



California State University  
SAN MARCOS  
OFFICE OF INCLUSIVE EXCELLENCE

Action Steps for the  
Diversity and Inclusion Strategic Plan (DISP)  
2017-2022

## Goal 1 ACCESS AND SUCCESS (Compositional Diversity)

CSUSM will improve institutional access and equity through effective recruitment and retention of diverse students, faculty, staff, and administrators, providing them with equitable and expanded opportunities for success.

<b>Objective 1. Expand procedures, programs and activities designed to recruit and enroll a diverse student body.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit<sup>1</sup></b>	<b>Resources<sup>2</sup></b>
1. Review processes and procedures to ensure the continued recruitment and enrollment of a diverse student population, ensuring input from departments that serve specific populations.	Fall 2016 (repeat at least every 5 years)	<b>Provost/</b> Student Affairs	
2. Disaggregate data on Asian/Pacific Islander and Latino students. Use data to determine if there are specific subgroups that are underrepresented or have issues with access, and develop targeted approaches as needed.	Fall 2016 - ongoing	<b>Provost/</b> Student Affairs	
3. Develop and implement a recruitment plan for African American students. It should identify recruitment sources, community outreach components, and campus events (e.g., financial aid workshop, conferences, etc.).	Spring 2017 - ongoing	<b>Provost/</b> Student affairs (with input from BSU and BFSAs formally known as AAFSA)	Recruitment efforts to occur in fall 2017-Amounts to be determined
4. Develop and implement a recruitment plan for American Indian students. It should identify recruitment sources, community outreach components, and campus events (e.g., financial aid workshop, conferences, etc.). Investigate plus factor for admissions.	Spring 2017 - ongoing	<b>Provost/</b> Student Affairs/ Community Engagement (with input from CICSC and Tribal Initiative)	Includes staffing and operational costs
5. Gather and review data on recruitment and enrollment of students from underrepresented, disadvantaged, and marginalized groups. Review multiple dimensions of diversity, including access for groups such as people with disabilities, women in STEM disciplines, and others. Develop targeted recruitment plans based on an analysis of relevant data regarding gaps in access and educational equity (with attention to student groups whose numbers are small and/or experience isolation).	Spring 2017 - ongoing	<b>Provost/</b> Student Affairs	Grant writing support, one time cost
6. Seek philanthropic support through the campus' first comprehensive campaign to "Prepare Tomorrow's Leaders" which supports scholarships, ACE Scholars Services and Veterans Affairs Initiatives and "Build Great Communities" which will create pathways to college for first-generation and at-risk students, create a lasting legacy of positive sportsmanship and regional spirit, and inspire personal connections through arts and culture.	Fall 2016 - ongoing	<b>University Advancement</b>	Campaign support

<sup>1</sup> The unit(s) listed in bold is (are) considered to be the convener(s) and hold primary responsibility for the action item. We assume that listed parties will consult with stakeholders as appropriate.

<sup>2</sup> Responsible Units provided estimates for resources where possible.

**Objective 2. Increase retention, success, graduation rates, and educational equity for all students, with a specific focus and emphasis on underrepresented and/or underserved students.**

