



SAN DIEGO STATE
UNIVERSITY

College of Arts & Letters

Diversity Plan

CAL Diversity, Equity, and Inclusion Statement

Who we are: The College of Arts and Letters (CAL) supports disciplinary, interdisciplinary, and cross-cultural approaches to major social, human, and environmental issues in the humanities and social sciences. Our commitment to diversity, equity, and inclusion leads to our recognition of and responsibility for being part of a proud transborder, Hispanic-serving institution (HSI) located on the lands of the Kumeyaay Nation.

Why diversity, equity, and inclusion matter: We are committed to honoring our intersecting socio-historical experiences with respect to diverse embodiments, lived experiences, and structural locations that include race, ethnicity, language, culture, social class, national origin, immigration status, religion, colonial status, age, ability, gender, gender identity and expression, sexual orientation, body diversity, as well as non-traditional, underrepresented, first-generation, and veteran status. Equity seeks to ensure that members of underrepresented and underresourced groups have similar opportunities and outcomes as other groups. Inclusion efforts challenge racism, sexism, classism, settler colonialism, and other forms of inequity and creates spaces where members of all groups are visible, valued, and can freely contribute to the community.

What we do: We promote multifaceted and diverse intellectual approaches to foster an environment in which SDSU's various local communities (faculty, staff, students, and community members) can connect in globally conscious and critical ways. A commitment to social responsibility and equity supports this work: each College department includes faculty with expertise in issues of diversity, equity, and inclusion. By focusing on the contributions of specific minoritized groups and fostering linguistic and cultural difference (a fact exemplified in our rich GE curriculum), our College is at the forefront of scholarly and curricular diversity.

Our vision: We recognize that imbalances of power, perspective, and privilege persist in higher education and in society. We acknowledge and address the diverse experiences of oppression, discrimination, and resistance that many face. Our community supports the equality and dignity of all persons in order to establish and promote an environment in which all can thrive. Our College is stronger when we respect, engage with, promote, and sustain the intellectual and social contributions of members of diverse groups and approach our disciplines through multiple lenses.

A note about process

CAL's Diversity Council, consisting of 25 members representing all CAL departments, lecturers, staff, students, and the Dean's office, began the process of drafting the CAL Diversity Plan in Fall 2019 and met regularly in Fall 2019 and throughout 2020 to work on various aspects of the plan. Members of the Council also attended both Institutes held by the Division of Diversity and Innovation in 2019-2020. An initial draft of the diversity statement was emailed to all CAL faculty, staff and students to request feedback in November 2019. The Council discussed and

incorporated the feedback and revised the statement. The Council emailed the statement again to all CAL faculty, staff, students, and the Dean in April 2020 and revised the document a second time based on CAL-wide feedback. The final statement was distributed to CAL in mid-May 2020. A copy has been posted on CAL's website: <https://cal.sdsu.edu/discover/diversity>

In 2019-2020, the CAL Diversity Council also conducted a climate assessment based on survey data and data related to student success. With an eye toward these data, we drafted the rest of the plan, including goals, outcomes, and strategies. We shared the draft Diversity Plan with the Dean for feedback in mid-September 2020. We emailed it to the CAL faculty, staff, and students, as well as the SDSU Inclusion Council for feedback in early October. In late October, we revised the plan according to the feedback received. We submitted the CAL Diversity Plan for official approval in early November. The plan was reviewed by the Senate committee on Diversity, Equity and Outreach and was approved by Campus Diversity in December 2020. The plan is to be posted on the CAL website.

Results from CAL's Environmental Assessment

The following metrics regarding the College of Arts and Letters give empirical evidence for inequity of representation of the previously identified groups in both academia and the College. Previous bodies of work have noted a correlation between faculty and staff diversity and the success of underrepresented students. Student success and performance correlate with students' ability to find underrepresented faculty (role modeling). Recognizing themselves in current faculty members inspires students to feel that they, too, can achieve that same level of success. Such representation in the faculty can also inspire students to have post-baccalaureate aspirations.

We recognize that the available data is limited (e.g. gender non-binary identity, sexual orientation, and disability are not included in the representation and success sections but they are included in the climate section of this environmental assessment), yet we want to be sure that we are inclusive of members of these groups. Future surveys will also include this information in the data collecting format.

Representation

Faculty and Staff Snapshot

Faculty representation vis-à-vis students

To assess representation, SDSU creates an equity index by comparing percentages of underrepresented minority (URM) faculty and women as a share of all faculty, to the percentage of URM and women students as a share of all students. If the faculty share is less than 80% of the student share (equity index), SDSU considers that URM faculty or women faculty are disproportionately impacted.

The analysis is based on SDSU faculty, staff, and student data from Fall 2018. Underrepresented minorities (URM) include Black/African Americans, Hispanics, and Native American/Alaskan Natives.

URM tenure-line (TT) faculty represented 18.8% of the faculty body. URM students represented 38.3% of our student body. Equity Index is .49 (benchmark is .80).

Lecturer URM faculty represented 19% of the faculty body. URM students represented 38.3% of our student body. Equity Index is .50 (benchmark is .80).

