

# HSU Campus Diversity Plan 2013+

## *From Vision to Action – A Framework for Making and Monitoring Progress*

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Version dated: 22 February 2013

### *About the HSU Campus Diversity Plan 2013+*

**Statements that articulate Humboldt State’s deep commitment to institutionalizing diversity, equity, and inclusion in all areas of our work appear repeatedly amongst our campus’ strategic plans and priorities.** Most recently featured as one of the key priorities for our campus in the document, “HSU Priorities 2012-2016,” that was issued by President Richmond in Fall 2012, such goals are also highlighted in HSU’s mission and vision statements, in HSU’s Strategic Plan 2004-2009, in our most recent WASC review, in HSU’s Graduation Rate Improvement Plan 2010, and in the final report issued in 2011 by the Cabinet for Institutional Change.

Across the university, much work has gone towards putting these goals into practice. This work has been carried out by staff, faculty and students in units and departments, programs and majors in every corner of this campus. At the same time, much work remains in order to meet the broad goals that we have set for ourselves. In order to continue this process of institutional improvement and change, the Office of Diversity and Inclusion has been charged with overseeing the process of drafting **a coordinated campus-wide diversity plan that provides a mechanism for benchmarking and evaluating our success as a campus in meeting our stated goals relative to diversity, equity and inclusive student success.** This comprehensive plan – to be completed in Spring 2013 – will outline components of, initiatives underway, and strategies necessary to meet HSU’s objective of institutionalizing diversity, equity and inclusivity as core elements of the HSU mission and vision. While this plan will provide a detailed outline and timeframe for implementation, this campus diversity planning process is founded on four core goals that summarize the essence of what HSU aspires to achieve in these key areas. These four goals are outlined below.

## Goal #1: Access to Excellence

1a: Ensure equality of access to an HSU education, as evident in a student body that is representative of the population of CSU-eligible California high school graduates, and that is also representative of the unique role of Humboldt State in serving students from the many tribal communities in our surrounding area<sup>1</sup>

Benchmark: Undergraduate student body that is proportional to the demographics of CSU-eligible high school graduates in California.

Benchmark: Graduate student body that is proportional to [relevant measure(s) to be determined]

Benchmark: Representation of Native American students within the undergraduate student body and graduate student body that reflects the unique demographics of the tri-counties area.

Goal 1b: Ensure equity in access to the various academic programs that HSU has to offer

Benchmark: In academic programs where national equity issues exist, student composition that is proportional to the demographics of the HSU student body overall.

### Core Strategies

**Strategy 1.1:** Targeted pre-college and pre-admissions programs to reach out to potential students from underrepresented groups, and to support students in the process of applying to HSU

<i>Current initiatives</i>	<i>Further Action Needed</i>
<p>Various programs hosted by EOP, SASOP, Talent Search/TriO, Upward Bound and other campus programs, including TriO/EOP day for local low-income and first-generation college-bound students, Spring Preview Plus, American Indian College Motivation Day, Latino High School Day, and College Readiness Conference ... <b>others?</b></p>	<p>[currently working with Peg/Admissions to outline the current initiatives and further actions needed in this Goal #1 section]</p>

**Strategy 1.2:** Targeted admissions outreach to underrepresented populations within California

<i>Current initiatives</i>	<i>Further Action Needed</i>
<p><b>[Several such initiatives underway in Admissions, to reach out to specific SoCal communities, tribal communities, etc. – ask Peg/Admissions for more info?]</b></p> <p>CNRS p/t recruiter focused on recruiting underrepresented students in the Sciences</p>	

**Strategy 1.3:** Pre-enrollment & post-enrollment initiatives focused on providing access and supporting student success

<i>Current initiatives</i>	<i>Further Action Needed</i>
<p>Summerbridge and other programs to support incoming EOP students</p> <p>Support services for former foster youth via the ELITE Scholars program</p> <p>Comprehensive support services for students with disabilities via the Student Disability Resource Center</p> <p><b>others?</b></p>	<p>Develop additional pre-enrollment “bridge programs” to support new students in the transition to college (cf. EMP Section 5, Strategy 3)</p>

