



## **Diversity Mapping Report California State University San Bernardino (CSUSB)**

### **A) Diversity Mapping Project Undertaken:**

In Spring 2020 through Summer 2020, Halualani & Associates conducted a **focused diversity mapping** of the **California State University San Bernardino** (hereafter **CSUSB**) through which we examined the current state of its diversity, equity, and inclusion landscape. Originally developed by Dr. R. Tamiko Halualani, this diversity mapping represents an evidence-based methodology that rigorously examines an institution's record of action with regard to diversity, equity, and inclusion. More specifically, the mapping analysis employs several key analytical taxonomies, scales, and layers uniquely created by Dr. Halualani in order to identify and assess an institution's diversity habits and routines as well as its extant diversity leverage points and "opportunities" for growth, improvement, and transformation.

#### **Scope and Process:**

For this mapping analysis, the scope of analysis included the following areas:

- Diversity Strategy
- Diversity Infrastructure
- Diversity Alignment
- Diversity-Focused Teams (Diversity Committees)
- Affinity Groups
- Identity Spaces and Cultural Centers
- Diversity-Related Events and Programming in the Last 14 months (from January 1, 2019 through April 20, 2020)

**Different from a campus climate survey, a focused diversity mapping examines an institution's record of diversity, equity, and inclusion activity within a specific time period in terms of its diversity strategy, diversity infrastructure and capacity, as well as the nature, scope, and quality of its delineated diversity efforts, initiatives, and programs.** As such, this focused diversity mapping relied on information about diversity activity from key institutional documents and sources, electronic documents, texts, and media sources retrieved through web scraping, and insights gathered from campus visits. More specifically, this project is based on information from: a) eighty (80) institutional documents, b) 600 informational entries gathered through web scraping, and c) three (3) campus visits (covering meetings with 15 groups and various campus constituencies). All of these informational pieces were closely examined and assessed through Halualani & Associates' key analytical layers, taxonomies, and scales (as informed by impactful/best practices research). We then identified key insights, leverage points, and opportunities from this mapping analysis.

Moreover, for the purposes of this mapping, **diversity activity** is defined as “any effort or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, transgender, socioeconomic class, political perspective, age, race, ethnicity, religion, generation, sexual orientation, disabilities, regional origin, nationality, active duty/veteran status, occupation, language, and intersectionalities, among other important aspects, as well as any effort or program that brings together any of these aspects. In addition, **“equity”** is defined as a focus on ensuring equal access, participation, opportunity, and success for all students with regard to their education as well as for employees in professional growth opportunities and knowledge and resource networks. **“Inclusion”** refers to a commitment to promote, include, and embrace historically disadvantaged groups through the campus doorways (via recruitment, outreach, hiring activities, structures of belonging) and towards success. A **“diversity-related event”** is defined as “any event or programming that engages a larger or specific topic or issue related to various cultural communities/societies and identity backgrounds and experiences, as constituted by gender, transgender, socioeconomic class, political perspective, age, race, ethnicity, religion, generation, sexual orientation, disabilities, regional origin, nationality, active duty/veteran status, occupation, language, and intersectionalities, among other important aspects, as well as any event or programming that brings together any of these aspects.”

## **B) Key Findings:**

### **1. The State of Diversity, Equity, and Inclusion at California State University San Bernardino (CSUSB)**

**As a starting point for this report, our firm, Halualani and Associates, formally recognizes that CSUSB stands as an institution that has been historically and firmly committed to diversity, equity, and inclusion, as evident by the following:**

- An unwavering commitment from the leadership towards proactive diversity, equity, and inclusion imperatives, strategy, and action;
- A continuous history of foundational and strong diversity, equity, and inclusion programs, efforts, and groups at CSUSB led by devoted and dedicated leadership, faculty members, staff members, students, and alumni.
- An extremely robust fiscal and institutional investment in diversity, equity, and inclusion structures, roles, programs, and initiatives;
- An initial and foundational diversity infrastructure that captures the institution’s commitment towards diversity, equity, and inclusion for all campus constituencies;
- A strong commitment from the leadership to further build out sustainable and rigorous diversity, equity, and inclusion structures and practices;
- A significant amount of investment and labor in connecting to external communities of historically underrepresented backgrounds (through alliances with

school districts and non-profit organizations) and providing valuable support and opportunities for such communities;

- An expanded understanding of diversity to encompass multiple aspects of identity backgrounds and experiences, social locations, and demographics in terms of race, ethnicity, gender, sexual orientation, indigenous identities, socioeconomic class, age, disabilities, nationality, active duty/veteran status, language, and intersectionalities, among other important aspects (and with this, it should be noted that CSUSB's programs, events, and trainings have engaged the complex intricacies of intersectionalities in terms of interlocked historical oppressions and systemic impacts);
- A unique organizational landscape in the California State University system with dedicated diversity leaders for different campus constituencies as well as a comprehensive range of identity spaces and cultural centers for students and impactful campus affinity groups.