Action Items	Timeline	Responsible unit	Resources
<p>1. Continue to assess success (including graduation) and retention of students and conduct analysis on gaps in educational equity. Conduct data collection and analysis, and generate recommendations, in a way that ensures that educational equity of underrepresented, underserved, and marginalized students is being addressed. Disaggregate data on specific groups to determine if there are subgroups that are underrepresented or have issues with retention or success, and develop targeted approaches as needed.</p>	Spring 2016 - ongoing	OUGS	
<p>2. Assess student needs for intrusive support programs, develop or expand programs, and assess their effectiveness.</p> <p>2.1. Review longitudinal data for successes in existing programs such as Educational Opportunity Program, Student Support Services (TRIO), and others of sufficient size and longevity for comparable review.</p> <p>2.2. Identify students who meet the criteria for such programs but whom the university does not have the capacity to serve. Compare student success measures and retention, and time to degree.</p> <p>2.3. Conduct analysis of areas of impact that may improve outcomes, expansion or resources, and trends for identifiable student populations who could benefit from intrusive services (e.g., first generation, students with disabilities, low income, etc.).</p>	Fall 2016 - ongoing	OUGS/ Student Affairs	
<p>3. As a Hispanic-Serving Institution (HSI), engage in alignment activities or appropriate actions that promote Hispanic student success and excellence.</p> <p>3.1. Support the Hispanic Serving Institution Title V grant, collaborate with the Title V grant team to merge efforts where objectives are similar.</p> <p>3.2. Create an ad-hoc HSI work group to do an inventory and assess progress in promoting Latino student success and make recommendations for addressing any identified gaps.</p>	<p>Fall 2016</p> <p>Fall 2016</p> <p>Spring 2017</p>	<p><b>Student Affairs</b></p> <p><b>OIE/HSI team</b></p> <p><b>Student Affairs/HSI director</b></p>	
<p>4. As an AANAPISI, engage in alignment activities or appropriate actions that promote Asian American and Native American Pacific Islander student success and excellence. Create an ad-hoc AANAPISI work group to do an inventory and assess progress in promoting Asian American and Native American Pacific Islander student success and make recommendations for addressing any identified gaps.</p>	Spring 2017	<b>Student Affairs</b> (with input from related student organizations and faculty-staff associations)	
<p>5. Identify opportunities to promote diversity in admission and retention of underrepresented graduate students. Review existing data on enrollment and graduation rates and identify ways to promote other opportunities.</p> <ul style="list-style-type: none"> <li>Staff support needed to send representative to recruitment fairs, including those opportunities focused specifically on underrepresented students (e.g., Diversity Forum held annually at UCSB), and to with IPA to conduct an analysis of retention rates for graduate students across the campus.</li> </ul>	Fall 2017	<b>Office of Graduate Studies &amp; Research</b>	

**Objective 3. Expand and enhance procedures and activities designed to recruit, hire, and retain staff, administrators, and faculty<sup>3</sup> so that CSUSM, at all levels, will better reflect the diversity of the region, while also considering critical mass.**

Action Items	Timeline	Responsible unit	Resources
<p>1. Review and revise all recruitment and hiring procedures to include best practices in diversity, which include but are not limited to the following:</p> <p>1.1. Require all search committee members for all searches to attend live or online diversity and search committee training. Chairs and Diversity or EEO advocates must attend the in-person trainings. Place the link to the search committee training modules in the ETC dashboard and require all search members (not attending in-person sessions) to complete the training.</p> <p>1.2. Develop hiring procedures for lecturers to incorporate best practices for diversity recruitment and hiring.</p> <p>1.3. Develop hiring procedures for non-instructional faculty (NIF) to incorporate best practices for diversity recruitment and hiring.</p> <p>1.4. Develop and implement processes to ensure that job descriptions are created and reviewed to consider and address diversity.</p> <p>1.5. Time diversity search committee training so as to be able to provide maximum advice and consultation on developing outreach plans.</p> <p>1.6. Continue utilizing diversity search committee training approved by OGC.</p> <p>1.7. Include appropriate levels of intercultural proficiency as a preferred job qualification for all MPP, senior administrator, and faculty position job descriptions and as a preferred job qualification for all staff positions.</p> <p>1.8. Develop a mechanism to review the diversity of the initial applicant pool for all positions and the diversity of the pool at each stage of screening. Authorize hiring managers to address pools that are not diverse.</p> <ul style="list-style-type: none"> <li>• Ensure VPFA and HR Manager are –up-to-date on diversity issues related to hiring by participating in a conference or webinar annually.</li> </ul> <p>1.9. Add preferred diversity provisions to all MPP, staff, non-instructional faculty, and lecturer procedures, as appropriate, similar to those in current faculty and senior administrative appointments procedures.</p>	<p>Fall 2016-2018</p> <p>Already required; ongoing.</p> <p>Spring 2017</p> <p>Spring 2017</p> <p>Same as 1.1</p> <p>Same as 1.1</p> <p>In progress/ongoing. Same as 1.1 (lecturer &amp; NIF spring 2017)</p> <p>Fall 2018</p> <p>Same as 1.1 above</p>	<p>HR, Faculty Affairs/ OIE</p>	
<p>2. Assess and address retention issues for faculty that affect diversity.</p> <p>2.1. Obtain and assess data showing faculty resignation, tenure, and promotion rates by key diversity dimensions, minimally by race/ethnicity, gender, and department. (Include all faculty, including lecturers, in these analyses.)</p> <p>2.2. Evaluate data related to faculty who have resigned in the last three years, to assess possible reductions in faculty diversity and in representation across gender, race/ethnicity, and other categories for which data is available.</p>	<p>Fall 2018 (every 5 years)</p>	<p>Faculty Affairs/FSAs</p> <p>3.4 Deans/Faculty Center/OIE</p>	

