultural experiences such as living with a disability, spirituality/religion, and LGBTQIA) and conduct further analyses in order to develop a more holistic understanding of significant areas requiring intervention (i.e., staff success, among others) leading to the advancement of institutional contexts reflective of a high regard for diversity, equity, and inclusion. As such, and based on our interdisciplinary group conscience and commitment to this imperative work, we have added a fourth goal to "collect and analyze additional institutional data for ongoing continuous improvement." In this sense, we acknowledge that our Diversity and Inclusion Plan is subject to change as the College of Education Diversity Council (COE-DC) continues this work moving forward.

Caveat 1: In the future, we will adopt an expansive definition of Underrepresented Minority (URM) groups. The following categories will be included in the definition: *Asian/Pacific Islander; Black/African American; Black/Afro-Hispanic-Latinx; Black/Afro-Indigenous; Hispanic/Latinx/Chicanx; Middle Eastern; Native Americans/Alaskan Native; two or more races-ethnicities; immigrants/refugees; disability; LGBTQ+, first-generation, veteran status, English as a second (or third) language.* Future COE surveys and analysis of institutional data will be based on this broad and inclusive definition. In addition, we will continue to identify discrepancies in representation based on a wider range of social and cultural experiences.

Caveat 2: Although not included as goals in this Diversity and Inclusion Action Plan, social and university and college-level exigencies demand that departments (a) revise curriculum to intentionally integrate topics relevant to systemic racism and anti-Blackness, and (b) conduct analysis of disproportionality in student representation, student perception of climate, and student success. These needs provide the motivation for the formulation of relevant goals at department-levels.