**Thus, this focused mapping emphasizes that CSUSB already has had a historical foot holding in diversity, equity, and inclusion work and is strongly poised to further engage and elevate its diversity, equity, and inclusion efforts.** The following findings in this report, highlight the needed direction and steps, and suggested detailed pathways for CSUSB as it continues this work. It should be noted that there have been some updated findings and suggested changes made in this report that were not fully reflected in the May 2020 presentations. These updated findings and recommendations arose given further mapping analysis and review in the writing of this report.

We highlight the main findings of this focused diversity mapping in terms of the following areas:

- A) Diversity Strategy
- B) Diversity Infrastructure
- C) Diversity Alignment
- D) Diversity-Focused Teams (Diversity Committees)
- E) Affinity Groups
- F) Identity Spaces and Cultural Centers
- G) Diversity-Related Events and Programming in the Last 14 months (from January 1, 2019 through April 20, 2020)

#### **A) Diversity Strategy**

- Through the diversity mapping analysis, we conclude that **CSUSB has long established a foundation of diversity activity and efforts, which constitutes a foundational base from which to take more strategic action on diversity, equity, and inclusion.** We note that such diversity action has proliferated into robust multiple, institutionalized diversity, equity, and inclusion structures, programs, and initiatives over the years. **However, all of this is occurring without a clear strategic direction for diversity, equity, and inclusion and without long-term, sustainable institutional change (in operations, processes, and formalized unit connections).**

- **While there is indeed a great deal of diversity activity taking place at this university, CSUSB's diversity activity does not yet appear to be as strategically framed.** By “strategically framed,” we mean that the California State University San Bernardino has NOT yet established a university-wide diversity strategic vision of what it intends to accomplish with regard to diversity, equity, and inclusion within a specific time period (two to five years, five to ten years). Here we note that there has not yet been a past or current university-wide diversity, equity, and inclusion (DEI) strategic plan. There has been a university-wide strategic plan (“2015 - 2020 University Strategic Plan”) that highlighted the need to address the “graduation rate of underrepresented minority students” in Goal #1 on Student Success, Objective 3. There was also a focus on diversity in Goal #3 on Faculty and Student Success, Objective 6 in terms of increasing “the diversity of tenure/tenure-track faculty, adjunct faculty, and staff as well as improve the climate of inclusion and support.” In addition, the 2015-2020 Strategic Plan does cover key core values of inclusivity and social justice and equity.

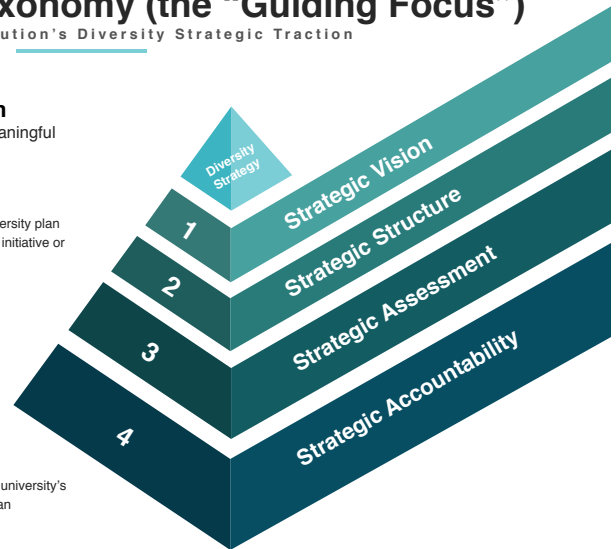
  - The Inclusivity core value is important and firmly established in the plan. The focus on valuing differences, is especially appreciated.
  - The Social Justice and Equity core value is strongly stated and connects to issues of power. The focus on “actively eliminating barriers” to the disadvantaged should be especially commended. This emphasis does not often make it into most university strategic plans.
  - However, these core values (Inclusivity, Social Justice and Equity) are not fully reflected and or referenced in the strategic plan goals.
- **However, the diversity elements in the 2015 - 2020 University Strategic Plan, while a beginning, will not be enough to steer CSUSB towards a meaningful diversity-centered future in terms of diversity, equity, and inclusion.** It stands as more of a broad framework overall but does not define or envision what diversity, equity, and inclusion means to the California State University San Bernardino for the future and in terms of aspirational and actionable goals. However, a university-wide diversity, equity, and inclusion (DEI) strategic plan (for three to five years and a sequence plan for the next diversity strategy) with a central framework is needed to make sure that there is a shared vision and intentionality, affirmed commitment, and underscored direction. Such a diversity strategy will also be important to link up to the next university strategic plan iteration (currently planned and in motion). Indeed, planning five years out on diversity, equity, and inclusion in the university-wide strategic planning effort, could be a powerful process to conceptualize where the California State University San Bernardino wants to be and what it will take to actualize that vision.

- According to Halualani's Diversity Strategy Taxonomy (the "Guiding Focus"), CSUSB's diversity, equity, and inclusion activity scores in the initial stages of diversity strategy.