<sup>3</sup> Unless otherwise indicated “faculty” includes tenure track (TT) faculty, lecturers and non-instructional faculty.

<p>2.3. Meet with each Dean regarding faculty who have resigned from their college, to gather information about why faculty resigned and what potentially may have prevented the resignation(s).</p> <p>2.4. Meet with the university faculty/staff associations to inquire into ways to increase retention.</p> <p>2.5. Engage in meetings with recently hired faculty and senior faculty, including faculty of color and others from underrepresented groups, to inquire about retention issues.</p> <p>2.6. Review faculty exit interview parameters and practices and work with the deans if revisions or changes are needed. Develop a standard set of exit interview parameters as appropriate.</p> <p>2.7. Reach out to all faculty to encourage them to provide suggestions or concerns regarding recruitment and retention.</p>			
<p>3. Assess and address retention issues for staff and MPP's that affect diversity.</p> <p>3.1. Obtain and assess data showing retention, resignation, and promotion rates by key diversity dimensions for which data is available, minimally by race/ethnicity, gender, job category, and department or unit.</p> <p>3.2. Evaluate data related to staff and MPP's who have resigned in the last three years to assess possible reductions in diversity and in representation across gender, race/ethnicity, and other categories.</p> <p>3.3. Meet with the university faculty/staff associations to inquire into ways we can increase retention.</p> <p>3.4. Review and if needed revise exit interviews and other processes to encourage learning the reasons staff, SAA and MPP's leave CSUSM. Consider conducting exit interviews 6 months after an employee has left</p>	<p>Fall 2018 – review every 5 years</p>	<p><b>Human Resources</b></p>	
<p>4. Each division and college (and its components where appropriate) will identify any underrepresentation and inequities in retention rates among its employees. Each division or college will develop strategies to remedy any identified underrepresentation or inequity in retention and integrate these strategies into its strategic plans.</p> <p>4.1. Divisions and colleges will include deadlines and assessments to address progress toward meeting the University goal of a diverse workforce.</p> <p>4.2. Divisions and colleges when reviewing for underrepresentation will use the local population (the region CSUSM serves) as a benchmark. Disaggregate and review the data by job category (all faculty, staff, and MPP, and SAA) and by individual departments. At a minimum, review categories of gender and race/ethnicity, and include others whenever possible. For populations such as African Americans and American Indians whose local numbers are so low that mirroring the local demographics would not allow for critical mass, higher goals may be set.</p> <p>4.3. Conduct this process as part of any College or Division strategic plan update, in consultation with OIE.</p>	<p>Fall 2017, recurring as part of strategic planning.</p>	<p><b>Vice Presidents/All Divisions and Colleges,</b> depending on level strategic planning is done.</p>	