Breaking this down even further:

- Hispanic TT faculty to Hispanic students: 13.1% to 33% (equity index is .40). With SDSU having achieved HSI status, this low equity index is a prominent issue of concern.
- Women TT faculty to women students: 44.5% to 45.6% (no disproportionate impact).
- Women lecturer faculty: 62%

Analysis: Overall, the data show that there is disproportionate impact between URM faculty and student representation. When comparing URM doctorate recipients nationally in 2017 to URM TT faculty in CAL, however, the equity index is 1.175 (similar for lecturer faculty). Although CAL is doing well in this area, because the numbers of URM faculty are small compared to the numbers of URM students, they still do not meet student needs or demand. Increased representation of URMs in the TT faculty, coupled with graduate school preparedness among undergraduates, will aid with pipeline issues. There is a small disparate impact based on gender when comparing women doctorate recipients nationally in 2017 to women TT faculty in CAL: .73.

Staff representation vis-à-vis faculty

Staff to TT faculty by gender: 76% women to 44.5%

Staff to TT faculty by URM: 27% to 18.8%

Analysis: There is an overrepresentation of women (especially) and URMs in underpaid positions (clerical staff) compared to TT faculty positions. As a result, students may be more likely to think of women and URMs as staff rather than faculty, which may negatively impact women and URM student career aspirations and may give all students the impression that women and URMs belong in supportive roles and men and white people in positions of knowledge and authority.

Undergraduate student snapshot

Total undergraduate enrollment: 3,781 students

New undergraduate students, Fall 2019: 1,283 students (761 transfers, 522 first-time freshmen)

Snapshot of CAL's undergraduate students:

- 40.1% underrepresented students (URM)
- 16.2% incoming undergraduate Pell Grant recipients
- 55% women; 44% men; 1% non-binary

Analysis: CAL students are represented with 40.1% URM compared to the overall university at 34.4%. Women are represented at a higher rate (55%) than men (44%).

Graduate student snapshot

Total graduate enrollment: 421 students

New graduate students, Fall 2019: 178 students

Snapshot of CAL's graduate students:

- 29% underrepresented students (URM)
- 49% women; 50% men; 1% non-binary

Analysis: Compared to the number of undergraduate enrollment of URM students, the graduate representation drops to 29%, further supporting our need to mentor and prepare undergraduates for graduate school across universities, and the urgent need for URM faculty as mentors and positive examples. Representation of women (49%) and men (50%) is about equal.

Climate

The data presented and reviewed here are the results of a Fall 2019 general SDSU climate survey (173 CAL faculty, staff, and administrator respondents--a 34% response rate).

A previous faculty climate survey was conducted by HERI in 2015 (89 CAL faculty respondents). In 2015, CAL faculty were more dissatisfied than the average SDSU faculty. Also, URM faculty response percentages to the HERI survey (9%) were only half of their total faculty percentages (17.9% in Fall 2016). This may reflect concerns about anonymity and low trust levels, feeling that the survey results would not be acted upon, or lack of time and feeling overworked.

The data collected in 2015 are indicative of an environment in which the University President and Provost favored STEM fields and the CAL Dean cut costs and restricted faculty assigned time. There was a sense of being disrespected as faculty and suffering from a lack of shared governance. The 2015 data indicate that when faculty distrust and feel unsupported by university leadership, there are significant consequences in terms of morale, retention, and recruitment, which correlate with diversity and inclusion.

Responsibility is, in part, required of upper administration to reassure, communicate, and usher in a renewed trust and full participation/shared governance of *all* community members/constituent parts of the College.

Fall 2019 climate survey data show a marked improvement.

Analysis of the Fall 2019 climate survey data

Response Rates

Overall respondents by position:

Tenured faculty: 34%
Pre-tenure: 14%
Lecturer/part-time faculty: 29%
Staff: 20%
Administrators: 3%

By years at SDSU:

Less than one year: 7%
1-5 years: 26%
6-10 years: 11.5%
11-20 years: 36%
More than 20 years: 20%

Other qualities of respondents (where respondents chose to give this information):

17% identified as URM
***More than twice the number of women responded compared to men.
73% of respondents identified as heterosexual/straight.
85% identified as not having a disability;
8% as having a disability.
45% identified as non-religious

The percentages below correspond to the aggregated “agree” and “strongly agree” responses.

Question: My presence/expertise/contributions/perspective are valued

Presence valued:

Tenured 64%	Sexual Minority 42%	Women 53%
Pre-Tenure 45%	Sexual Majority 63%	Men 69%
Lecturer 50%		
Staff 53%	Christian 62%	Disability 54%
Administrator 100%	Jewish 50%	No Disability 58%
	Other 57%	
URM 44%		
Non-URM 61%		

Expertise valued:

Tenured 47%	Sexual Minority 42%	Women 44%
Pre-tenure 55%	Sexual Majority 53%	Men 62%
Lecturers 37%		
Staff 56%.	Christian 54%	Disability 33%
Administrator 100%	Jewish 40%	No Disability 51%
	Other 48%	
URM 41%		
Non-URM 53%		

Contributions valued:

Tenured 60%	Sexual Minority 48%	Women 50%
Pre-tenure 57%	Sexual Majority 62%	Men 74%
Lecturers 48%		
Staff 53%	Christian 64%	Disability 31%
Administrators 100%	Jewish 50%	No Disability 59%
	Other 60%	
URM 49%		
Non-URM 59%		

Perspective valued:

Tenured faculty 57%	Sexual Minority 38%	Women 44%
Pre-tenure 40%	Sexual Majority 55%	Men 62%
Lecturers 44%		
Staff 44%	Christian 50%	Disability 33%
Administrators 80%	Jewish 40%	No Disability 51%
	Other 59%	
URM 34%		
Non-URM 54%		

Analysis: Respondents who identified as minority group members generally rated themselves as being less satisfied than respondents who identified as being members of the majority. Employees who have been here 11-20 years seem to feel more valued and those who have been here 6-10 years seem to feel less valued.