## Diversity Strategy Taxonomy (the "Guiding Focus")

Assessing an Institution's Diversity Strategic Traction

- **Diversity Strategy/Strategic Plan**  
Provides a guiding focus and pathway for meaningful diversity, equity, and inclusion activity
- **1 - Strategic Vision**  
Indicates if the campus has a recent university-wide diversity plan created or if the university strategic plan has a diversity initiative or major goal in the last six years.
- **2 - Strategic Structure**  
Indicates the quality of the structure embedded into the institution's diversity plan/strategy
- **3 - Strategic Assessment**  
Measures the assessment mechanisms built into the university's diversity strategic plan or university overall strategic plan
- **4 - Strategic Accountability**  
Measures the accountability mechanisms built into the university's diversity strategic plan or university overall strategic plan



Halualani's Diversity Strategy Taxonomy (the "Guiding Focus") represents an assessment tool to gauge an institution's traction in creating and pursuing a diversity strategic vision and set of priorities. For an institution, the following aspects are examined through this taxonomy:

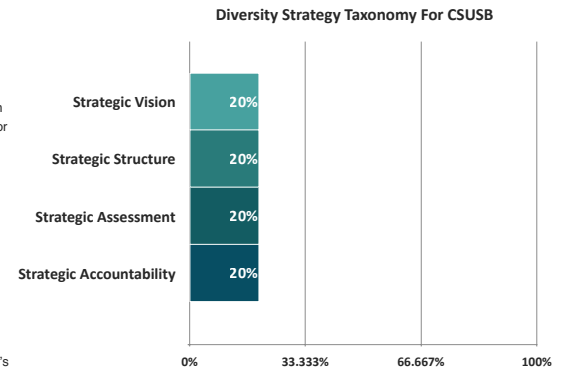
- **1 - Strategic Vision:** Indicates if the campus has a recent university-wide diversity plan created or if the university strategic plan has a diversity initiative or major goal in the last six years.
- **2 - Strategic Structure:** Indicates the quality of the structure embedded into the institution's diversity plan/strategy.
- **3 - Strategic Assessment:** Measures the assessment mechanisms built into the university's diversity, equity, and inclusion (DEI) strategic plan or university overall strategic plan.
- **4 - Strategic Accountability:** Measures the accountability mechanisms built into the university's diversity, equity, and inclusion (DEI) strategic plan or university overall strategic plan.

- **CSUSB scored 20% overall on this taxonomy in terms of the following:**

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- **1 - Strategic Vision: 1 out of 5 (20%). The score on this item is due to the following:**

- There is a need for a current stand alone diversity strategy or strategic plan.
- It is unclear what the diversity, equity, or inclusion vision or direction is for CSUSB.
- It is unclear what the key diversity priorities are for the institution.
- CSUSB has articulated some core values and a statement about the commitment to diversity.

- **2 - Strategic Structure: 1 out of 5 (20%). The score on this item is due to the following:**

- Though there is a need for diversity, equity, and inclusion (DEI) strategic plan, CSUSB has a university strategic plan (“2015-2020 University Strategic Plan”) that highlights some diversity core values and goal areas. For example, Goal #1 on Student Success, Objective 3 highlights the “graduation rate of underrepresented minority students” in Goal #1. Goal #3 on Faculty and Student Success, Objective 6, specifically focuses on diversity in terms of increasing “the diversity of tenure/tenure-track faculty, adjunct faculty, and staff as well as improve the climate of inclusion and support.” In addition, the 2015-2020 Strategic Plan does cover key core values of inclusivity and social justice and equity.
- While there are some diversity, equity, and inclusion elements in the current university strategic plan, there is not enough of a robust goal structure to guide CSUSB into its desired diversity, equity, and inclusion direction.

- **3 - Strategic Assessment: 1 out of 5 (20%). The score on this item is due to the following:**

- In its current university strategic plan (“2015-2020 University Strategic Plan”), the diversity elements (Goal #1, Objective #3; Goal #3, Objective 6, core values of Inclusivity and Social Justice and

Equity) are tracked and examined through annual progress reports (publicized for every year) on a strategic plan dashboard.