<b>Objective 4. Develop and provide mechanisms of support for CSUSM employees that will foster success and upward mobility for an increasingly diverse faculty and staff.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Resources</b>
1. Assess and make recommendations on success and upward mobility for faculty. (Consider, among other options: (1) providing mentors for newly hired faculty who can give them support and guidance and help them feel connected and engaged; and (2) sponsoring a welcome reception for new faculty and mentors. <ul style="list-style-type: none"> <li>annual Membership to National Center for Faculty Development and Diversity (<a href="#">NCFDD</a>)</li> </ul>	Fall 2016 ongoing	<b>Faculty Center/</b> Faculty Affairs/ Colleges	
2. Assess and make recommendations on success and upward mobility for staff.	Fall 2016	Human Resources	
3. Review tenure and promotion guidelines to assess whether there are ways to ensure that faculty research, teaching, and service in the area of diversity and social justice are valued and rewarded.	Spring 2018	<b>Academic Senate/</b> Academic Affairs/Community Engagement	
4. Review evaluation and retention guidelines for lecturers to make sure that teaching in the area of diversity and social justice and contributions to and proficiency in creating inclusion in the classroom are valued and rewarded. Continue to incentivize and promote increasing cultural proficiency of lecturers through professional development opportunities at the Faculty Center.	Fall 2018	<b>Faculty Affairs/</b> Faculty Center	
5. Review and find ways to increase engagement of lecturers and provide viable paths, in addition to teaching, by which lecturers can add value and contribute their expertise to the University. <ul style="list-style-type: none"> <li>University Lecturer Inclusion Task Force formed and will submit final report to Senate by March 2017.</li> </ul>	Fall 2018	<b>Academic Senate/</b> -Faculty Affairs	
6. Strengthen the role of the Faculty Staff Associations (FSAs) and support them in continuing to create a positive inclusive climate and in promoting inclusive excellence in leadership development at CSUSM. Provide FSAs with enhanced resources to help them generate these benefits, including allotting additional funding to expand the Annual Leadership Conference and exploring ways to encourage and allow for participation to conduct FSA business.	Fall 2016, in progress	<b>OIE/HR</b>	Annually for Conference

## Goal 2 CURRICULUM, CO-CURRICULUM, LEARNING OUTCOMES (Substantive Diversity)

Develop students' skills, knowledge, and abilities to advocate for, lead, and participate in social change, to function and contribute effectively in a diverse and multicultural world, and to understand the role of diversity in their own lives and in society.

<b>Objective 1. Develop courses and other curricular components that will foster students' intercultural proficiencies and social justice skill sets and enable them to be proactive with regard to diversity and inclusion.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Resources</b>
1. Develop a diversity course requirement (to include general education and/or majors courses) wherein all students must take a specified number of units of an approved diversity course(s) that address(es) global and/or domestic diversity. Do this within the purview of Academic Senate processes, and in a way that does not exceed current overall unit requirements.	Fall 2016-ongoing	<b>Academic Senate/</b> OIE (ex officio)/ Faculty Center	
2. Provide support for faculty to integrate diversity content and inquiry: Create Diversity Faculty Liaisons for each college (WTU or stipends) who will work in collaboration with the Office of Inclusive Excellence and the Faculty Center (e.g. via the Diversity Faculty Fellow).	Fall 2016 –ongoing	<b>Faculty Center/</b> Academic Senate/ OIE	Course release /stipend for 4 faculty-per yr, or cost shared with college
3. Provide support for faculty to integrate diversity content and inquiry by offering a summer institute for faculty specifically covering power, privilege, race, gender, and class (and their intersections). Include discussion on how to 1) connect global/international perspectives to localized politics and contexts, 2) strengthen diversity and social justice pedagogy, and 3) integrate it into the curriculum, as well as competitive stipends that faculty can apply for to strengthen or add diversity and inclusion content to courses.	Summer 2017-ongoing	<b>OIE/Faculty Center</b>	
4. Explore optimal ways and best practices to integrate diversity content and attention to inequity into relevant graduate courses and seminars (including specific program-level activities and curriculum for different graduate courses and programs).	Ongoing, but at least 5 academic years.	<b>Dean of Graduate Studies</b>	
5. Identify and strengthen programs/departments that particularly contribute to developing diversity courses and content that enhances understanding of and competencies regarding structural inequity, power and privilege, intersectionality, historically marginalized communities, and global/domestic connections (and to diversity course requirement).  <ul style="list-style-type: none"> <li>● CHABSS specified plans for course delivery in Ethnic Studies and American Indian Studies, Chicana, and to support other low enrolled courses with diversity content already in progress.</li> <li>● Library has plans for space redesign to articulate contributions to curricular and co-curricular activities and on student development of inquiry and curiosity; no budget needed</li> </ul>	Fall 2016	<b>Academic Affairs/</b> College Deans/ LAMP	