Question: My work environment is welcoming / collaborative / supportive / respectful for employees of diverse backgrounds

Welcoming:

Tenured faculty: 55%	Sexual Minority 62%	Women 60%
Pre-tenure 55%	Sexual Majority 61%	Men 65%
Lecturers 69%		
Staff 63%	Christian 64%	Disability 38%
Administrators 80%	Jewish 50%	No Disability 62%
	Other 62%	
URM 50%		
Non-URM 64%		

Collaborative:

Tenured faculty: 56%	Sexual Minority 56%	Women 54%
Pre-tenure 33%	Sexual Majority 57%	Men 67%
Lecturers 63%		
Staff 59%	Christian 62%	Disability 42%
Administrators 80%	Jewish 50%	No Disability 59%
	Other 53%	

URM 45%
Non-URM 59%

Supportive:

Tenured faculty: 51%	Sexual Minority 47%	Women 53%
Pre-tenure 36%	Sexual Majority 57%	Men 65%
Lecturers 60%		
Staff 63%	Christian 62 %	Disability 23%
Administrators 80%	Jewish 50%	No Disability 58%
	Other 48%	

URM 38%
Non-URM 59%

Respectful:

Tenured faculty: 58%	Sexual Minority 56%	Women 60%
Pre-tenure 48%	Sexual Majority 66%	Men 76%
Lecturers 71%		
Staff 69%	Christian 62%	Disability 33%
Administrators 80%	Jewish 60%	No Disability 65%
	Other 63%	

URM 42%
Non-URM 68%

Analysis: The aggregated data suggests that CAL’s working environment is found by a majority of employees to be welcoming, collaborative, supportive, and respectful for employees of diverse backgrounds. Upon closer examination, the data suggests some striking differences once it is disaggregated. In general, across identity categories, respondents had higher satisfaction levels regarding the extent to which the work environment is welcoming and collaborative and lower satisfaction levels regarding the extent to which the work environment is supportive and respectful. Enhancing support and respect should be areas of focus moving forward.

Fewer **URMs** and people with disabilities feel that their work environment is welcoming/collaborative/supportive/respectful for employees of diverse backgrounds compared to non-URMs and people without disabilities. Employees feel that their work environment is welcoming and collaborative regardless of their **sexual orientation**, but sexual minorities feel that the environment is less supportive and somewhat less respectful. In terms of gender identity, regarding these three aspects of the work environment men find the environment more collaborative, more supportive, and more respectful than women or people who preferred not to state.

In addition, employees who have been at SDSU 6-10 years and more than 20 years are more likely to consider their work environment as being welcoming/collaborative/supportive/respectful for employees of diverse backgrounds.

Many pre-tenure faculty do not feel that the work environment is welcoming, collaborative, supportive, or respectful for employees of diverse backgrounds. In contrast administrators

overall feel that the environment is welcoming. The results suggest that there are some issues with the likely retention of pre-tenure faculty.

In the future, when tabulating answers to questions by religion, please also include Non-religious as a category. In CAL, the categories Agnostic, Atheist, and None, when tabulated together, correspond to 45% of respondents. This is the largest percentage of respondents, and their opinions should be included in the survey.

Question: My college has a demonstrated commitment to hiring/retaining/the career advancement of employees of diverse backgrounds and to supporting initiatives that support employee diversity

Hiring:

Tenured faculty: 50%	Sexual Minority 57 %	Women 52 %
Pre-tenure 32%	Sexual Majority 52%	Men 54%
Lecturers 52%		
Staff 57%	Christian 60%	Disability 23%
Administrators 100%	Jewish 60%	No Disability 54%
	Other 51 %	
URM 41%		
Non-URM 55%		

Retaining:

Tenured faculty: 37%	Sexual Minority 34%	Women 45%
Pre-tenure 50%	Sexual Majority 47%	Men 47%
Lecturers 53%		
Staff 51%	Christian 52%	Disability 15%
Administrators 100%	Jewish 40%	No Disability 46%
	Other 37%	
URM 32%		
Non-URM 47%		

Career Advancement:

Tenured faculty: 43%	Sexual Minority 44%	Women 45%
Pre-tenure 67%	Sexual Majority 48%	Men 57%
Lecturers 54%		
Staff 45%	Christian 50%	Disability 25 %
Administrators 100%	Jewish 50%	No Disability 49 %
	Other 47%	
URM 33 %		
Non-URM 51%		

Supporting Initiatives:

Tenured faculty: 45%	Sexual Minority 42%	Women 48%
Pre-tenure 23%	Sexual Majority 52%	Men 53%

Lecturers 58%
Staff 45%
Administrators 100%

Christian 56%
Jewish 40%
Other 50%

Disability 15%
No Disability 51%

URM 26%
Non-URM 54%

Analysis: Unsurprisingly, non-URMs think we are doing a much better job of hiring, retaining, and supporting the career advancement of diverse employees than URMs. Sexual minority respondents “strongly agreed” in much lower numbers that the College is doing well in hiring/retention/supporting career advancement. As for gender identity, a disparity emerged on the question of supporting career advancement. In terms of ability, able-bodied respondents have a wildly inflated sense of how well the College is doing on hiring, retaining, and supporting the career advancement of diverse employees as compared with respondents identifying as having a disability.