- This represents an initial indication of a strategic assessment structure but the diversity-related goals do not constitute the main focus of CSUSB's "2015-2020 University Strategic Plan."
- Moreover, CSUSB should examine how it examines its strategic goal outcomes as it appears that if an activity or effort happened or was completed, that it was deemed as evidence of success. This will be especially important for a diversity, equity, and inclusion (DEI) strategic plan.
- **4 - Strategic Accountability: 1 out of 5 (20%). The score on this item is due to the following:**
  - Though there appears to be summative assessment of key outcomes of its larger university strategic plan and a larger university accountability of reaching its goals, it is not clear what specific accountability mechanisms are in place if goals or action steps are not executed at a high quality level.
- Institutions with higher scores on this taxonomy, have created a stand-alone diversity, equity, and inclusion (DEI) strategic plan with all of the aspects fully represented and have a connecting goal in its larger university strategic plan (for united articulation).
- **Given the scoring on this Diversity Strategy Taxonomy, we recommend that CSUSB engage in a major diversity, equity, and inclusion (DEI) strategic planning process to create and design a diversity strategy with a focused range of goals/objectives.**
- As discussed later in this report, we recommend that the President's Council of Diversity, Inclusion, and Equity (CODIE) (with a revised structure and mission) lead this diversity, equity, and inclusion (DEI) strategic planning effort.
- Such a diversity, equity, and inclusion (DEI) strategic plan should have the following:
  - Vision
  - Commitments
  - Priorities
  - Goals/Objectives
  - Action Steps
  - Milestones, Measures, Outcomes, Assessment Measures
  - Accountability Mechanisms
  - Limited (Defined) Time Scope and Timeline
- **CSUSB should design its own diversity, equity, and inclusion (DEI) strategic plan (with a centralized framework) so that all of its divisions and units can move forward in an intentional strategic direction.**

- **A diversity, equity, and inclusion (DEI) strategic plan cannot and should not be merely “added” to an existing vision as a de facto element.** Instead, it should emerge out of the needs, gaps, and leverage points of the institution.
- **Given the conducted diversity mapping findings that are delineated below, we recommend the following as a possible diversity strategy for the California State University San Bernardino.**
  - Because the California State University San Bernardino represents a more de-centralized institution with relatively autonomous units (with specific functions) and a limited range of long-term collaborations among units, **a CENTRAL Diversity Framework Structure may be the best diversity strategic approach for CSUSB.** Such an approach would enable CSUSB to have its units or divisions carry out/enact a diversity framework and inhabit it in its own way (via relative autonomy and differentiated divisional functions).
  - However, that Central Diversity Framework Structure in this case would need to be:
    - **SPECIFIC** (meaning, explicit in its vision, priorities, and goals and what these mean);
    - **PRIORITY-BASED** (meaning, it highlights the key goals and directions for the future), and
    - **EXPLANATORY** (meaning, it unpacks in full detail what the framework entails so that the entire campus is headed in the same direction).
  - **This CENTRAL Framework will need buy-in across all divisions and units.** Thus, the key question here is: To what extent does CSUSB have the full buy-in and will to engage diversity across the board? If not, a detailed full EXPLICIT PLAN with GOALS and DELINEATED OWNERSHIP STRUCTURE, will be needed instead.
  - **Given our analysis of CSUSB’s diversity efforts, we also recommend the following possible CENTRAL Diversity Framework Areas or Goals:**
    - A) Articulating What a Fully Diversity-Equity-Inclusion-Committed CSUSB Looks/Feels/Acts Like?
    - B) Creating a Campus of Belonging, Success, and Thriving For Faculty Members and Employees Across Various Historically Underrepresented Identity Backgrounds



- C) Building Out Supportive and Engaging Environments for Historically Underrepresented Students in Their Academic Journeys
- D) Establishing Various Connective/Bridge-Type Mechanisms Across Units/Divisions Around Diversity Priorities (Especially Across Academic Affairs & Student Affairs)
- E) Building Out the Diversity Learning Architecture of CSUSB (Transformative and “Transdisciplinary” “Diversity” Education):
  - Curricular Integration of Diversity
  - Diversity as a Learning Outcome or Knowledge Domain
  - Curricular Infusion of Diversity Competencies and Skill Sets (Perspective Taking, Multicultural Teamwork, Posing Complex Questions, Engaging Issues of Power);
  - Building Diversity, Equity, and Inclusion Competencies and Skill Sets for Employees (Faculty, Staff, Administrators)
- **The CENTRAL Diversity Framework Areas or Goals can also highlight differential needs for specific campus constituencies (students, faculty, staff/employees), as designated on the next page:**
  - **For Students:** Access, Retention, and Academic Success; Structures of Belonging, Intentional Curricular Records/Capacities for Diversity-Engaged Courses, Diversity Learning Goals & Objectives, Impact Assessment of Diversity Student Learning, Intentional Diversity Curricular Exposures and Offerings
  - **For Faculty:** Access, Recruitment, Retention, and Professional Success; Pedagogical Techniques, Pedagogical Considerations, Topical Content, Advising & Mentorship Models; Intentional Curricular Records/Capacities for Diversity-Engaged Courses, Diversity Learning Goals & Objectives, Impact Assessment of Diversity Student Learning & Faculty Engagement, Intentional Diversity Curricular Exposures and Offerings
  - **For All Employees:** Access, Recruitment, Retention, and Professional Success; Scaffolded/Sequenced Continuous Professional Learning Programs Around Diversity, Equity, & Inclusion
  - It should be noted that in order for CSUSB to pursue and establish a formal diversity, equity, and inclusion (DEI) strategic plan, **it will need strong support, cooperation, and participation of campus members towards this end.**