<ul style="list-style-type: none"> <li>● CoBA indicated maintaining and expanding support for current co-curricular initiatives related to diversity (heavy on international exposure); budget needs unclear.</li> <li>● CSM noted initial goals to integrate changes into the current college strategic plan with specific focus to support faculty to write training grants that underrepresented minority students and to provide support to reward faculty who work toward increasing diversity in various areas of STEM; budget unknown</li> <li>● CEHHS offered suggestions for enhancing diversity in each program, ranging from global to granular.</li> </ul>			
6. Review diversity-related undergraduate course offerings and scheduling. Inquire into the reasons why many diversity courses that are on the books are not regularly offered. (For example: Are some diversity courses not offered because of a lack of instructional expertise to teach these courses? Are diversity-related courses prioritized? Are these courses attached to major requirements and or appealing high-yield FTES bearing units?)	In progress	<b>Office of the Provost</b>	
7. Reinstitute the Social Justice Symposium.	Fall 2019	<b>OIE/Diversity Council</b>	
8. Create an intercultural proficiency certificate program for faculty and staff. This action item requires further feedback from the Faculty Center.	Fall 2020 - ongoing	<b>Faculty Center/ OIE</b>	
9. Each College will address in its strategic plan how objective Goal 2, Objective 1 will be accomplished. Colleges' strategic plans will also address how diversity and inclusion will be "life staged" (what students should learn about diversity in their first, middle, and final years at CSUSM) as an institutional learning outcome and consider increasing diversity courses in first- and second-year courses.	Spring 2019	<b>College Deans/Office of Provost</b>	
10. Community Engagement will address in their strategic plan how they will achieve Goal 2, Objective 1 in student internships, service learning, civic learning and community-engaged scholarship.	Summer 2017	<b>Community Engagement</b>	
11. Seek philanthropic support through the campus' first comprehensive campaign to "Build Great Communities" which will create pathways to college for first-generation and at-risk students, create a lasting legacy of positive sportsmanship and regional spirit, and inspire personal connections through arts and culture.	Fall 2016 - ongoing	<b>University Advancement</b>	Campaign support
12. Increase opportunities for a wider pool of students to of diverse backgrounds to travel with Legislative Liaison to Sacramento and D.C. to engage in our advocacy efforts.	Fall 2017 - ongoing	<b>Legislative Liaison</b>	



<b>Objective 2. Develop co-curricular activities that will foster students' intercultural proficiencies and social justice skill sets and enable them to be proactive with regard to diversity and inclusion.</b>			
<b>Action items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Resources</b>
1. Student Affairs will address in their strategic plan how they will achieve Goal 2 through a variety of activities that will culminate in a co-curricular transcript.	Fall 2016 ongoing	<b>Student Affairs/ Academic Affairs</b>	
2. Community Engagement will address in their strategic plan how they will achieve Goal 2 in student internships and civic learning.	Fall 2016 - ongoing	<b>Community Engagement</b>	
3. Finance and Administrative Services and Advancement will assess how they can be supportive of Goal 2, and will integrate into their strategic plans ways in which they can help the University achieve this goal.	Fall 2016 - ongoing	<b>FAS/Advancement</b>	
4. Conduct assessment of study abroad and cultural exchange programs in terms of rigorous diversity or intercultural competency rubrics so as to identify key impacts.	Fall 2017	<b>Office of Global Education</b>	

