Possible Recommendations for the Diversity Task Force
10-26-12

DEFINITIONS OF DIVERSITY

Various aspects of diversity:

Non-discrimination and social justice
Cultural competence
Race, ethnicity and racism
Gender and sexism
Social class and poverty
Sexual orientation, gender identity and expression
Age
Disability
Religious background
National and geographical origin
Language and culture
First-generation college students
Returning college students
Veterans

SDSU’s DIVERSITY STATEMENT

4.0 Diversity: Diversity shall be an essential consideration in all university policies and decisions, and shall be guided by the following statements that shall be published in staff and faculty handbooks, in the University Policy File, in the University General Catalog, the Bulletin of the Graduate Division, the IVC Bulletin, and linked from the Mission and Goals section on the main University web home page.

4.1 San Diego State University is a community diverse in race, ethnicity, language, culture, social class, national origin, religious and political belief, age, ability, gender, gender identity, and expression, and sexual orientation. As a university committed to learning in all its forms, San Diego State University recognizes the need to attract and retain a critical mass of diverse persons who will advance its goals and ideals. This fundamental commitment to diversity 1) enriches the institution and provides an atmosphere in which all human potential is valued, 2) promotes learning through interactions among people of different backgrounds and many perspectives, and 3) better enables the university to prepare all members of its community to promote social responsibility, equity, freedom, and productive citizenship in a global society.
4.2 Diversity means not only the opportunity for all groups to be represented among faculty, student, staff, and administration but also the support for these persons as they seek the highest achievements. Attitudes, actions, programs, and policies that foster diversity engender the vigorous exchange of ideas, enhance respect and consideration for individuals and groups, strengthen the understanding of our mutual dependence, and form the core of the university. Diversity promotes enriched learning and produces positive educational outcomes for all.

4.3 Vigorous efforts to increase the diversity of the faculty, staff, administration, and students shall continue as a high priority, and as access increases, the university will create changes in its environment that enhance the opportunities for the success of all members of the campus community.

4.4 The university shall cultivate a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community. Because the university’s educational goals are founded on the values of intellectual honesty, appreciation for diversity, and mutual respect, it is critical that our academic and co-curricular programs, scholarships, courses, workshops, lectures, and other aspects of campus life reflect diverse perspectives. Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.


RECOMMENDATIONS

I – Develop ways to **communicate and collaborate among all the different diversity support programs** on campus to avoid duplication of effort, maximize outcomes, and publicize our successes while clearly articulating the university’s diversity values and delineating plans to address important issues on an on-going basis.

- Provide funds and infrastructure for the Chief Diversity Officer to have a budget and a staff for this purpose
- Develop the diversity website so it includes information on all the diversity programs at SDSU, support resources for various groups (FOP, Compact scholars, disabilities, Veterans, including federally-funded programs, student orgs, etc.), list of faculty research with a diversity component, etc. This will make SDSU more attractive to a more diverse workforce.
- Ensure all Deans and AVPs have an active diversity agenda
• Reinstall College Diversity Liaisons

II – **Institutionalize funding support** for programs and departments that support diverse students and culturally competent professional development to guarantee their sustainability over the long term.

• Reverse the current trend to downsize/eliminate/suspend/reorganize/subsume programs that foster diversity (e.g., provide funds to reverse actions such as: the lack of financial support to IVC and departments and programs (such as Africana Studies, American Indian Studies, Policy Studies in Language and Cross-Cultural Education, and the Faculty-Student Mentoring Program), the elimination of ASL courses offered for GE purposes, the doubling of numbers of students in multicultural education classes, etc.)

• Institutionalize funding support for programs that are successful in enhancing diversity efforts such as federally-funded minority STEM programs and other grant-supported programs (e.g., tracking post-graduation student outcomes, providing funding for tutoring and workshops, etc.)

• Reinstall the Diversity Initiatives Grants (as Culturally Responsive Leadership Grants)

III – **Increase the diversity and cultural competency of administrators, faculty, and staff**

• Include a demonstrated commitment and ability to work effectively with diverse constituencies/cultural competency as a required criterion (not just a desired characteristic) in hiring at all levels (including administrators) and in assessment/performance evaluation

• Include an ability to support and enhance diversity and inclusion as one of the criteria in approving new hires

• Use a department’s success in hiring and retaining a diverse tenured/tenure-track faculty as one criterion in awarding other tenured/tenure-track lines.

• Direct new positions to disciplines that graduate relatively greater percentages of underrepresented PhDs and that attract the most underrepresented students at SDSU

• Develop cluster hiring in these areas when budget permits.

• Provide consistent university-wide training and administrative support for departmental search committees and a centralized budget to advertise open faculty positions in relevant diversity outlets.

• Develop innovative programs to enhance faculty diversity (aggressively seek funding for endowed chair positions with a diversity focus; develop an HBCU faculty exchange program and visiting scholar programs).

• Provide ongoing professional development for faculty, TAs, administrators, and staff.

• Develop and fund College-level faculty mentoring programs.

• Create mechanisms to ensure membership diversity and cultural competency on RTP committees.
• Protect the workload of faculty members who are from underrepresented groups (do not assign them more service or larger classes). Give more credit for mentoring as part of RTP.

• Encourage departments to include cultural competency in their mission statements, course learning outcomes, student course evaluations, and assessment reports ("always ask the diversity question").

IV – **Operationalize HSI status** to ensure that the new status benefits Latino/a students and contributes to increasing the Latino/a pipeline toward graduate education and the professoriate.

  • Seek out the input of experts such as faculty in Chicano/a Studies.

V – Seek out **philanthropic and other sources of funding** to support our diversity work.