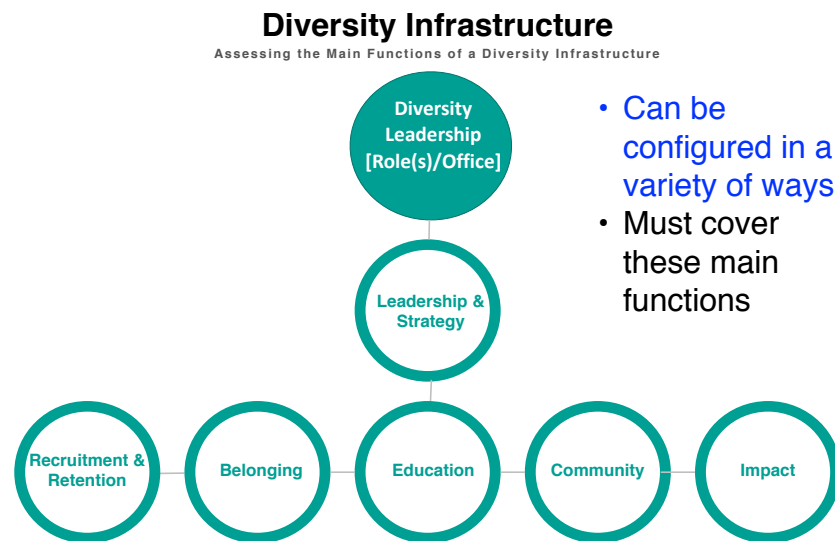
- Interestingly enough, while there is a need for a diversity strategy in place at the California State University San Bernardino, **several of its diversity efforts and diversity-related events are indeed purposeful (with a clear intent; moments of clarity) in that there appear to be specific areas of exertion, resonance, and emphasis from this institution (meaning, there is considerable energy and high-quality focused placed in specific areas) in the following:**
  - the establishment and build out of a diversity infrastructure for the campus;
  - an established diversifying faculty recruitment structure that is continuing to build up in its focus to recruit and retain faculty from historically underrepresented backgrounds;
  - professional development and or training around diversity, equity, and inclusion for campus members;
  - retention-graduation initiatives and pathways for historically underrepresented students;
  - identity spaces and support services and mechanisms for students of various identity backgrounds and needs;
  - diverse affinity groups and their robust ties to the campus and external communities;
  - a hugely impactful commitment to and investment in external communities of historically underrepresented backgrounds through outreach, partnerships, shared opportunities, and internship and employment programs;
  - awareness events and or dialogues about specific cultures, identities, diversity contexts;
  - **We highlight these purposeful areas as these may be leverage points or goal areas for further development in a future diversity, equity, and inclusion (DEI) strategic plan.**
  - **See the next page for the next section.**

## B) Diversity Infrastructure

- **The Main Functions of a Diversity Infrastructure (Halualani, 2020):**

Building a diversity infrastructure represents an excellent university investment so that core functions

related to diversity, equity, and inclusion are given the needed attention. These **main functions of a diversity infrastructure** include:



- Can be configured in a variety of ways
- Must cover these main functions

- **Leadership & Strategy:**

**Leadership and strategy** represents the core function of identifying and executing a desired strategic vision, goals, and priorities with regard to diversity, equity, and inclusion. A diversity leadership role(s), office, or structure represents the main vehicle to lead and work with a campus community on this core function. This function does not mean that the diversity leadership works alone or is the only role tasked with this function. Rather, the diversity leadership stands as the main facilitator for leading many units and the campus community in this area. This function will take up most of the diversity leadership's time and energy.

- **Recruitment & Retention:**

**Recruitment** stands as the core function to create an inclusive faculty and overall workforce. This requires identifying innovative and successful ways to conduct outreach to and cultivate talent of various identifying backgrounds, perspectives, and skill sets in prospective faculty members, staff members, and administrators. In creating access pathways for diverse and historically underrepresented candidates, it is also important to create sustained structures of belonging, support, mentorship, and professional development in order for those candidates to thrive and succeed.

- ***Belonging:***

Higher educational institutions need to have a positive and nurturing environment towards which to recruit faculty, employees, and students. Thus, the core function of **Recruitment & Retention** is always connected to **Belonging**. This area focuses on creating permanent and responsive structures, practices, actions, and policies that shape environments of inclusion, social support, acceptance, belonging or identification, and thriving for campus members. Designing structural conditions and campus initiatives that make employees and students feel supported and valued, is important to fully diversify the workforce and larger student body.

- ***Education:***

Equipping faculty members, staff members, and administrators with diversity and intercultural perspective and skill sets is a necessity for institutions to continually develop its greatest resource: its people! **Education** as a core function, focuses on building and executing continuous diversity professional development programs that are customized for different roles (faculty/instructor, non-instructional employees, administrators).