6. Environmental Assessment
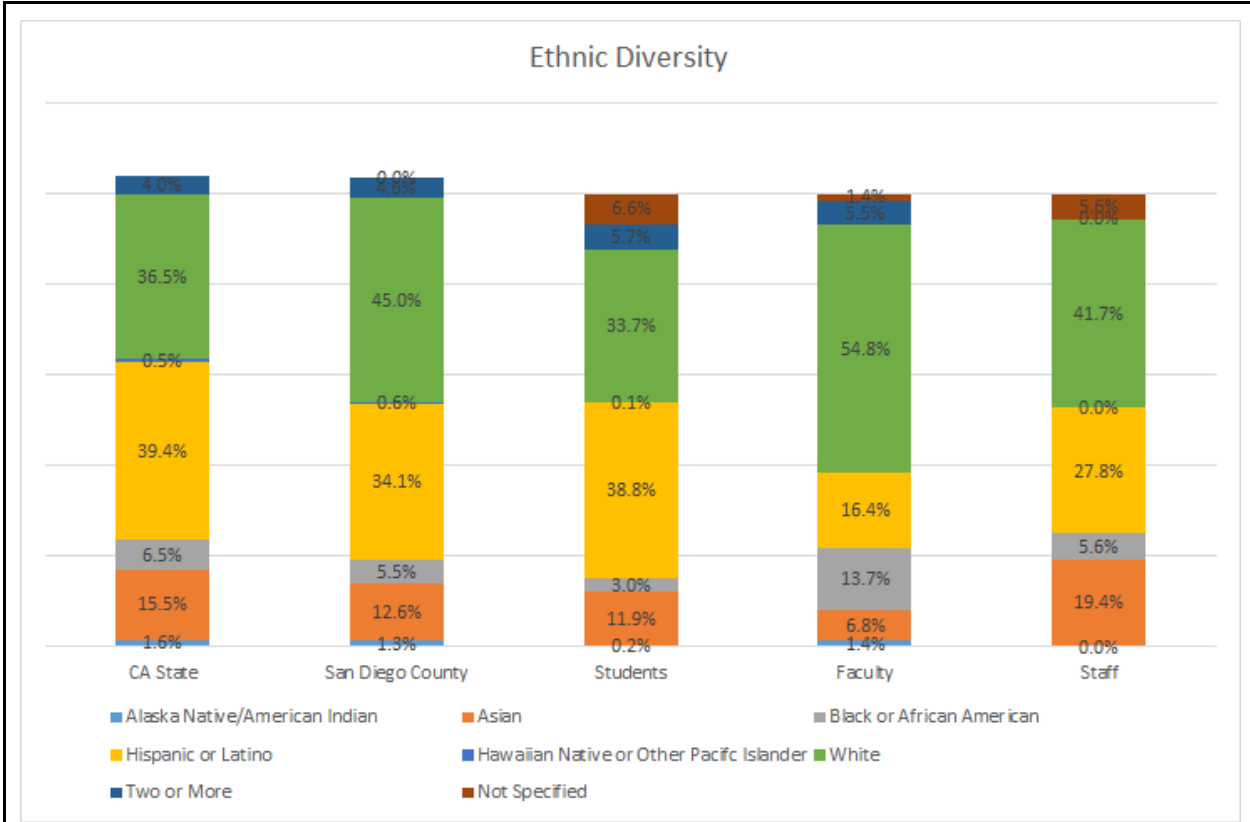
a. Faculty and Staff Representation

Analyses were conducted to evaluate faculty and staff diversity across two social identity dimensions (i.e., race/ethnicity and gender). Specifically, the COE Diversity and Inclusion Committee determined racial/ethnic and gender groups that experience disproportionate representation. Two main sources of data were used to investigate representation in the COE. First, college-level data provided by DDI using the Chancellor's Office definition of Underrepresented Minority (URM) which includes Alaska Natives/American Indian, Black/African American, and Hispanic/Latino groups, and community demographic data from Census reports were used. Secondly, the University-wide climate survey provided an additional source of representation data.

Gender Representation

In terms of gender, 85% of the staff identify as women, in comparison to 15% who identify as men. The representation of staff who are men in the COE is the lowest across every college in the university.

Among faculty, 27.4% identified as men. While overrepresented in comparison to COE students who are men (7.1%), this percentage is dwarfed by women faculty representation at 72.6%. Similarly, the representation of temporary faculty demonstrates that 22% are men, in comparison to 78% who identify as women.

Race-Ethnicity Representation

Ethnic Diversity

	CA State	San Diego County	Students	Faculty	Staff
Not Specified	4.0%	0.0%	6.6%	1.4%	5.6%
Two or More		4.6%	5.7%	5.5%	0.0%
White	36.5%	45.0%	33.7%	54.8%	41.7%
Hawaiian Native or Other Pacific Islander	0.5%	0.6%	0.1%		0.0%
Hispanic or Latino	39.4%	34.1%	38.8%	16.4%	27.8%
Black or African American	6.5%	5.5%	3.0%	13.7%	5.6%
Asian	15.5%	12.6%	11.9%	6.8%	19.4%
Alaska Native/American Indian	1.6%	1.3%	0.2%	1.4%	0.0%

In terms of race/ethnicity, based on data from Human Resources, in Fall 2020, 33.4% of the COE staff are from the Underrepresented Minority (URM) groups, and 31.5% of faculty are from URM groups. This URM representation is the highest among all colleges' staff groups (with the exception of the Imperial Valley College). In terms of faculty, in Spring 2019, 32.9% of the tenured/tenure track faculty who responded to the survey, reported belonging to an URM group, and 30% of temporary faculty identified as belonging to an URM group.

COE faculty who belong to URM groups are disproportionately underrepresented when compared to the COE student population. Specifically, during Fall 2019, 42% of students identified as URM, while 31.5% of faculty identified as URM. Overall, the greatest area of concern is the underrepresented URM faculty across temporary, tenure, and tenure-track categories.

Within the URM faculty and student groups, there is additional disproportionality in representation. Among faculty, 16.4% identify as Hispanic and 13.7% as Black/African American. In comparison, among students 38.8% identify as Hispanic and 3.0% as Black/African American. There is also disproportionality in representation among Asian and Pacific Islanders with 6.8% of faculty identifying as Asian/Pacific Islander and 12% of students identifying as Asian/Pacific Islander. We see similar disproportionality in representation compared to San Diego State and California as a whole.

b. **Faculty and Staff Perceptions of Climate**

Based on the Climate for Diversity Planning Survey assessing work environment perceptions, there are several areas of concerns among faculty, lecturers and staff in the COE. However, one must consider these findings in

relation to the relatively *low* response rate received [**n = 93** or 29.3% (27) Tenured; 19.35% (18) Tenure Track; 22.58% (21) Lecturers/PT; 27.96% (26) Staff; 1.08% (1) Other] in comparison to the total number of COE faculty (80 tenured/tenure track + 392 temporary faculty = 472) and staff members (31 Stateside + 55 Foundation = 86) comprising the COE = **558**.