**Strategy 1.4:** Coordination and optimization of financial aid and scholarship opportunities to best support equitable access to and success at HSU

<i>Current initiatives</i>	<i>Further Action Needed</i>

**Strategy 1.5:** Develop plan for addressing equity in student access to and success in STEM disciplines

<i>Current initiatives</i>	<i>Further Action Needed</i>

## Goal #2: Inclusive Excellence<sup>ii</sup>

Goal 2a: Foster a campus community that is equally welcoming and supportive to all students, faculty and staff, regardless of background<sup>iii</sup>

Benchmark: Survey data that demonstrates that students, faculty and staff from all backgrounds (race/ethnicity, gender, sexual orientation, disability, veteran status, socio-economic class, religion, and more) experience and perceive the HSU campus community as inclusive of all, regardless of background.

Benchmark: Measures [specifics to be determined] that demonstrate the capacity of HSU faculty and staff to support HSU diversity goals in the context of their particular roles.

Goal 2b: Acknowledge, support, & infuse diversity in all areas of our work with students (both curricular & co-curricular), as a core part of the educational process that is central to academic success for all students<sup>iv</sup>

Benchmark: Survey data that demonstrate student learning about and curricular experiences with diversity that is at levels consistent with the top 25% of peer campuses.

Benchmark: Survey data that demonstrate student learning about and co-curricular experiences with diversity that is at levels consistent with the top 25% of peer campuses.

Benchmark: Assessment data across curriculum and co-curricular activities demonstrating high levels of student learning.

Goal 2c: Eliminate the gap in retention for traditionally underrepresented populations<sup>v</sup>

Benchmark: Increase in URM student retention rates, such that student retention rates are proportional across race/ethnicity and gender.

Benchmark: Absence of gaps in student retention rates across socio-economic class (first-generation and/or low-income background), disability and other key demographic markers.

Goal 2d: Eliminate the gap in graduation for traditionally underrepresented populations<sup>vi</sup>

Benchmark: Increase in URM student graduation rates, such that student graduation rates are proportional across race/ethnicity and gender.

Benchmark: Absence of gaps in student graduation rates across socio-economic class (first-generation and/or low-income background), disability and other key demographic markers.

Goal 2e: Ensure equity in all areas of student success (from GPA to career success to leadership capacity)

Benchmark: Course success rates proportional across race/ethnicity and gender.

Benchmark: GPA rates proportional across race/ethnicity and gender.

Benchmark: Enrollment in graduate school proportional across race/ethnicity and gender.

Benchmark: Participation in student leadership opportunities proportional across race/ethnicity and gender.

Benchmark: Participation in applied learning opportunities (internships, on-campus jobs, research opportunities, and study abroad) broadly accessed by students from under-represented groups (and at rates that are, at a minimum, proportional across key demographic indicators).

Goal 2f: Ensure equity in student success within the various academic programs that HSU has to offer

**Benchmark:** Student retention and graduation rates in individual programs proportional across race/ethnicity and gender.

**Core Strategies**

**Strategy 2.1:** Set clear institutional expectations and goals relative to equity in student success

<p><i>Current initiatives</i></p>	<p><i>Further Action Needed</i></p> <p>Development of consistent message (across university/college/unit levels) about campus expectations for faculty/staff relative to our shared responsibility to support diversity and inclusiveness in the HSU community</p> <p>Lead unit: Timeline:</p>
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**Strategy 2.2:** Targeted programs to support the equitable academic success of underrepresented students

<p><i>Current initiatives</i></p> <p>Multiple units (including EOP, SDRC, INRSEP/ITEPP, Latino Peer Mentoring, ELITE Scholars) dedicated to this purpose</p> <p>(in process) Develop and implement a mechanism for identifying students in need of support and providing appropriate interventions (cf EMP 5.3 – “Early Alert”)</p>	<p><i>Further Action Needed</i></p> <p>Develop and implement a mechanism for providing targeted academic and co-curricular support to underrepresented students not served by existing campus programs (cf EMP 5.7)</p> <p>Lead unit: Timeline:</p>
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**Strategy 2.3:** Develop and implement program-level plans for diversity and inclusive excellence, focused on eliminating disparities in educational outcomes within each academic program