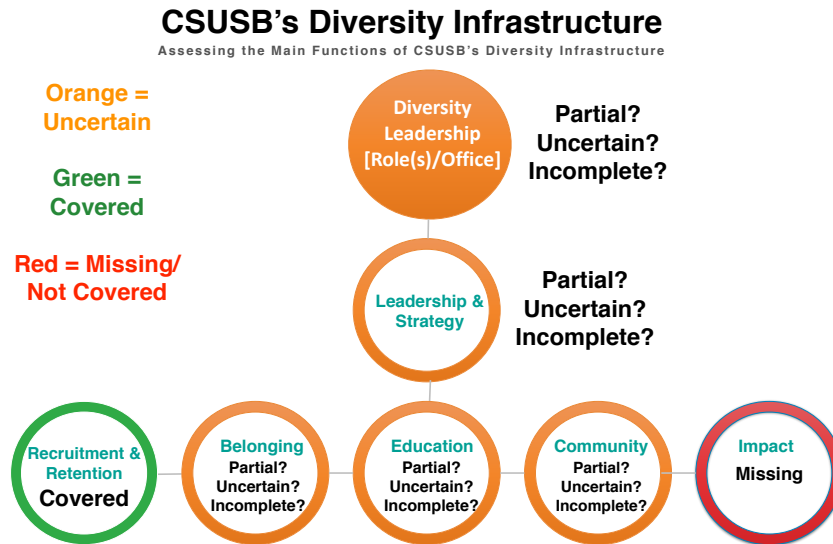
- ***Community:***

**Community** stands as the core function to build, foster, and strengthen relationships with external communities (in terms of gender, race/ethnicity, religion, socioeconomic status, sexual orientation, disabilities, among other important aspects) in a university's regional area. A university's diversity infrastructure represents an important resource for external communities to connect to the university, especially if it is based in a region inhabited by historically underrepresented and or sociopolitically marginalized groups.

- ***Impact:***

The core function of **Impact** refers to the needed area of identifying, reviewing, and analyzing the range of progress that a university is making towards its diversity strategy goals and core diversity function goals. Creating an **Impact** culture will enable a university to know its current status towards institutional transformation and respond accordingly to what is and is not being achieved or accomplished in its diversity goals and efforts.

- In considering the aforementioned main functions of a diversity infrastructure, CSUSB has taken some key initial steps in covering the key functions of a diversity infrastructure, as delineated below. Such a diversity infrastructure can be further strengthened.



- **Leadership & Strategy:**

- In terms of Leadership & Strategy, CSUSB has this area **partially covered**.
- **CSUSB has taken an excellent first step in building out the university's core diversity infrastructure in terms of Leadership & Strategy (with an emphasis on the Leadership aspect) by establishing two co-chief diversity leader roles.** One of the co-chief diversity officer roles is in Academic Affairs as the Associate Provost of Faculty Affairs & Development. The other co-chief diversity officer role resides in Administration in Finance via the Associate Vice President of Human Resources.
- **Having two (or multiple) diversity leaders at an institution is not unusual, and every institution must choose a structural arrangement that works best for its organizational culture.** A **key leverage point** related to this dual-diversity leader role structure is that both roles are administrator-level positions with organizational/ structural power and agency to actuate diversity change. This is especially advantageous especially since the both of the diversity officer roles are located in areas that need continual diversity attention: a) faculty recruitment, retention, promotion, and development (via the Co-Chief Diversity Officer, Associate Provost of Faculty Affairs & Development), employee recruitment, retention, development, and work climates of belonging (via the Associate Vice President of Human Resources). By contrast, oftentimes, a stand-

alone diversity leader who is located at the top of the organizational structure, may not have a formal management line of authority or structural agency to execute the actions needed for a diversity-centered institution and thus, must work through the influence of a university president.

- A **challenge**, however, is that having two diversity leader roles requires a formalized and explicit layout of each role's duties and responsibilities as well as the cross-role cooperation that must take place to ensure that all diversity needs are covered. Such a formalized and explicit layout of the diversity officers' duties and responsibilities as well as their cross-role cooperation, are not apparent. In addition, the student focus (the needs and experiences of students) is not fully covered through the dual co-chief diversity role setup as it stands now. A diversity leader from Student Affairs should be involved and or connected to the current co-chief diversity officers. For these reasons, the Leadership aspect of this function could be further strengthened through an explicit layout of the diversity leader role setup/configuration and a Student Affairs connection to diversity leadership and or a potential third/additional co-chief diversity officer to address and speak to the needs and experiences of students.
- **Moreover, the "strategic function" attached to Leadership & Strategy is currently not being engaged to the fullest, thereby standing as partially covered.** The co-chief diversity officers will lead the institution in designing and executing its diversity strategy. At the present moment, the **Strategy** aspect needs to be taken up by CSUSB's diversity leadership. (More details about the diversity leadership and infrastructure are shared over the next few pages.)
- **CSUSB seems to have the beginning of a diversity infrastructure with two co-chief diversity officers and a committee that is linked to the President via the Presidents Council of Diversity, Inclusion, & Equity (CODIE).** There is another long established and important diversity committee, the University Diversity Committee (UDC). However, it is not clear what the mission and function(s) are of CODIE and how CODIE connects to the UDC as well as the interrelationship of the committees for the campus. Thus, CSUSB's diversity infrastructure is in an initial yet amorphous form.
- ***Recruitment & Retention:***
  - **In terms of Recruitment & Retention, CSUSB has this area fully covered.**
  - Because a co-chief diversity officer is the Associate Provost of Faculty Affairs & Development, diversity leadership is in a directly advantageous position to facilitate and oversee diverse faculty