Overall Climate

Overall, all areas assessed received BELOW 70% *agree/strongly agree* ratings. For example, an area of concern is 1) "Feelings of being valued (presence, expertise, contributions, and perspectives)." Item responses indicate: a) 64% *agree/strongly agree* that their presence is valued; b) 62% *agree/strongly agree* their expertise is valued; c) 61% *agree/strongly agree* their contributions are valued; and d) 60% *agree/strongly agree* their perspectives are valued.

Another area focused on 2) "Feelings of being welcoming, collaborative, supportive, and respectful of people from diverse backgrounds." Results show that: a) 68% *agree/strongly agree* that their work environment is welcoming; b) 66% *agree/strongly agree* that their work environment is collaborative; c) 63% *agree/strongly agree* that their work environment is supportive; and d) 65% *agree/strongly agree* that their work environment is respectful.

Another noteworthy finding was that although the highest ratings were given to items in the category "Initiatives to Support Faculty Diversity, Hiring, and Welcoming Work Environment" (69%, 68%, and 68%), two items in this category, "Demonstrating commitment to career advancement," and "Retention of employees with diverse backgrounds" received the lowest *agree/strongly agree* ratings (54% and 58% respectively).

Most COE respondents (>89%) *agreed* or *strongly agreed* that "Their work contributes to the success of our students," that "Their work contributes to the success of strategic priorities," and that "They know what is expected of them at work." These ratings were comparable to other colleges and divisions at SDSU. Bottom performing areas show that a much smaller percent of COE respondents *agreed* or *strongly agreed* with the following statements: "Does a good job at managing poor performers to help them improve" (18%), "Information and knowledge are shared openly and in a timely manner" (39%), "There is a strong sense of teamwork between divisions" (37%), "SDSU does a good job of retaining highly qualified employees" (41%), and "Employee efforts and achievements are properly recognized at SDSU" (39%). Although these ratings were generally higher when compared to other colleges and divisions at SDSU, they point to areas where we can improve.

Overall, 70% *agree/strongly* agreed that if they had a choice, they would still come to this institution.

Comparing URM and non-URM

When URM and non-URM responses are compared, the three most influential takeaways for URM is that they had more negative perceptions as to whether COE was committed to hiring, retaining, and advancing the careers of employees from diverse backgrounds.

For example, URM faculty and staff had lower percentages of agreement that their "work environment is supportive for employees of diverse backgrounds" (diff=21.23%), and URM faculty and staff had lower percentages of agreement that their "work environment is welcoming for employees from diverse backgrounds" (diff=15.89%). Other results supporting that URM faculty and staff have less positive perceptions of climate is that: 1) URM faculty and staff had higher percentages of disagreement with the statement: "COE has a demonstrated commitment to retaining employees of diverse backgrounds" (diff = 13.46%); 2) URM faculty and staff had higher percentages of disagreement that their "contributions are valued" (diff = 8.31%); and 3) URM faculty and staff had higher percentages of disagreement that their "presence is valued" (diff = 7.84%).

Furthermore, URM faculty and staff had lower percentages of agreement that, "if given the choice, they would have still come to work at SDSU" (diff=21.55%).

Individuals with Disabilities:

Another area of concern is the climate perceptions of individuals with disabilities. Individuals with disabilities (33.34%) were more likely to *strongly disagree*, *disagree* or *somewhat disagree* with the statement that their "presence is valued versus individuals without disabilities" (14.38%).

Differences between Faculty and Staff:

There were also differences in responses from tenured faculty, untenured faculty, lecturers and staff. Tenured faculty were *more likely to strongly disagree* or *disagree* (18.19%) with the statement "Collaborative for employees of diverse backgrounds" than non-tenured faculty (0%), lecturers (9.52%) and staff members (0%). Tenured faculty were also *more likely to strongly disagree*, *disagree*, or *somewhat disagree* (38.09%) than non-tenured faculty (18.75%) that we are "supportive of employees from diverse backgrounds." Tenured faculty (45.46%) and lecturers (28.58%) are *more likely to strongly disagree*, *disagree* or *somewhat disagree* with the statement that "their presence is valued" *versus* non-tenured faculty (6.25%) or staff (0%).