<p><i>Current initiatives</i></p> <p>Diversity and inclusive excellence planning is built into the annual Program Review and Evaluation Process (PREP) for all academic programs</p>	<p><i>Further Action Needed</i></p> <p>Further develop the benchmarking and accountability mechanism for this diversity planning process</p> <p>Lead unit: Timeline:</p>
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	<p>Ensure that all programs are given the support and resources necessary to implement appropriate responses to areas of need identified in this process</p> <p style="text-align: center;">Lead unit: Timeline:</p>
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**Strategy 2.4:** Develop and implement (university-wide, college-wide, and program-specific) strategies to eliminate asymmetries in course success

- 2.4.1 Develop strategies to improve outcomes of the remediation curriculum
- 2.4.2 Ensure availability of all course-related materials in accessible formats

<p><i>Current initiatives</i></p> <p>Multiple college-level initiatives to address inequities in course success [specifics?]</p> <p>New “Stretch English” program; Math remediation program currently being re-structured</p> <p>Supplemental Instruction courses, group tutoring and other Learning Center services</p> <p>Multiple initiatives included within the Accessible Technology Initiative (ATI)</p>	<p><i>Further Action Needed</i></p> <p>Coordinated plan for and approach to course transformation (cf EMP 5.7)</p> <p style="text-align: center;">Lead unit: Timeline:</p>
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**Strategy 2.5:** Provide curricular opportunities that engage students in gaining enriched understanding of, and tools to engage effectively with, our diverse global society

- 2.5.1 Provide GE courses and Major Programs of study focused around this goal
- 2.5.2 Integrate diverse perspectives across the curriculum, as evident in student learning outcomes in GE courses and Major Programs
- 2.5.3 Institutional support for faculty developing new courses, or revising existing one, to accomplish this

<p><i>Current initiatives</i></p> <p>Multiple Major Programs dedicated to this purpose (e.g. CRGS, Native American Studies, International Studies, World Languages and Cultures, and more)</p>	<p><i>Further Action Needed</i></p> <p>Conduct a review of student learning outcomes in GE courses and Major Programs to evaluate effectiveness in cross-curricular integration of diversity</p> <p style="text-align: center;">Lead unit: Timeline:</p>
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<p>Diversity and Common Ground (DCG) requirement for all students ensures all HSU graduates have completed at least two courses focused on diversity</p> <p>Faculty Diversity Development grant funds provide limited support to faculty for course development</p>	<p>Review assessment data from existing DCG courses to evaluate student learning in this area</p> <p>Lead unit: GEAR and ? Timeline:</p>
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**Strategy 2.6:** Provide co-curricular opportunities for students (and staff/faculty) to engage with diversity issues

2.6.1 Integrate diversity-related student learning outcomes in co-curricular activities

<i>Current initiatives</i>	<i>Further Action Needed</i>
<p>Multiple annual campus events focus on education and engagement around diverse communities and perspectives (e.g. California Big Time, Campus Dialogue on Race, Social Justice Summit, International Education Week, Q-Fest, and more)</p>	<p>Review student learning outcomes across the co-curriculum to assess the presence of diversity-related SLOs</p> <p>Lead unit: Timeline:</p>
<p>Multiple student engagement and leadership opportunities focused on diversity and social justice issues (e.g. MCC, Y.E.S. House, &amp; others)</p>	<p>Review assessment data to gauge the effectiveness of current programming efforts in this area, and to inform further action</p> <p>Lead unit: Timeline:</p>
<p>Multiple student-generated clubs</p>	<p>Review student survey data to assess areas of need and to inform further action</p> <p>Lead unit: Timeline:</p>

**Strategy 2.7:** Develop and sustain policies and programs that support an inclusive campus climate

2.7.1 Provide events and programming that allow the entire campus community (students, faculty and staff) to explore, learn about and engage with diversity issues, and that support an inclusive campus climate