recruitment and retention. This dual role - a chief diversity officer and Faculty Affairs leader - can potentially execute the procedures, policies, and needed interventions to tackle the longitudinal goal of diversifying faculty. Similarly, the co-chief diversity officer and Associate Vice President of Human Resources is also in an ideal position to carry out a diversity focus on diversifying the university workforce and creating conditions for retention. Moreover, CSUSB should be especially commended for taking the initiative to establish a diversifying faculty structure through its Co-Chief Diversity Officer role/Associate Provost of Faculty Affairs & Development, who has a focused diversity, equity, and inclusion lens that permeates all aspects of this role. This is also a unique configuration in the California State University system in its fusion of a diversity lens to faculty recruitment, retention, development, and success.

- ***Belonging:***

- **In terms of Belonging, CSUSB has this area partially covered.**

- CSUSB features activities that creates structures of belonging for its students, staff, and faculty members. These activities have been contributed by various entities: University Diversity Committee (UDC) through its campus belonging activities (Conversations on Diversity, YOTIE Talks, diversity events); CODIE through Coyote Learning Circles and diversity events; Student Affairs through Student Engagement (programs, activities, student organizations), Santos Miguel Student Union, and cultural centers and student success centers, Academic Affairs, departmental clubs, academic support services, and affinity groups [(for e.g., Asian Faculty, Staff, and Student Association (AFSS), Association of Latino Faculty, Staff, and Students (ALFSS), Black Faculty, Staff, and Student Association (BFSS), Lesbian, Gay, Bisexual, Transgender, Queer and Ally Faculty, Staff and Student Association (LGBTQA)]. However, these efforts are not formally and centrally organized by a diversity infrastructure. It appears that these efforts are largely de-centralized and not always connected to one another or moving according to a shared strategic direction.

- ***Education:***

- **In terms of Education, CSUSB has this area partially covered.**

- CSUSB has initiated a diversity education function. Through the high quality diversity, inclusion, and awareness trainings by UDC and CODIE, the course redesign projects funded by UDC, and the diversity-related events and programming as well as the curricular content around diversity, equity, and inclusion by faculty, this university has framed diversity as an educational resource and knowledge domain. Again, though, the diversity infrastructure does not centrally organize these activities through a shared vision of how

diversity perspectives and skill sets are developed for its campus members. It does not appear that the aforementioned contributors to this function, communicate with and work together to meaningfully enact this educational function.

- **Community:**

- **In terms of Community, CSUSB has this area partially covered.**

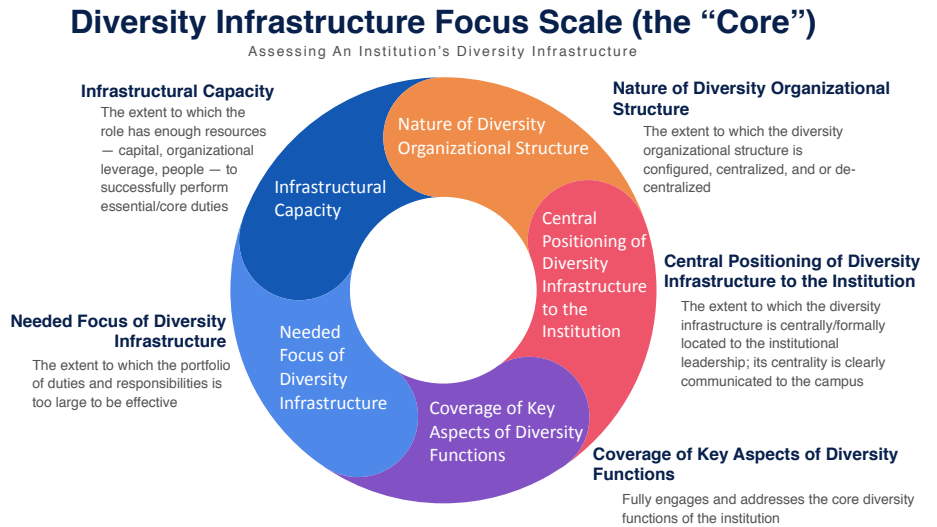
- CSUSB has long established robust connections to surrounding cultural communities (First Peoples, Latinx, African American, Asian, and Lesbian, Gay, Bisexual, Transgender, Queer and Ally, Native American groups) through its excellent affinity groups (faculty, staff, and student associations)[for e.g., Asian Faculty, Staff, and Student Association (AFSS), Association of Latino Faculty, Staff, and Students (ALFSS), Black Faculty, Staff, and Student Association (BFSS), Lesbian, Gay, Bisexual, Transgender, Queer and Ally Faculty, Staff and Student Association (LGBTQA)]. Student Affairs, Academic Affairs, and University Advancement have also historically (and continue to do so) forged enduring connections to various communities. While so much has and continues to be done via this community function by CSUSB, a formal connection between the diversity infrastructure (and its leadership and committees) and surrounding cultural communities and affinity groups, needs to be identified. (As we point out later, there is an urgent need to formally incorporate the affinity groups into CSUSB's diversity infrastructure.) The extant relationships among the cultural communities, affinity groups, and diversity infrastructure (leadership, committees) and how CSUSB's diversity leadership interfaces with these communities, should be reflected in a formal configuration.

