

## DEI Curriculum and Student Learning Subcommittee

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### I. Introductions

### II. Review of Subcommittee Charge

**DEI in Curriculum and Student Learning:** The charge of this committee is to study and make recommendations on enriching the curricular and co-curricular offerings, creating inclusive classrooms, and embedding DEI in all aspects of the curriculum and student learning.

### III. Today's Work – Brainstorming

- *Think broadly about the needs of CSUSB*, its component parts and all of its constituents, not narrowly about the local issues in any one part of the University,
- *Deliberate, discuss and formulate recommendations* to advance diversity strategic initiatives and other efforts that support the goal of diversity, equity and inclusion,
- *Influence campus climate* through the DEI efforts to better reflect our core values of inclusivity, innovation, integrity, respect, social justice and equity, sustainability, transparency, and wellness and safety.

### IV. Some Questions

- **What are some of the challenges and possibilities with DEI at CSUSB?**
  - Assumption that DEI officers are solely responsible
  - Need to address culture where this is important for all players to be involved in DEI
  - DEI needs to be embedded in everything we do rather than have it be explicitly the focus of the workshop or PD opportunity.
  - Meet faculty/staff where they are at and address lower stake gatherings and then slowly moving towards are a larger culture shift.
  - Specificity matters. General workshops don't get a big response.
  - Carefully defined student learning outcomes are important.
  - Think beyond curriculum, including co-curricular activities.
  - How to build the DEI construct into the larger picture of student learning.
  - What can we do to get the whole campus community to have a shared vision and what they can contribute to the broader context?

- There remains a sense of faculty ownership, often stemming from the fact that faculty open develop the content. But how do we welcome additional voices into such spaces (allow integration of diverse input without taking over content).
  - We have a very wide range of the quality of what's being taught in diversity classes.
    - PD would be important in terms of preparing people to teach these courses and ensuring that the needs are being met.
    - Often those teaching diversity courses may not be taught by those with pedagogical background and thus may lead to variety and inconsistency in how things are delivered.
  - PDC campus students are unique to that of main campus. Initiatives from main campus may not be always effective if translated and implemented to PDC without considering the perspective of the campus and its population.
  - Messaging matters. Who message comes from makes a difference.
    - Who that message comes from matters a great deal. If a dean says something rather than a well-respected faculty member, it is received differently.
    - Faculty college affiliation can make an impact on how DEI is perceived and thus messaging must be different. Faculty in CNS may receive things differently from faculty in SBS, as an example.
  - Our discussion is not just limited to courses with the DEI designation, but goes beyond.
  - Making sure the support system is there (information, staffing, etc.) before starting conversations is important.
- **Brainstorm: What are we trying to do? What do we hope to accomplish?**
- An understanding that every student activity is an opportunity for student learning, not just classroom activity.
    - DEI goes from content in the classroom and goes beyond and become part of the experience.
    - Getting away from DEI as content in the classroom to more embedded in curriculum as a whole.
  - Departmental buy-in.
    - What pedagogical tools do faculty have to deliver DEI?
    - Department buy in would be valuable to help create a campus culture shift.
    - How can we get buy in from faculty to participate in professional development?

- Highest participation in GE workshops with well-defined workshops.
    - Having departments be able to agree on language as a step to create larger campus cultural shift.
  - Students within academic programs defining what it means to them and how they see it playing out in the classroom and outside of the classroom.
    - Listening to students use their brains collaboratively to problem solve.
    - Seeing them recognize that their university recognizes them and making them a solid part of the university community.
    - Students grappling with DEI to generate ideas to make the process more functional.
    - There may exist a perception that students are transient and therefore may not have too much impact on university goals. So empowering students may be a needed cultural shift.
  - Create a place where all of the co-curricular activities are going to be available. (already underway)
    - The university programming committee is trying to create a repository of cocurricular activities.
  - Figuring out the how. What do people feel comfortable at this moment so that we can get buy-in. When people see that they are successful with “baby steps,” you can get buy-in.
  - Meet people where they are at as opposed to having a power dynamic with a new campus charge and someone speaking at you.
    - Lower stakes gatherings rather than high stakes shifting of the culture, so that trust can be built and now based on power dynamics.
  - Making it easy for people and making sure support structures are in place before asking someone to do something that they don’t want to do or are intimidated to do.
  - PDC students viewed as a different population and are a different population in many ways. Whatever we want faculty to do for the students should be easy, approachable, and based on building a rapport between faculty and staff at that campus.
- **What are the Big Questions?**
    - What structures in our curriculum or in the process of learning & instruction are advancing/hindering growth in the DEI space?
    - How do students see themselves in our curriculum?
    - What changes might be made in our learning architecture to enhance DEI on our campus?

- **What others are doing?**
- **What data do we have?** (ASI student survey from last AY-what students are looking for in DEI)
  - What baseline data do we have? Do we have any baseline data? It will help us understand know where to start from.
  - What are data should we be thinking about? What about faculty perception of diversity in the curriculum?
  - Focus groups
  - How do we get a sense from faculty? Where are the faculty with DEI? See where the delta is. If students feel like their needs aren't being met and faculty do, where's the delta?
- **Other Thoughts:**
  - What products or outcomes do we want to accomplish (a checklist/to-do list on how to address issues)?
  - It may help us to know where our scope is and where it may transition into other subcommittees.

V. Adjourn