<b>Objective 3. Integrate curricular and co-curricular elements focused on diversity and related areas in ways that result in synergy between these efforts and foster greater learning.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Resources</b>
<p>1. Confirm and encourage collaborations across all divisions as appropriate. The primary focus of this recommendation is for Academic Affairs, Student Affairs, Community Engagement to connect the curricular, co-curricular, and experiential sides of learning about diversity.</p> <p>1.1. Continue the Beyond the Stereotype campaign to include religion, class, disability, gender, and sexual orientation.</p> <p>1.2. Build on the CSUSM integrated Co-Curricular model.</p> <p>1.3. Hold a retreat to discuss and plan how to achieve this collaboration.</p> <p>1.4. Identify the desired campus engagement level for diversity (using the DELTA Taxonomy Scale, recommended by Halualani and Associates).</p>	<p>Fall 2016</p> <p>Campaign in progress</p> <p>Ongoing</p>	<p><b>All Vice Presidents</b></p> <p><b>OIE</b></p> <p><b>All Vice Presidents</b></p> <p><b>All Vice Presidents</b></p> <p><b>Diversity Council</b></p>	
2. Develop an Intercultural Proficiency/Intelligence certificate for students that whereby students take identified courses and participating in co-curricular activities.	Fall 2020	<b>Academic Affairs/ Student Affairs</b>	

### **Goal 3 INCLUSIVE CLIMATE**

**Foster and maintain an inclusive, welcoming, campus environment where all campus members thrive and are heard and where differences are considered a collective strength.**

<b>Objective 1. Increase capacity of faculty, students, staff, and administration to engage across differences respectfully, civilly, and productively. Address concerns regarding micro-aggressions, difficult dialogues, barriers, and interpersonal relations at all levels of the University.</b>			
<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Resources</b>
1. Foster positive relations among staff and administrators by implementing the Human-Resources-proposed diversity/multicultural staff, MPP, and Student	Fall 2017	<b>HR/OIE/All Divisions</b>	

Assistant training (part of the training will involve improving interpersonal relationships through intercultural competence as well as developing intercultural proficiency).			
2. Provide professional development training, discussions, and/or other similar opportunities for faculty, students, staff and administrators to learn more about improving interpersonal relationships and how to avoid and address micro-aggressions. For those interested in a deeper dive into addressing micro-aggressions, make facilitated training available to all employees.	Fall 2016 Spring 2017	<b>HR/Faculty Center/Academic Senate/Student Affairs/OIE/AA</b>	
3. Provide training for faculty to facilitate workshops on difficult dialogues /hot-topics/micro-aggressions in the classroom.	Spring 2017 ongoing	<b>Faculty Center/SA/AA</b>	

**Objective 2. Take active efforts to create an inclusive and welcoming campus environment that supports diversity and social justice, where trust can flourish, and where all campus community members feel included, valued, and respected.**

<b>Action Items</b>	<b>Timeline</b>	<b>Responsible unit</b>	<b>Resources</b>
1. All divisions/colleges (or their components) will work with the OIE to determine how to include in their strategic plans how they will achieve the objectives in Goal 3. Specific action items should include (but not be limited to) providing development/training opportunities for employees and/or students, developing innovative approaches to creating an inclusive environment, including diversity and inclusion in mission statements and learning outcomes, ensuring inclusion is a consideration in decision making, and attending and providing retreats or development days focused on diversity and inclusion.	Fall 2017 - ongoing	<b>All Vice Presidents/OIE</b>	
2. Assess and fortify the Leadership Academy curriculum to provide opportunities to learn about and develop skills for inclusive leadership, to engage in related discussions regarding institutionalizing diversity and inclusion at CSUSM, and to learn about the role of leaders in supporting CSUSM's mission and vision for diversity and inclusion. Attention should be given to incorporating issues of diversity and inclusion throughout the whole Academy curriculum.	Fall 2017	<b>HR/ OIE</b>	
3. Encourage and expand the use of 360-degree evaluations beyond administrators to other leadership roles such as Staff Lead, and include in these confidential evaluations, items related to the individual's competence in valuing diversity and in providing and promoting an inclusive work environment.	Spring 2018	<b>HR/OIE</b>	
4. Continue the President's diversity and inclusion awards to students, faculty, and staff.	Ongoing	<b>President's Office</b>	