The longer employees have been with CAL beyond 5 years, the larger the percentage of those who “strongly agree” that there is a commitment for hiring diverse employees. Fifty-five percent of those who have been in CAL for 20 years or more agree or strongly agree that there is a commitment to hiring diverse employees. This probably reflects the fact that CAL (and SDSU) was less diverse 20 years ago. Those who have been in CAL for 1-5 years have very low agreements with a commitment to retaining employees; zero percent “strongly agree” that there is a commitment to retaining diverse employees.

Question: If given the choice, I would still come to SDSU

Tenured faculty: 59%
Pre-tenure 68%
Lecturers 78%
Staff 65%
Administrators 100%

Sexual Minority 62%
Sexual Majority 72%
Christian 76 %
Jewish 60%
Other 72%

Women 70%
Men 70%
Disability 69%
No Disability 69%

URM 68%
Non-URM 71%

Analysis: When one combines the Agree/Strongly Agree criteria, the following order is created in terms of job satisfaction (I would still come to SDSU)—Administrators, Lecturers, pre-tenure faculty, staff, tenured faculty, suggesting a need to address issue of post-tenure satisfaction and support. Other categories did not show stark differences, although sexual majorities were 10% more likely to note they would still come to SDSU. While we did not calculate if this is statistically significant, it is important to note the contrast and work into our Action Plan. In addition, those who have been working less than a year at SDSU scored the highest at 90% and those who worked 11 to 20 years scored lowest at 65%.

Findings across all questions

The questions for which the satisfaction of members of minority groups was 20 or more percentage points below that of members of majority groups include:

- Disability: Contributions valued. Welcoming / supportive/ respectful environment. Hiring / retaining / career advancement / supporting initiatives
- URM: Perspective valued. Supportive / respectful environment. Career advancement / supporting initiatives
- Women: Contributions valued

The questions which generated less than 35% satisfaction for minority group members include:

- Disability: Expertise / contributions / perspective valued (31-33% satisfied). Supportive / respectful environment (23-33%). Hiring / retaining / career advancement / supporting initiatives (15-25%)
- URM: Perspective valued (34%). Retaining / career advancement / supporting initiatives (26-33%)
- Sexual minority: Retaining (34%)

The most dissatisfied groups were people with disabilities and URMs.

Summary of qualitative data from climate survey

- Need to hire and retain racially diverse faculty, especially African American (Latinx and Native American were mentioned as well). Resources will be needed for this.
- Need to develop ways to hire and retain racially diverse staff and need to provide adequate staff compensation.
- Need to address low staff morale and sense of not feeling valued or respected.
- Hostile environment for URM pre-tenure faculty created by some senior faculty in some departments. Various levels of awareness were evident in the comments section of the survey, confirming this assessment.
- URM faculty experience increased expectations to do “diversity work” without release time or respect.
- Lack of respect and lack of support for lecturers, including those who engage in research. Lecturers feel marginalized and like second-class citizens.
- Overall among faculty, lecturers, and staff: fear of retaliation and lack of clarity regarding processes for expressing/reporting personnel issues (especially if the concern is with chairs).
- Many criticisms of previous Deans and feeling that the interim administrative team is much more supportive and committed to DEI and to our common mission.
- Many respondents felt diversity and inclusion were supported in principle, but not action.
- Need for more formal mentoring.
- Lack of attention in the survey (and by implication SDSU) to issues of class inequality.

Success

Faculty Success

For *tenure-line faculty*, success is measured by average years for TT faculty to go from Associate Professor to Professor (time to promotion).

An interesting and somewhat unexpected result showed that, overall, women faculty, as of the time of this survey, are promoted slightly faster than men faculty. But this is especially true for *non-URM women faculty*.

There is a disproportionate impact for URM faculty, especially men URM faculty. Caveat: there are very small numbers of URM faculty (but that in itself is significant). The data also show that we have smaller percentages of URM faculty at the Professor level (12.5%) than URM faculty at the Assistant and Associate Professor levels (about 18%), indicating that they not only take longer to be promoted but, also, not all URM faculty get promoted to the Professor level.

Student Success

(Data came from the CSU Student Success Dashboard and was retrieved November 8, 2019)

- The 2016 Non-URM Freshmen cohort earned junior status within (2 years) at a rate that was 1 percentage point lower than their URM peers
- Once students achieved junior status, Non-URM students graduated at a rate that was 7 percentage points higher than their URM peers*
- Once achieving junior status, Non-First Generation students graduated at a rate that was 4 percentage points higher than their First Generation peers*
- Once achieving junior status, Non-Pell Grant students graduated at rates 2 percentage points higher than their Pell Grant peers*

*Data is based on graduation within two years of reaching junior status

The following data was retrieved from SDSU Analytic Studies & Institutional Research:

In the 2018-2019 academic year the College of Arts and letters awarded 1,340 degrees

- Women accounted for 52.3% of degrees awarded; men accounted for 47.6%
- 39.1% of graduates were URMs; 48% were Non-URM; 7.5% were international students; 5.4% were other or did not state

Data Champions Final Report (September 14, 2018)

The CSU Graduation Initiative 2025 prompted the campus-wide Data Champions project, which engaged faculty, staff, and administrators to use data-informed strategies to promote student success within their units. The first academic year of this project, CAL's team sought to understand the disparities in graduation timing and barriers among URM and first-generation students.