Overall Climate

       I. Feelings of Being Valued (Presence, Expertise, Contributions, and Perspectives)

       Overall with regards to feelings of being valued:
       64% agree/strongly agree that their presence is valued
       62% agree/strongly their expertise is valued
       61% agree/strongly their contributions are valued
       60% agree/strongly their perspectives are valued

       II. Feelings of Being Welcoming, Collaborative, Supportive, and Respectful of People From Diverse Backgrounds

       Overall, regarding the work environment for employees of diverse backgrounds:
       68% agree/strongly that their work environment is welcoming;
       66% agree/strongly collaborative
       63% agree/strongly supportive
       65% agree/strongly respectful

       III. Demonstrating commitment to hiring, retaining, advancing, and supporting employees of diverse backgrounds

       Overall, regarding questions of demonstrating commitment to employees of diverse backgrounds:
       68% agree/strongly about hiring;
       58% agree/strongly about retention;
       54% agree/strongly regarding career advancement
       69% agree/strongly about supporting initiatives that support employee diversity

       IV. If given a choice, 70% agree/strongly agree that they would still come to this institution.

Differences between URM and Non-URM:

I. Areas of Differential Agreement

- URM faculty and staff had lower percentages of agreement that, if given the choice, they would have still come to work at SDSU (diff=21.55%).
- URM faculty and staff had lower percentages of agreement that their work environment is supportive for employees of diverse backgrounds (diff=21.23%)
- URM faculty and staff had lower percentages of agreement that their work environment is welcoming for employees from diverse backgrounds (diff=15.89%)

II. Greatest Areas of Disagreement

- URM faculty and staff had higher percentages of disagreement with the statement that COE has a demonstrated commitment to retaining employees of diverse backgrounds (diff = 13.46%)
- URM faculty and staff had higher percentages of disagreement that their "contributions are valued" (diff = 8.31%)
- URM faculty and staff had higher percentages of disagreement that their "presence is valued" (diff = 7.84%)

Top and Bottom Performing Areas Comparing College of Education and SDSU Overall

- Most COE respondents (>89%) agreed or strongly agreed that "Their work contributes to the success of our students", "Their work contributes to the success of strategic priorities", and "They know what is expected of them at work". These ratings were comparable to other Colleges and divisions at SDSU.
- Bottom performing areas show that a much smaller percent of COE respondents agreed or strongly agreed with the following statements: "Does a good job at managing poor performers to help them improve" (18%), "Information and knowledge are shared openly, and in a timely manner" (39%), "There is a strong sense of teamwork between divisions" (37%), "SDSU does a good job of retaining highly qualified employees" (41%), and "Employee efforts and achievements are properly recognized at SDSU" (39%). Although these ratings were generally higher when compared to other Colleges and divisions at SDSU, they point to areas where we can improve.

c. **Faculty and Staff Success**

Faculty. Based on an analysis of data collected from the SDSU College of Education, women faculty and faculty from underrepresented minority cultural groups (Hispanic/Latinx, Black/African American, Asian/Pacific Islander, and/or American Indian/Alaskan Native) were found to have experienced disproportionate rates of success in the promotional process to full professor status when compared to men faculty.

The average number of years to reach full professor status was 12.4 for faculty from underrepresented minority groups, compared to 7.1 for all other faculty. For men faculty, the average number of years to full professor status was 5.2 compared to their women peers who were promoted to full professor in an average of 10.1 years. Approximately 70% of faculty in the College of Education are women. For women faculty from underrepresented minority groups, the journey to reach full professor status is of concern. For this group, the average number of years to attain full professor status was 14.25 years.

Staff. Please see the limitations section and the fifth diversity planning goal we have included. Data to assess staff success across social identities categories will be collected and analyzed as part of the evolution of diversity planning, implementation, and assessment in the COE.

7. Specific, Measurable, Attainable, Relevant, and Timely (SMART) Goals for Diversity and Inclusion

Given the invisible labor generally experienced by the faculty of color, it is of utmost importance that the COE community does not place the burden of carrying the responsibility to 'lead' initiatives to achieve the goals stated below on these academic and professional members of our community.

Goal 1: Representation / Diversity:

- By 2025, COE will increase the diversity of faculty and staff to better reflect the diversity of the communities that the COE serves.

Goal 2: Climate:

- By 2025, by evidence of a *perception* of satisfaction survey, there will be no statistically significant difference between how URM and non-URM faculty and staff in relation to how they (a) perceive themselves as valuable to the COE, and (b) perceive the COE as a welcoming, affirming, collaborative, and supportive environment.