5. Maintain CSUSM's commitment to an American Indian blessing for all new buildings and spaces; incorporate into current facilities policies.	Fall 2016 - ongoing	ECS	
6. Formalize Heritage Month celebrations by providing funds and assigning departments or organizations responsible for programming of each celebration.	Fall 2017- ongoing	OIE	
7. Create an Inclusive Excellence seminar that meets over an academic year, open to staff and MPP's, in which participants explore matters involving inclusive leadership and development of skill sets to be effective in a diverse environment. Graduates of the seminar may receive a certificate. (Campus Connect model)	Fall 2019 -ongoing	OIE/HR	
8. Explore creation of a Council of Graduate Students, which could be charged with looking at targeted diversity efforts and opportunities for graduate students in activities and graduate programs across campus.	Fall 2016	Office of Graduate Studies	Annually
9. Explore and assess avenues of collaboration between the Office of Inclusive Excellence and the CSUSM sustainability program	Fall 2016 ongoing	Sustainability program/ OIE	
10. Create a regional annual diversity, educational equity, and inclusion conference.	Fall 2018- ongoing	OIE/Diversity Council	
11. Continue to recruit external constituents that reflect the demographics of the university to serve on the Foundation Board and Alumni Council.	Ongoing	University Advancement	

**Objective 3. Provide safe and inclusive spaces where students, faculty, staff, and administrators can connect with or obtain support from others who share or validate their valued identities.**

Action Items	Timeline	Responsible unit	Resources
1. Enhance support for the Social Justice Centers.	Fall 2016- ongoing	Student Affairs/ AA	Annually
2. Continue to support the Veterans Center and Veterans strategic plan. Engage active duty military and veterans in curricular and co-curricular activities.	Fall 2016 -ongoing	Student Affairs	
3. Continue to follow best practices contained in the CSU System wide Audit Report for services for students, faculty, and staff with disabilities	Fall 2016-ongoing	HR /Student Affairs/ (DACC)/ Faculty Affairs/ OIE/	
4. Maintain CSUSM's commitment to providing housing accommodations for LGBTQ students and gender-inclusive bathrooms. Facilitate use of students' and employees' preferred pronoun and name to respect their gender identity.	Fall 2016 –ongoing	Facilities/Enrollment management SDS-Housing	
5. Provide ally training to support diverse communities & encourage attendance at all levels to best serve students.	Currently Ongoing	Pride center/Latin@ center/AB 540 committee/Veteran's Center/ Black Student Center/Cross Cultural Center/Title IX	

6. Expand services and information where needed to undocumented and AB 540 students, students with disabilities, and students eligible for other educational and equity programs.	Currently ongoing	Enrollment management/ (with input from AB540 committee and STAND)/ Student Affairs	
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**Objective 4. Continue to celebrate the diversity and cultures that are representative of our region and of the communities that make up CSUSM; proactively engage with and create a sense of welcoming to our surrounding communities.**

Action Items	Timeline	Responsible unit	Resources
1. Annually host the All Peoples Celebration.	Currently Ongoing	OIE	Annually
2. Expand internship, civic learning and service learning opportunities in diverse environments.	Fall 2016 ongoing	Community Engagement	Annually
3. Strengthen ties with local underrepresented and marginalized communities.	Fall 2017 ongoing	Community Engagement/OIE/Student Affairs	Annually

## Goal 4 INSTITUTIONALIZED DIVERSITY

Ensure that CSUSM's institutional priorities, initiatives, policies, and practices take into account, reflect, and support the university's goals and expectations for diversity and inclusion.

**Objective 1. Review, revise, and reinforce relevant policies and practices across the university to make sure that they are inclusive and foster diversity.**

Action Items	Timeline	Responsible unit	Resources
1. Audit, review, and make recommendations on relevant CSUSM policies and procedures to ensure they are designed to achieve the goals and objectives of the Diversity and Inclusion Strategic Plan. At a minimum includes policies and procedures for: <ul style="list-style-type: none"> <li>1.1 Academic Affairs</li> <li>1.2 Academic Senate</li> <li>1.3 Student Affairs</li> <li>1.4 finance &amp; Administrative Services (including vendor policies)</li> <li>1.5 Community Engagement</li> <li>1.6 Advancement</li> <li>1.7 Intercollegiate Athletics</li> <li>1.8 Office of the President</li> </ul>	Fall 2016-Fall 2021	OIE/FAS	
2. Revise administrative and criteria creation processes to make the distribution of privately-funded scholarships inclusive and reflective on donor intent.	Fall 2016 – ongoing	Student Affairs/University Advancement	