- *First Time Freshman, Fall 2014*. 4,978 students enrolled as FTF in Fall of 2014, 7.7% of students were initially enrolled in CAL. Of CAL students, 37.4 % identified as men, 62.6% as women, 16.8% as first generation students, and 34% as underrepresented minority students.
- CAL has a higher proportion of first-generation students, women students, and URM students than SDSU as a whole (15.4 %, 56.5%, 30.5%, respectively).
- By their 8th semester, approximately 3% had already graduated in CAL, 0.5% had already graduated outside of CAL. Approximately 5% applied to graduate in the winter (4% in CAL, 1% outside of CAL) and 42% applied to graduate in Spring/Summer 2018

(26% in CAL, 16% outside of CAL). Approximately 15% remained enrolled in CAL and had not applied to graduate, 9% remained enrolled outside of CAL and had not applied to graduate, and 24% were not enrolled in their 8th semester.

- In terms of attrition, approximately 18% of all 2014 FTF were not enrolled by their senior year; about 9% of all 2014 FTF left after their first year; 6% after their second year; and 5% after their third year.
- Men, URM students, and first generation students left at a significantly higher rate than their counterparts. Approximately 18% of students not initially enrolled in CAL had left by their fourth year, whereas 20.9% of students initially enrolled in CAL had left by their fourth year. The difference in attrition by college, however, was not significant.

The Unit's Goals for Diversity and Inclusion

Three overriding goals:

(1) GOAL: Recruitment

We are committed to hiring practices consistent with the core values of diversity, equality, and inclusion that CAL and the university promote (<https://www.sdsu.edu/strategic-plan>). We seek to recruit faculty and staff who are reflective of the diversity found in our student populations and local communities served by our academic institution.

We believe that hiring historically underrepresented faculty and staff will further the university's mission in fostering a welcoming campus-wide environment for all. We want to hire and support more, for example, African American, Native American, Latinx, Southeast Asian, and Pacific Islander faculty and staff of color, people of varying physical abilities, as well as the fluid breadth of trans and gender non-conforming persons, within the constraints of Prop 209.

Objective: Put structures and processes in place that will allow us to continue to diversify faculty and staff, especially with respect to increasing percentages of URM TT faculty.

(2) GOAL: Retention and Improving Climate

We are committed to retention practices that foster an environment of inclusion for faculty, staff, and students, and that acknowledge the uneven academic environment for faculty members, staff, and students from underrepresented groups.

We recognize that the presence of diversity is less than ideal if persons do not perceive that their social identities are appreciated and recognized in a discipline. We aim to promote ongoing open dialogue and initiatives across the university community to recognize and challenge implicit and explicit bias. As such, we strive to build a collegial environment that includes, values, and engages faculty, staff, and students.

Objective: Raise the agree and strongly agree scores by 5% for the following groups and categories by 2025:

- People with Disabilities: Contributions / perspective valued. Supportive / respectful environment. Retaining / career advancement / supporting initiatives
- URM: Perspective valued. Supportive / respectful environment. Retaining / career advancement / supporting initiatives
- Women: Contributions valued
- Sexual minority: Retaining

(3) GOAL: Student Support

We foster an education that helps students recognize their place in our global community, become versed in multicultural frameworks and forms of communication, and who are able to cross disciplinary and cultural boundaries in their field of expertise and the workplace.

Through our teaching, research, and scholarship, we strive to increase diversity, equity, and inclusion in our student body, as well as supporting diverse student populations. We also aim to support students in their efforts to create lasting, positive impacts within local, regional, and global populations.

Objective: Decrease equity gaps in student outcomes and graduation rates by connecting students to resources through the CAL Student Success Center. Continue to support and develop international education for all CAL students. Support the particular educational needs of international students to ensure retention and promote a positive education experience.

Planned Strategies and Interventions

For Goal 1 (Recruitment)

- Search committee members across CAL who conduct faculty (tenure-line and lecturer), staff, and administrator hiring should complete implicit bias training (required for faculty and administrators; recommended for staff) (2020-21).
 - Resources needed: Program funded by the division of Student Affairs and Campus Diversity (SACD); committee members will need to dedicate about 2 hours to complete training.
 - Responsibility: Chair of search committee and department chair.
 - Assessment: Dean's office.
- Use the Building on Inclusive Excellence (BIE) (<https://diversity.sdsu.edu/cie/bie>) criteria, which support the success of students from historically underrepresented communities by conducting searches for tenure-track faculty candidates and relevant staff searches who would meet two or more of the following eight qualifications (2020-2021):
 - 1) Is engaged in service with underrepresented populations in higher education
 - 2) Demonstrates knowledge of barriers for underrepresented students and faculty in higher education