Goal 3: Success:

- By 2025, faculty seeking to advance to full professor (especially URM women) will have access to equitable opportunities, support, and resources to meet their promotion goals.

Goal 4: Success:

- By Spring 2021, the COE will develop structures and procedures to assess staff success.

Goal 5: Diversity Data:

- Beginning Spring 2021, the COE will develop processes to collect and analyze additional institutional data for the continuous advancement of diversity, equity, and inclusion - including representation data for faculty, staff, and students that identifies additional social categories and cultural experiences (e.g. living with a disability, LGBTQ+).

8. Strategies and Interventions

GOAL 1: Diversity: *By 2025, COE will increase the diversity of faculty and staff to better reflect the diversity of the communities that the COE serves.*

Objective	Build capacity to create structures and processes leading to diversification of faculty and staff, especially in relation to: (a) *increasing number of men URM faculty; (b) increasing the number of women URM faculty; (c) increase the number of Asian/Pacific Islander faculty; increase the number of Native American/Indigenous faculty; (d) increase the number of men URM staff members.*
Intervention	1. All faculty and staff search committees will document how candidates considered for hiring meet two or more BIE criteria. 2. Require all faculty serving in search committees as well as MPPs to complete <u>training</u> on implicit bias and microaggressions.[4] 3. Require all faculty and staff search committees to have an Inclusion Ambassador. 4. Require a diversity statement from each applicant.
Resources	▪ <u>Building on Inclusive Excellence (BIE) criteria</u> ▪ <u>Training</u> on implicit bias and microaggressions ▪ Inclusion Representative Training[5] ▪ SDSU Office of Faculty Advancement Implicit Bias Training <u>https://fa.sdsu.edu/tenure/hiring</u> ▪ US Census 2020 data on population, age, disability, and other characteristics ▪ <u>Diversifying the Faculty: A Guidebook for Search Committees</u> (Caroline Turner, 2000). ▪ <u>Equity, Diversity and Inclusion in Recruitment, Hiring and Retention</u> (Urban Sustainability Directors Network). ▪ SDSU Office of Diversity and Innovation <u>https://diversity.sdsu.edu/</u>. ▪ College of Education Faculty Mentoring Program. ▪ Center for Urban Education (University of Southern California, Rossier School of Education).
Responsibility	Chairs; Diversity Council; Associate Dean for Diversity and International Affairs; Senior Associate Dean, Dean.
Assessment	1. Chairs will provide evidence of staff and faculty participation in implicit bias and micro-aggression training. 2. Chairs will provide Diversity Council evidence of how BIE criteria have been included in faculty position search ads. 3. Chairs and Inclusion Ambassadors will provide a report to the COE Diversity Council and Dean´s Office after searches have been conducted with evidence of how their selection meets two or more BIE criteria. 4. Chairs will gather diversity statements from all applicants.

---

[4] At this time and until Unions are on board, staff members are encouraged to complete the training voluntarily.

[5] For official University information on "Inclusion Representatives," please refer to the following **Inclusive Excellence** file: https://docs.google.com/document/d/1FsQKrCJJaV5BrTzb2gmGlecOym0uk0GhZeAiREUm4GM/edit

GOAL 2: Climate: *By 2025, by evidence of a perception of satisfaction survey, there will be no statistically significant difference between how URM and non-URM faculty and staff in relation to how they (a) perceive themselves as valuable to the COE, and (b) perceive the COE as a welcoming, affirming, collaborative, and supportive environment.*