**Objective 2. Strengthen, appropriately resource, and appropriately staff the Office of Inclusive Excellence in the context of an overall diversity and inclusion function led by a Chief Diversity and Inclusion Officer reporting to the President and with access to the Executive Council as needed, who supports and facilitates the needed transformative changes, and holds responsibility to provide counsel, coaching, and leadership on the elaboration and execution of the Diversity and Inclusion Strategic Plan and its key components.**

Action Items	Timeline	Responsible unit	Resources
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1. Determine the scope and function of the OIE in collaboration with identified units 1.1 Provide leadership on diversity and inclusion vision and strategy across the University. 1.2 Develop basic definitions of related terms and phrases (e.g. diversity) to assist in creating broad understanding to ensure these concepts are commonly known and infused within the CSUSM culture. 1.3 Support recruitment, hiring, retention of diverse faculty/staff/administration. 1.4 Foster inclusive climate, culture, and community. 1.5 Assist in facilitating and championing student access, success, and achievement. 1.6 Support & champion curricular & co-curricular learning for intercultural proficiency and skills for inclusion. 1.7 Assist and manage diversity and inclusion assessment and analytics.	Summer 2017	Executive Council/OIE	
2. Evaluate & determine the resources, staffing, and structure of the Office of Inclusive Excellence.	Summer 2017	Executive Council/OIE	
3. Develop the charge of the Diversity Council and recharge Council. The charge, among other items, should include: 3.1 Assist in reviewing unit reports and plans resulting from this plan and provide appropriate input 3.2 Develop common rubrics and guidelines for unit diversity strategic plans	Spring 2017	Executive Council/OIE	
4. Continue support for an Ombuds Office that reports to OIE. 4.1 Develop a marketing plan to better advertise Ombuds services.	Spring-Summer 2017	OIE	

**Objective 3. Promote transparency and continuous improvement by monitoring and analyzing progress on all goals and objectives in the diversity and inclusion strategic plan and by making data-based decisions.**

Action Items	Timeline	Responsible unit	Resources
1. Monitor and analyze progress on all diversity and inclusion goals and action items	Summer 2017 ongoing	Executive Council/ IPA/OIE	
2. Create and maintain diversity dashboard, updated annually.	Spring 2017 ongoing	IPA	
3. Conduct regular diversity campus climate surveys for all members of the community 3.1 Determine surveys to be conducted and how often.	Fall 2017 ongoing	IPA	Survey costs
4. Conduct an analysis of the 2015 Diverse Learning Environment Survey and make recommendations	Spring 2017	IPA/ Diversity Council	

**Objective 4. Embed accountability within each organizational division/unit responsible for implementation of the diversity and inclusion goals and objectives assigned to it.**

Action Items	Timeline	Responsible unit	Resources
1. Provide a safe space for reporting inconsistencies and issues with implementation of the Diversity and Inclusion Plan.	Spring-Summer 2017	OIE/Executive Council	
2. Develop metrics, benchmarks, assessments, and specific goals for all objectives.	Spring-Summer 2017	IPA, OIE	

3. Each unit will report annually on its progress in achieving its goals and objectives to OIE and Executive Council.	Fall 2017 ongoing annually	Executive Council/ OIE	
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**Objective 5. Encourage and support campus administrators, particularly in high level positions, to regularly promote, speak about, and model the value of diversity and inclusion, and hold them accountable for this in their goals and performance reviews.**

Action Items	Timeline	Responsible unit	Resources
1. Review <a href="#">Culture of Leadership</a> document to ensure it reflects goals and expectations for diversity and inclusion.	Fall 2016 – in progress	President/Executive Council	
2. Provide suitable developmental opportunities for campus administrators to enhance their individual and collective capacity to speak out and lead on diversity and inclusion.	Fall 2017	HR/OIE	
3. Revise administrator/MPP performance review documents and processes as necessary to ensure administrators are evaluated on their progress with the diversity and inclusion goals they are responsible for in this plan, and in promoting diversity and inclusion.	Spring 2018 ongoing	Executive Council/HR/ OIE	