- 3) Has experience or demonstrated commitment to teaching and mentoring underrepresented students
 - 4) Integrates understanding of underrepresented populations and communities into research
 - 5) Extends knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group
 - 6) Is committed to research that engages underrepresented communities
 - 7) Shows expertise in cross-cultural communication and collaboration
 - 8) Has research interests that contribute to diversity and equal opportunity in higher education
- Resources needed: Program funded by the division of Student Affairs and Campus Diversity (SACD).
 - Responsibility: Chair of search committee and department chair.
 - Assessment: Dean's Office, Diversity Liaisons, CAL Diversity Council.
- In keeping with the April 9, 2019 SDSU Senate Resolution on Fostering a Welcoming and Safe Campus Climate for African American Students (<https://senate.sdsu.edu/policy-file/3-2019-april9.pdf>), support the implementation of cluster hires of faculty members with a demonstrated record of research and teaching focused on issues affecting African Americans and other Black diaspora populations, given that research shows that cluster hiring is one of the most impactful ways to build faculty diversity. Ensure that CAL work toward securing some of these lines for faculty with research and teaching expertise in African Studies, African American Studies, and Black Diaspora Studies—as well as related areas like public-facing scholars knowledgeable about anti-Black racism movements—and who have demonstrated cultural competency and prior commitment to race matters. We believe that such faculty will be essential to supporting African American students and others by providing students with knowledge about the culture, history, and contributions of African diaspora communities (2020-2025).
 - Resources needed: The university should provide central funding for these hires in order to evidence the institution's commitment.
 - Responsibility: CAL AP&P committee, CAL Chairs and Directors, Dean's Office in collaboration with the Department of Africana Studies and other units.
 - Assessment: CAL Dean's office, CAL Diversity Council.
 - In keeping with the Hispanic Serving Institution (HSI) Task Force recommendations in the report (<https://diversity.sdsu.edu/initiatives/sdsu-hsi-report-april-2020.pdf>), ensure that when inter/disciplinary cluster hires around Latinx populations and issues are implemented, CAL work toward securing some of these lines based on research and teaching expertise in Latin American, Meso-American, Transborder, and Chicana/o-Latinx Studies—as well as related areas like Indigenous scholarship from multilingual, multicultural perspectives—especially given that CAL has a large percentage of Latinx students (2021-2025).

- Resources needed: The university should provide central funding for these hires in order to evidence the institution's commitment.
 - Responsibility: CAL AP&P committee, CAL Chairs and Directors, Dean's Office in collaboration with the Department of Chicana and Chicano Studies and other units.
 - Assessment: CAL Dean's office, CAL Diversity Council.
- Seek a broad-based racial, ethnic, gender, and class applicant pools proportional to available representation of underrepresented populations in our society and local communities (2020-2025).
 - Resources needed: The university and CAL should provide hiring committees with the necessary resources, logistics, and information-sharing to work within and outside of traditional venues, sites, and locations for dissemination of job advertisement in order to encourage and attract a diverse pool of applicants.
 - Responsibility: Search committee chair, department chair, Dean's office in collaboration with Office of Faculty Advancement and Student Success and the Division of Student Affairs and Campus Diversity.
 - Assessment: Dean's office, CAL Diversity Council.
- Examine the staff hiring process and make modifications as needed to ensure equitable outcomes (2023-2024).
 - Resources needed: Work from Dean's office staff, Diversity Liaisons with assigned time.
 - Responsibility: Dean's office, Diversity Liaisons, Diversity Council.
 - Assessment: Dean's office, Diversity Liaisons, Diversity Council.

For Goal 2 (Retention and Improving Climate)

Implement as many of these strategies as possible; some will be dependent on the University's financial support.

- Codify the CAL Diversity Council in the CAL Policy File, ensuring that undergraduate and graduate student representatives as well as lecturers and staff continue to be part of the Council and that each department has a representative on the Council (Fall 2020).
 - Resources needed: none.
 - Responsibility: CAL Associate Dean, AP&P Committee.
 - Assessment: Dean's office, CAL Diversity Liaisons.
- Reinstate a College-wide formal mentoring program for faculty, ensuring that URM in particular have strong mentors inside and outside their departments. Monitor whether faculty who are members of underrepresented groups receive fair and balanced service assignments. Ensure that CAL faculty who teach at SDSU-Imperial Valley are included (2021).

- Resources needed: Avoid cultural taxation by providing adequate assigned time to faculty engaging in exceptional service through mentoring.
- Responsibility: Diversity Liaisons, CAL Dean and Associate Deans, various faculty.
- Assessment: CAL Dean's office, Diversity Liaisons, Diversity Council.
- Encourage faculty to make full use of the mentoring resources provided by the National Center for Faculty Diversity and Development (2021).
 - Resources needed: program is funded centrally.
 - Responsibility: CAL Associate Dean and Diversity Liaisons.
 - Assessment: Dean's office, Diversity Liaisons.
- Monitor and raise awareness of racial and other bias in student evaluations (2022-2023).
 - Resources needed: Assigned time for faculty to collate a range of studies demonstrating how the student evaluation instrument routinely inscribes lower rankings for faculty of color. This report would serve as a resource for all levels of review to take into account in their evaluation letters.
 - Responsibility: Diversity Council, Diversity Liaisons, other faculty.
 - Assessment: Dean's office, Diversity Liaisons.
- Advocate for reducing the importance placed on student evaluations as the only measure of teaching success. Encourage inclusion of other teaching documents and promote the use of class observation in the department. This is especially significant for RTP and lecturer reviews (2021-2022).
 - Resources needed: none.
 - Responsibility: Diversity Council and Dean's office.
 - Assessment: Dean's office, Diversity Liaisons.
- Ensure continued commitment to nationally recognized optimal class sizes (2021-2025).
 - Resources needed: central funding for additional course sections.
 - Responsibility: CAL Senators, CAL Council of Chairs and Directors, Diversity Council.
 - Assessment: Dean's office, Diversity Liaisons.
- Require all RTP and periodic evaluation committees to attend training on implicit bias (2021-2022).
 - Resources needed: Program funded by SACD.
 - Responsibility: Dean's office, department chairs, evaluation committee chairs.
 - Assessment: Dean's office.
- Encourage departments to include lecturer issues in their diversity plans and to devise strategies demonstrating that the department values lecturer expertise (2021). Lecturer

satisfaction was lowest on the climate survey item regarding the extent to which their expertise is valued.