Objective	Improve perceptions of feeling valued of URM faculty and staff with at least 85% of all sub-groups agreeing or strongly agreeing with related statements on future climate surveys.
Intervention	1. Include a departmental, school or auxiliary representative on the COE Diversity Council who has the specific task of representing the interests of URM faculty and staff (regardless of their own personal race/ethnicity). 2. Recognize and incentivize all faculty and staff who serve as advisors and/or mentors (formally or informally) for diverse students and organizations that promote and/or foster diversity. 3. Add a departmental/college diversity statement to the website. 4. Consider student implicit bias in course evaluations when evaluating URM faculty for tenure and promotion. 5. COE Diversity Council will devise and implement a variety of strategies to make sure substantive response rates are obtained.
Resources	▪ SDSU - Center for Inclusive Excellence ▪ Faculty and Staff Professional Learning Opportunities https://diversity.sdsu.edu/cie ▪ *Diálogos Virtuales*: COE Lecture-Discussion Series on Issues Pertaining to Diversity, Equity, Inclusion and the Global in Education ▪ Strategies and resources to increase inclusion in learning environments: https://sites.lsa.umich.edu/inclusive-teaching/ ▪ Promote "Cultural Humility" https://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility ▪ SDSU Office of Diversity and Innovation https://diversity.sdsu.edu/ ▪ College of Education Faculty Mentoring Program ▪ SDSU Office of Faculty Advancement Implicit Bias Training https://fa.sdsu.edu/tenure/hiring ▪ Center for Urban Education (University of Southern California, Rossier School of Education) ▪ COE graduate students with research interest in diversity, equity, and inclusion.
Responsibility	Chairs, Department/School/College RTP Committees, Diversity Council, Associate Dean for Diversity and International Affairs, Senior Associate Dean, Dean.
Assessment	1. URM Diversity Council representative for each departmental/school/auxiliary will be featured in the COE Diversity Website. 2. Chairs/Directors will provide a report on how department/school/auxiliaries are incentivizing URM faculty/staff. 3. All departments/school/auxiliaries will add a diversity statement to their website by Spring 2021. 4. Climate survey report will be completed every two years and shared via Town Hall.

GOAL 3: Success: (a) *By 2025, faculty seeking to advance to full professor (especially URM women) will have access to equitable opportunities, support, and resources to meet their promotion goals.* (b) By Spring 2021, the COE will develop structures and procedures to assess staff success.

Objective	(a) Provide support for women faculty from URM groups to reach tenure and full professorship status in equivalent timeframes to non-URM men faculty. (b) Develop measures of staff success and provide continued professional development/advancement support and recognition for staff.
Intervention	**(a) Faculty:** 1. Continue to strengthen the current COE Faculty Mentoring Program (FMP) to meet the needs of all faculty across departments/school. 2. Collaborate with SDSU's Women Faculty of Color Task Force to identify and address systemic barriers and prioritize institutional support by offering presentations/workshops for COE Policy Council and departments/school. 3. Review department and COE policies to ensure equitable distribution of service loads. 4. Provide assigned time for committee work equitably. **(b) Staff:** 1. Recognize and incentivize staff who demonstrate a commitment to diversity and inclusion in their work and in interactions with colleagues and students. 2. Identify success metrics for each position. 3. Develop a professional mentoring plan for all staff. 4. Review salaries and policies to ensure equitable compensation and advancement.
Resources	▪ SDSU Faculty Advancement. ▪ National Center for Faculty Development & Diversity. ▪ College of Education Faculty Mentoring Program (FMP). ▪ Women Faculty Mentoring Program at the University of Wisconsin. ▪ University of Kentucky Faculty Mentoring Resources. ▪ SDSU Latina Network. ▪ SDSU Program on Assigned Time for Exceptional Service. ▪ SDSU Office of Diversity and Innovation https://diversity.sdsu.edu/. ▪ Office of Faculty Advancement Implicit Bias Training https://fa.sdsu.edu/tenure/hiring. ▪ Center for Urban Education (University of Southern California, Rossier School of Education) - *Diversity in Research and Value of Public Scholarship.* ▪ CSUEU Chapter 318 (SDSU) ▪ SDSU Human Resources
Responsibility	Chairs, Diversity Council, Associate Dean for Diversity and International Affairs, Senior Associate Dean, Dean.
Assessment	**(a) Faculty:** 1. Department Chairs will rotate sharing about strategies employed in their respective departments/school to advance the professional/scholarly

	development of URM and women faculty towards tenure and promotion at each Chairs meeting. These resources/strategies that are shared will be reflected in the Chairs' meeting minutes. 2. The Women Faculty of Color Task Force will give a presentation at the COE Chairs' meeting by Spring 2021, and each Chair/Director will schedule a workshop for their department/school. These activities will be reflected in the Chairs' meeting minutes. 3. The COE Policy Council in collaboration with the Dean's Office and Department Chairs/Directors will ensure the implementation of conversations and processes leading to equitable distribution of service and assigned time. These activities will be recorded in the COE Policy Council meeting minutes. 4. Equitable timelines toward tenure and promotion for all faculty will be reflected in the climate survey and an annual report. **(b) Staff:** 1. Chairs/Directors will rotate sharing at Chairs' meetings about strategies and performance metrics employed in their respective departments/school/auxiliary to recognize, incentivize, and promote staff success. These resources/strategies that are shared will be reflected in the Chairs' meeting minutes. 2. COE will create a COE staff mentoring program by Fall 2021. This program will be featured in the COE Diversity website. 3. Salaries and policies will reflect equitable compensation and advancement as evidenced by an annual report. **Note**: In order to determine what would be *equitable opportunities, supports, and resources,* it will be important to gather qualitative data providing evidence of the cause(s) of disproportionality relevant to the number of years URM female faculty take to reach promotion to full professor status in relation to non-URM women and men faculty.