<i>Current initiatives</i>	<i>Further Action Needed</i>
<p>See initiatives listed under Strategy 2.6 and 2.8.</p>	<p>Conduct a campus climate survey (for staff, faculty and administrators) to identify areas of need relative to forming an inclusive campus climate for HSU employees; using data from this and existing student surveys, develop plan for addressing areas of need</p> <p>Lead unit(s): Timeline:</p> <p>Develop and institutionalize support for employee affinity groups that support core campus goals (e.g. Faculty &amp; Staff of Color network, LGBTQ Staff &amp; Faculty network, Women Leaders' Network, etc)</p> <p>Lead unit(s): Timeline:</p> <p>Finalize re-structure of the Bias Response Team process</p> <p>Lead unit(s): Timeline:</p> <p>Review campus procedures for discrimination/harassment reporting to ensure all members of the campus community are aware of how to report incidents, and provided resources for preventing and responding to such incidents</p> <p>Lead unit(s): Timeline:</p>

**Strategy 2.8:** Provide ongoing professional development opportunities for faculty and staff to enhance capacity for supporting diversity and equity in our work with students

<i>Current initiatives</i>	<i>Further Action Needed</i>
<p>Institute for Student Success</p> <p>Various college-level initiatives, including CAHSS Inclusive Classrooms Initiative; CNRS Dean's Office workshops on diversity; CNRS' STEM Pedagogy Action Committee; CPS Sustainable Programs initiative</p>	<p>Develop a means to maximize participation in existing professional development opportunities</p> <p>Lead unit: Timeline:</p> <p>Develop mechanism for establishing expectations and accountability around success and inclusivity in teaching/advising/student support</p> <p>Lead unit: Timeline:</p>

	<p>Review existing professional development offerings in this area, identify gaps, and develop plan for addressing those gaps</p> <p>Lead unit: Timeline:</p>
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**Strategy 2.9:** Integrate opportunities for education and dialogue around diversity and inclusion into orientation programs for all new students, staff/administrators and faculty

<p><i>Current initiatives</i></p> <p>For students: HOP workshop on diversity in the campus community for all new first-time freshmen</p> <p>For staff and administrators: Brief orientation to campus diversity part of the new employee orientation required of all new staff/MPPs</p> <p>For faculty: Brief orientation to campus diversity included as part of new faculty orientation</p>	<p><i>Further Action Needed</i></p> <p>Develop process for offering the an orientation to diversity in the campus community to all new <i>transfer</i> students</p> <p>Lead unit: Timeline:</p> <p>Review need and develop process for offering expanded orientation/training on this topic to new staff/faculty/MPPs</p> <p>Lead unit: Timeline:</p>
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**Strategy 2.10:** Continually monitor university-wide policy-making processes and new initiatives to assess, evaluate and remedy potential areas of disproportional impact (cf EMP 5.7)

<p><i>Current initiatives</i></p> <p>Multiple reports from the Office of Institutional Research and Planning</p>	<p><i>Further Action Needed</i></p>
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## Goal #3: Faculty & Staff Diversity

Goal 3a: Institutionalize the capacity to contribute to HSU’s diversity goals as a core element of all HSU staff, faculty and administrator positions

Benchmark: Inclusion of language relative to diversity/inclusion capacity in position announcements for all staff, faculty and administrator positions, as appropriate for each employee category.

Benchmark: Inclusion of evaluation metric(s) relative to diversity/inclusion in the evaluation process for all staff, faculty and administrator positions, as appropriate for each employee category.

Benchmark: Existence of a cross-campus mechanism for recognizing contributions to diversity and inclusion goals from HSU staff, faculty and administrators.

Goal 3b: Increase the proportion of faculty, staff, and administrators from underrepresented groups<sup>vii</sup>

Benchmark: Faculty composition that reflects the demographics of relevant labor pools for each category of faculty positions; Staff composition that reflects the demographics of relevant labor pools for each category of staff positions; Administrator composition that reflects the demographics of relevant labor pools for each category of administrator positions.