- Resources needed: none.
 - Responsibility: Diversity Liaisons, department chairs, departmental diversity committee chairs.
 - Assessment: Dean's office, Diversity Council.
- We are committed to supporting the professional growth and advancement of associate professors who have been doing exceptional service to the university and are often members of underrepresented groups and women. To that end, we encourage the continuation of CAL's program that provides additional assigned time for research to associate professors who have been at rank for 7 or more years and who are active engagers in our university, college, discipline, and local community if funding is available (2020-2021).
 - Resources needed: Continued funding for assigned time.
 - Responsibility: Dean's office, Diversity Liaisons, Diversity Council.
 - Assessment: Dean's office, Diversity Liaisons.
- We strive to create a safe campus climate—mental, physical, and otherwise—where all persons feel welcome and affirmed and where all are encouraged to practice respect and become conscious of power differentials. Encourage all faculty, staff, administrators, and student workers to participate in implicit bias and microaggressions training. Devote one CAL Council of Chairs and Directors meeting to an implicit bias and microaggressions training (2021-2025).
 - Resources needed: program funded by SADC.
 - Responsibility: Dean's office and Diversity Liaisons.
 - Assessment: Dean's office, Diversity Liaisons, Diversity Council.
- Our commitment to equity includes working with various university partners to ensure that all faculty and staff in CAL make a living wage. Through surveys and seeking administrative records in collaboration with Human Resources and other relevant offices, obtain general data, especially regarding Unit 7 staff (clerical) and custodial staff, regarding salary by ethnicity and gender and regarding staff turnover (especially Administrative Coordinators). Explore avenues for in-range progression. Address salary inequities and salary compression across the college (2022-2023).
 - Resources needed: Central funding for salary increases.
 - Responsibility: Dean's Office, Diversity Liaisons with assigned time, Diversity Council.
 - Assessment: Dean's office, Diversity Liaisons to report efforts to CAL employees.

- For tenure line faculty, advocate for extending the program to help faculty buy a first home available to first-time home buyers regardless of years at SDSU after tenure. Faculty from lower socio-economic backgrounds may need a longer period of time to be able to afford buying a home, and the current short time frame works specifically against the faculty who most need this program (Fall 2021).
 - Resources needed: Central administration funding to support expanding the program.
 - Responsibility: Dean in conjunction with Academic Affairs.
 - Assessment: Dean's office to report efforts to Diversity Council.

- Support departments in developing anti-racist and Black Lives Matter curricula and pedagogies through awarding assigned time to faculty submitting competitive proposals (2020-2021).
 - Resources needed: Assigned time funding.
 - Responsibility: Dean's office, Diversity Liaisons.
 - Assessment: Associate Dean to report results to Diversity Council.

- In order to support trans and other people's gender and professional identities, identify the appropriate offices and work with them to ensure that there is a reasonable pathway for SDSU to generalize the use of people's preferred names (2022-2023).
 - Resources needed: none.
 - Responsibility: CAL Associate Dean and Diversity Liaisons in collaboration with the Pride Center and SACD.
 - Assessment: CAL Associate Dean to report results to CAL employees.

- In order to support equitable outcomes for all, proactively provide faculty and staff with information regarding disability accommodations and options for financial and other support to obtain assistive technology and/or equipment, as well as training to use such equipment (2022-2023).
 - Resources needed: none to provide information. Resources will be needed to provide additional accommodations.
 - Responsibility: CAL Associate Dean, Diversity Liaisons, in collaboration with various university offices.
 - Assessment: CAL Associate Dean, Diversity Council.

- Implement transparency and direct communication with CAL student leaders about CAL diversity initiatives (Fall 2020).
 - Resources needed: none.
 - Responsibility: CAL Student Success Center.
 - Assessment: CAL Student Success Center to report efforts to Diversity Council.

- Invite faculty and staff to visit the Student Ability Success Center website on Faculty and Staff Resources at the beginning of every semester (by Fall 2021).
 - Resources needed: none.
 - Responsibility: CAL Associate Dean.
 - Assessment: Diversity Liaisons.
- Invite instructors to use the university’s accessible syllabus template during each summer and winter break (by Summer 2020).
 - Resources needed: none.
 - Responsibility: CAL Associate Dean.
 - Assessment: CAL Diversity Council.
- Invite SASC to conduct an Ability Ally training for CAL personnel (by Fall 2022).
 - Resources needed: program funded centrally.
 - Responsibility: CAL Diversity Liaisons and Associate Dean.
 - Assessment: CAL Diversity Council.
- Keep the CAL website’s Diversity page up to date (2020-2025).
 - Resources needed: none.
 - Responsibility: CAL Associate Dean, Diversity Liaisons, CAL Communication Team.
 - Assessment: CAL Diversity Council.

For Goal 3 (Student Support)

Implement as many of these strategies as possible; some will be dependent on the University’s financial support.