GOAL 4: *Beginning Spring 2021, the COE will develop processes to collect and analyze additional institutional data for the continuous advancement of diversity, equity, and inclusion - including representation data for faculty, staff, and students that identifies additional social categories and cultural experiences (e.g. living with a disability, LGBTQ+).*

Objective	Identify, collect, and analyze additional institutional data for ongoing continuous improvement - including representation of additional cultural experiences (e.g. LGBTQ+, disability, among others).
Intervention	1. COE Diversity Council will develop surveys to collect voluntary and anonymous data. 2. COE Diversity Council will devise and implement a variety of strategies to make sure substantive response rates are obtained.
Resources	▪ COE Climate Report Survey (We will continue using this and expand questions to cover more experiences of students, staff, and faculty) ▪ Building on Inclusive Excellence criteria ▪ Training on implicit bias and microaggressions

	▪ Outreach and training available through SDSU <u>Veteran's Center</u>, <u>Student Ability Success Center</u>, <u>Cultural Centers</u>, and similar resources ▪ <u>Windmills Disability Awareness Training</u> (or similar disability awareness training) ▪ University of Michigan Social Identity Wheel Exercise <u>https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2018/12/Social-Identity-Wheel-3-2.pdf</u> ▪ Additional inclusive teaching resources: <u>https://crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies</u> ▪ SDSU Office of Diversity and Innovation <u>https://diversity.sdsu.edu/</u> ▪ College of Education Faculty Mentoring Program ▪ SDSU Office of Faculty Advancement Implicit Bias Training <u>https://fa.sdsu.edu/tenure/hiring</u>
Responsibility	Chairs, Diversity Council, Associate Dean for Diversity and International Affairs, Dean.
Assessment	1. Report of survey responses will be completed every two years and shared via Town Hall.

Note: Used with permission from SDSU CCEAL

Based on the recommendation of the University Senate standing committee on Diversity, Equity and Inclusion (DEI), **<u>ALL</u>** departments must include in their plans the following four interventions for recruiting a diverse faculty and staff:
1. Implicit bias training for all search committees;
2. Including a certified Inclusion Representative on all search committees;
3. Incorporate at least two of the following Building on Inclusive Excellence (BIE) criteria into search efforts:
   ● Integrates understanding of underrepresented populations and communities into research
   ● Shows expertise in cross-cultural communication and collaboration
   ● Has research interests that engage underrepresented communities or contribute to diversity and equal opportunity in higher education
   ● Demonstrates knowledge of barriers for underrepresented students and faculty in higher education
   ● Demonstrates commitment to teaching and mentoring underrepresented students
   ● Extends knowledge of how to achieve artistic or scholarly success as a member of an underrepresented group
   ● Engages in service with underrepresented populations in higher education
4. Strategies that will lead to an applicant pool (of those who meet the basic qualifications) with a proportion of historically underrepresented groups that is similar to the proportion among those holding terminal degrees in the discipline.

Senate DEI Recommended Strategies and Interventions *(please indicate how you will encourage and/or implement the following four recommended interventions).*
Note: Used with permission from SDSU CCEAL

Interventions	Resources	Responsibility	Assessment
Implicit bias training for all search committees	DDI's Seminars	Diversity Council Chairs/Directors	Diversity Council Dept./School Diversity Committee
Including a certified Inclusion Representative on all search committees	DDI's Guidelines	Diversity Council Chairs/Directors	Diversity Council Dept./School Diversity Committee
Incorporate at least two of the BIE criteria	Senate Committee on Diversity, Equity, and Inclusion Guidelines	Chairs/Directors Dean's Office Diversity Council	Diversity Council Dept./School Diversity Committee
Strategies that will lead to a proportional applicant pool (of those who meet the basic qualifications)	-Research-Based Reviews of Extant Literature -DDI Examples	Chairs/Directors Dean's Office Diversity Council	Diversity Council Dept./School Diversity Committee

V. Accountability

The College of Education Diversity Council (COE-DC) in collaboration with the Office of the Dean will take measures to ensure that the interventions outlined in the COE Diversity and Inclusion plan are carried out by the responsible offices. The Diversity Council will include representation from each department in the COE. The Council responsibilities include monitoring the progress towards the plans' goals and objectives. Furthermore, the council will execute its responsibilities by organizing two meetings during each academic year in addition to holding regular monthly meetings. The purpose of these meetings will be to collect and review data to evaluate the success of interventions to meet DIP goals/objectives across COE departments, school, and auxiliaries.