Goal 3c: Ensure equity in the retention and promotion of faculty, staff, and administrators across underrepresented groups<sup>viii</sup>

Benchmark: Retention rates for each employee category proportional across race/ethnicity and gender.

Benchmark: Promotion and/or tenure rates for each employee category proportional across race/ethnicity and gender.

### Core Strategies<sup>1</sup>

**Strategy 3.1:** Develop and implement a cross-campus mechanism for building capacity around diversity, equity and inclusion for all HSU staff, faculty and administrators

<i>Current initiatives</i>	<i>Further Action Needed</i>
See Strategies 2.8 and 2.9, above, for professional development initiatives in this area	<p>See Strategies 2.8 and 2.9, above, for professional development actions in this area</p> <p>Institute structures for building metric(s) relative to diversity and inclusion into the evaluation process for all campus employees</p> <p>Lead unit: Timeline:</p> <p>Develop and implement a process for recognizing contributions to campus diversity goals from staff, faculty and administrators across campus</p>

<sup>1</sup> For more detailed discussion of all of these strategies, please see the “Proposed action plan for diversifying the faculty” (April 2012) and the [INSERT STAFF DIVERSITY PLAN WHEN FINAL]

**Strategy 3.2:** Include language in all position announcements – as appropriate and as relevant to the particular position – that highlights the university’s interest in candidates with commitment to and experience working towards the goals described in this campus diversity plan

<i>Current initiatives</i>	<i>Further Action Needed</i>
<p>All faculty vacancy announcements include language in the minimum qualifications relative to “demonstrated commitment and/or experience promoting and fostering a learning environment that is supportive of individuals from diverse backgrounds,” with resources provided to search committees to assist them in evaluating candidates in this area</p>	<p>Develop template language (with options) appropriate for different staff and administrator job categories, and provide staff and administrator search committees with a clear structure for evaluating candidates on this measure</p> <p>Lead unit: Timeline:</p>

**Strategy 3.3:** Engage staff, faculty and administrators (especially those on hiring committees or acting as hiring authorities) in efforts to recruit individuals from underrepresented groups, and offer the tools and knowledge necessary to accomplish this

<i>Current initiatives</i>	<i>Further Action Needed</i>
<p>Workshops on “Strategies for Avoiding Unconscious Bias in the Hiring Process” are offered (and required) for all members of faculty search committees</p> <p>“Affirmative Action Search Advocates” are appointed for each faculty search committee</p> <p>All MPP search committee orientations include a brief version of the “Strategies for Avoiding Unconscious Bias in the Hiring Process” workshop</p>	<p>Develop mechanism for providing training to all staff and administrator search committee members and hiring authorities on diversity considerations in the hiring process</p> <p>Lead unit: Human Resources, Office of Diversity and Inclusion Timeline:</p>

**Strategy 3.4:** Broaden and target outreach to underrepresented groups, in recruiting staff, faculty, and administrators

<p><i>Current initiatives</i></p> <p>Multiple initiatives in place to broaden and target faculty outreach, including centralization of advertising in APS; a variety of outreach resources made available to search committees to support targeted outreach; and active recruitment at relevant conferences (for more info, see Footnote 1)</p>	<p><i>Further Action Needed</i></p> <p>Finalize development (currently in progress) and begin implementation of comprehensive staff diversity plan that includes detailed plan and process for diversifying our recruitment process for staff/administrator positions</p> <p>Lead unit(s): Human Resources, Office of Diversity and Inclusion Timeline:</p>
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**Strategy 3.5:** Monitor the search process in order to identify progress towards diversifying the applicant pool

<p><i>Current initiatives</i></p> <p>Before proceeding to interview stage, applicant pools for all full-time faculty searches are reviewed for equity issues by multiple parties, including College Deans, Academic Personnel Services and the Office of Diversity and Inclusion</p>	<p><i>Further Action Needed</i></p> <p>Develop mechanism, in the staff/administrator recruitment process, for monitoring progress towards diversifying the applicant pool</p> <p>Lead unit(s): Human Resources, Office of Diversity and Inclusion Timeline:</p>
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**Strategy 3.6:** Develop and implement strategies to support retention of underrepresented staff, faculty and administrators