- Invite designated appropriate campus experts to conduct training for all CAL instructors on inclusive pedagogy, responding to microaggressions, and conflict resolution in the classroom (2022-2023).
 - Resources needed: programs funded by SACD.
 - Responsibility: CAL Diversity Liaisons and Associate Dean.
 - Assessment: CAL Associate Dean and Diversity Council.
- Arrange for implicit bias training for CAL students (2021-2022).
 - Resources needed: Current programs funded by SACD will need to be made available to students.
 - Responsibility: CAL Student Success Center.

- Assessment: CAL Student Success Center to provide a report to CAL Diversity Council.
- Encourage faculty to take at least one of the following trainings: Undocumented Students Ally, Ability Ally, Military Ally, and Safe Zones (2022-2023).
 - Resources needed: programs funded centrally.
 - Responsibility: CAL Diversity Liaisons.
 - Assessment: CAL Diversity Council.
- Recognize, advertise, and promote to our students available campus resources that support underrepresented students' pursuit of graduate education (e.g., CDIP, Sally Casanova Program) (2021-2022).
 - Resources needed: none.
 - Responsibility: CAL Student Success Center and Associate Deans, in collaboration with the Graduate Division and CAL Graduate Advisors.
 - Assessment: CAL Student Success Center to report efforts to Diversity Council.
- Our commitment to equity includes continuing to work with various university partners to ensure that all students have access to affordable and healthy food and continued access to shelter, mental health services, technology and Internet (resources such as ECRT, AS Food Pantry, and Counseling and Psychological Services) (2021-2022).
 - Resources needed: programs are centrally funded.
 - Responsibility: CAL Student Success Center.
 - Assessment: CAL Student Success Center to report efforts to Diversity Council.
- Address student equity gaps through initiatives such as class size reduction, supplemental instruction, and increase in student success resources.
 - Resources needed: We have requested university resources to address these equity gaps (via our GI 2025 proposal). We hope to fund these initiatives when resources are available and fiscal constraints are eased.
 - Responsibility: CAL Associate Deans in consultation with CAL Student Success Center
 - Assessment: CAL Student Success Center and Dean's Office will report efforts to Diversity Council.
- Encourage departments to ensure that all students, including underrepresented students, have equal access to participate in high impact practices (internships, service learning, undergraduate research, study abroad, etc.) (2022-2023).
 - Resources needed: none.
 - Responsibility: CAL Dean's office, Department chairs and major advisors.

- Assessment: CAL Dean's office to provide a report of efforts to the Diversity Council.
- Increase connections between students, Identity Resource Centers, Commuter Resource Center, Undocumented Resource Area, and First Gen, transfer student, and transborder initiatives. For example, coordinate with these resource centers to encourage students to avail themselves of opportunities offered by all of the above centers (2021-2022).
 - Resources needed: none. Programs already in place.
 - Responsibility: CAL Student Success Center.
 - Assessment: CAL Student Success Center to report efforts to Diversity Council.
- Help redefine student success beyond simply graduating students in the shortest possible time frame to include also preparing them to do well in a variety of fields, including pursuing graduate education by encouraging students to work with their major advisors and CAL and PSFA's Career Development and Program Coordinator (2020-2021).
 - Resources needed: none. Programs already in place.
 - Responsibility: CAL Student Success Center to guide students to the Program Coordinator and CAL Dean's office to make faculty aware of the career development specialist and help faculty guide students accordingly.
 - Assessment: CAL Student Success Center and Assistant Dean to report efforts to Diversity Council.
- Support student success and positive faculty working conditions by reducing class sizes to levels that will allow faculty to assess student learning more closely as soon as the budget situation stabilizes.
 - Resources needed: Central resources will need to be allocated for this purpose.
 - Responsibility: CAL Senators, CAL Council of Chairs and Directors, Diversity Council.
 - Assessment: Associate Deans, Assistant Dean, Diversity Liaisons.
- In order to help develop globally-conscious citizens and create a welcoming and supportive campus for international students, CAL will continue to support the two areas within the college that provide both outbound and inbound international experiences and student success (2021-2022). This includes:

CAL International Program Coordinator to provide student advising, program development, and international course articulation and support for a variety of international and "glocal" experiences, including short-term, semester, international internships/service-learning, transborder and the development of Collaborative Online International Learning (COIL) courses. In order to make such international experiences accessible to all students, with the goal of better diversifying study abroad, this office will continue to prioritize creating opportunities for international scholarships through collaborative work with the CAL Development Office, as well as advising for, recruiting

for, and managing multiple CAL internationally-focused scholarships and fellowships.

The CAL international student liaison, situated within the CAL Student Success Center, will continue to provide academic support and resources to inbound international students with majors in CAL. The liaison will continue to assist students in a number of areas that are not related to immigration or visa issues (e.g. finding opportunities to get involved on campus, help navigating campus policies, support if they are placed on academic probation, etc.).

Together, these two areas in CAL, coupled with the collaborative efforts of the SDSU International Affairs unit, will continue to create a comprehensive support network for global learning at SDSU.

- Resources needed: none.
- Responsibility: CAL Student Success Center and CAL International Programs Coordinator
- Assessment: CAL Student Success Center, CAL International Programs Coordinator, and Associate Dean to report efforts to Diversity Council.

Accountability

The CAL Associate Dean, Diversity Liaisons, and Diversity Council will monitor progress toward goals and implement mechanisms to help ensure accountability.

Authored by the CAL Diversity Council:

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Michael Borgstrom, English and Comparative Literature department representative
Jade Connolly-Cepurac, Graduate Student representative
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