In addition, the COE-DC will hold a yearly Town Hall to inform the COE community on progress towards meeting DEI goals identified in the plan, as well as other significant DEI goals identified during the course of this five-year period.

The College of Education Diversity and Inclusion website (forthcoming) will provide timely information about DEI initiatives, processes, and achievements to the SDSU, COE, and broader communities.

Under the guidance of the Dean and the Senior Associate Dean, the Associate Dean for Diversity and International Affairs will work closely with the COE-DC to support the Council's work and establish timelines, design benchmarks and design and implement DEI assessment/evaluation protocols and instruments. This process will also draw on the support of Campus Diversity, formerly the Division of Diversity and Innovation (DDI).

Addendum: The following were steps taken to arrive at the current version of the COE DIAP (Fall 2019 – Fall 2020):

- Consultation with the COE Committee for Promoting Diversity, Equity, and Outreach (CPDEO) about the Committee's availability to engage in diversity planning work as per Senate mandate
- Formation of the COE Diversity and Inclusion Planning Committee (DIPC)
- Selection of DIPC Chair
- Selection of DIPC Co-Chair (later in the process as per committee needs)
- Development of timelines for completing project in multiple phases
- Completion of readings, implicit bias tests, and workshops/institutes required by the Division of Diversity and Innovation (DDI)
- Consultation with CPDEO: standing COE diversity statement in light of new DDI mandated criteria
- Identification and implementation of DIPC in person (pre-pandemic) and virtual (during pandemic) meeting schedule to review analysis of data, discuss plan design, and write plan sections as per template provided by DDI (shared Google folder facilitated collaborative process)
- Development of first Diversity and Inclusion Action Plan draft
- **First** COE Faculty and Staff Town Hall (presentation of plan – draft 1 – 09/22/20)
- **First** COE Faculty and Staff survey (opportunity to provide feedback on plan – draft 1)
- DIPC integrates COE faculty and staff feedback into the plan
- Black Advisory Council to Dean Y. Barry Chung makes suggestions about the need to hold other Town Halls and obtain higher level of survey response
- **Second** COE Faculty and Staff Town Hall (presentation of plan – draft 2 – 10/19/20)
- **Second** COE Faculty and Staff survey (10/21/20)
- DIPC integrates COE faculty and staff feedback into the plan (11/02/20)
- DICP integrates feedback from Diversity Liaisons (x2) into the Plan (11/02/20)
- DICP co-chairs prepare COE DIAP to be sent to Senate DEI Committee for review (11/03/20)

Note:

After receiving recommendations from the Black Faculty Advisory Council to Dean Y. Barry Chung, the revised statement, along with the revised diversity and inclusion plan, was presented to COE faculty and staff at the *second* COE Diversity and Inclusion Town Hall held on October 19, 2020.   Subsequently, on October 21, a message was sent to COE faculty and staff for a third round of comments, suggested revisions, and plan *endorsement*, *endorsement with revisions*, or *non-endorsement*. COE chairs/directors were also encouraged to engage in discussions about the multiple versions of the plan with their respective faculty and staff. The deadline for submitting comments, suggested revisions, and plan *endorsement*, *endorsement with revisions*, or *non-endorsement* was November 2 at noon.

As per **November 2** results, *106 COE faculty/staff members endorsed the plan; 7 COE faculty/staff members endorsed the plan with reservations, and 2 COE faculty/staff members did not endorse the plan.*   On November 3, DIPC members met to discuss final faculty and staff suggested feedback and to update the plan accordingly. This current version incorporates most final suggestions made by COE faculty and staff and those made by the Diversity Liaisons, with the exception of a few suggestions the committee found require further discussions. The goal is for the new COE Diversity Council (a newly formed CPDEO Committee) to continue with this process as early as Spring 2021.