<p><i>Current initiatives</i></p>	<p><i>Further Action Needed</i></p> <p>Develop plan to support retention of underrepresented faculty, staff and administrators</p> <p>Lead unit(s): Timeline:</p>
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## Goal #4: Community Collaboration

Goal 4a: Develop infrastructure for collaboration with the off-campus community in addressing issues of diversity and inclusion in the larger community, in order to best support and retain HSU students, staff and faculty

**Benchmark:** The development of infrastructure and plan for addressing this issue.

### Core Strategies

**Strategy 4.1:** Develop campus plan for addressing campus-community collaboration toward this goal

<p><i>Current initiatives</i></p>	<p><i>Further Action Needed</i></p> <p>Develop campus plan for addressing campus-community collaboration toward this goal</p> <p>Lead unit(s): Timeline:</p>
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## Goal #5: Ongoing improvement

Continually monitor progress towards achieving all of the above goals, according to the benchmarks identified for goals #1-4.

### Core Strategies

**Strategy 5.1:** Annual reports to campus on progress towards campus diversity goals

<p><i>Current initiatives</i></p> <p>Annual reports from the Office of Diversity and Inclusion</p>	<p><i>Further Action Needed</i></p> <p>Review annual campus diversity reporting process to ensure alignment with goals/benchmarks outlined above</p> <p>Lead unit(s): Timeline:</p>
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**Strategy 5.2:** Identification of unit-level diversity and inclusive excellence goals, and evaluation of unit-level progress towards those goals, integrated into program evaluation processes for all campus units

<p><i>Current initiatives</i></p> <p>Evaluation of progress towards diversity and inclusive excellence goals are a component of the annual Program Review and Evaluation Process (PREP) for all</p>	<p><i>Further Action Needed</i></p> <p>Develop and implement a structure for evaluating unit-level progress towards diversity and inclusive excellence goals for units that are neither academic programs nor student services units</p>
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<p>academic programs</p> <p>Disaggregated analysis and discussion of diversity and equity issues are included in the annual review process for all student services units</p>	<p>Lead unit(s):</p> <p>Timeline:</p>
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- <sup>i</sup> We will commit to increasing our diversity of people and perspectives. (HSU Vision) HSU will increase the proportion of students of color, and other under-represented groups, while increasing retention and graduation rates (HSU Strategic Plan 2004-2009).
- <sup>ii</sup> Humboldt State University is committed to ensuring academic excellence for traditionally under-represented students in areas of student access, persistence, and graduation by embracing diversity as an educational process central to academic success for all students (WASC Commitment; Cabinet for Institutional Change).
- <sup>iii</sup> We will be exemplary partners with our communities, including tribal nations (HSU Vision); HSU will build on our student-centered focus to create an equitable institutional and social climate with a community that welcomes diverse students, staff, and faculty (HSU Strategic Plan 2004-2009; HSU Priorities 2012-2016).
- <sup>iv</sup> HSU will help individuals prepare to be responsible members of diverse societies (HSU Mission). HSU graduates will demonstrate appreciation for an understanding of expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints (HSU Student Learning Outcome #4); HSU will provide the framework for the integration of lifelong international and intercultural experiences that enrich the lives of our students, faculty, and staff. (HSU Strategic Plan 2004-2009); also see Footnote 2, above.
- <sup>v</sup> HSU will close the gap in educational achievement (Graduation Rate Improvement Plan 2010; HSU Strategic Plan 2004-2009; HSU Priorities 2012-2016)
- <sup>vi</sup> HSU will close the gap in educational achievement (Graduation Rate Improvement Plan 2010; HSU Strategic Plan 2004-2009; HSU Priorities 2012-2016)
- <sup>vii</sup> HSU Strategic Plan 2004-2009; HSU Priorities 2012-2016.
- <sup>viii</sup> HSU Strategic Plan 2004-2009; HSU Priorities 2012-2016.