- **Impact:**

- **In terms of Impact, CSUSB does NOT have this area covered.**
- **CSUSB has NOT enacted an Impact function.** Meaning, it has not created an impact assessment culture around diversity, equity, or inclusion. While there are assessment markers in the current 2015-2020 University Strategic Plan related to retention-graduation rates and diverse recruitment, these do not represent the needed scope to create a diversity impact culture. Similar to many higher educational institutions, CSUSB has equated the putting on or completion of a diversity effort, program, or activity as an immediate achievement or success marker. There needs to be the creation of impact outcomes and markers as well as the development of an organizational culture that conducts formative and summarize assessment of diversity, equity, and inclusion goals and priorities. (In building out the diversity infrastructure, the co-chief diversity officers may need a specific role that is responsible for diversity assessment.)



- According to Halualani's Diversity Infrastructure Focus Scale (the "Core"), CSUSB's diversity infrastructure reflects a beginning foundation.** Halualani's Diversity Infrastructure Focus Scale (the "Core") represents an assessment tool to gauge the nature, scope, and focus of an institution's diversity infrastructure. For an institution, the following aspects are examined through this scale:



- Nature of Diversity Organizational Structure:** Examines the extent to which the diversity organizational structure is configured, centralized, and or de-centralized. The specific organizational structure of the diversity infrastructure should shape the manner in which diversity processes and actions are carried out (for e.g., the sequence of operations, the interrelationships among divisions and units).
- Central Positioning of Diversity Infrastructure to the Institution:** Assesses the extent to which the diversity infrastructure is centrally/formally located to the institutional leadership; its centrality is clearly communicated to the campus.
- Coverage of Key Aspects of Diversity Functions:** Examines the extent to which the diversity infrastructure fully engages and addresses the core diversity functions of the institution.
- Needed Focus of Diversity Infrastructure:** Indicates the extent to which the portfolio of duties and responsibilities is too large to be effective.
- Infrastructural Capacity:** Indicates the extent to which the diversity role(s) has/have enough resources — capital, organizational leverage, people — to successfully perform essential/core duties.

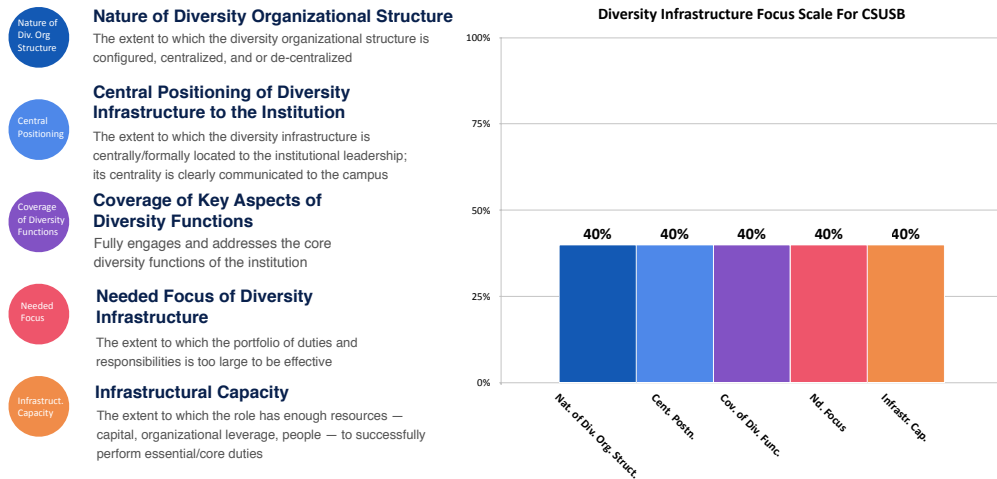
CSUSB scored an average of 40% (10/25) on this scale in terms of the following:

- **Nature of Diversity Organizational Structure: 2 out of 5 (40%). The score on this item is due to the following:**

- The nature of the organizational structure of CSUSB's current diversity infrastructure is de-centralized (meaning, that diversity activity is spread out across various entities and units without a fully central mode of operation).
- The diversity leadership is also structured across two major divisions [Academic Affairs & Administration & Finance (Human Resources)] in two specific co-chief diversity officer roles that are connected to the President but through another layer of leadership (Provost and Vice President of Administration and Finance).
- It is **advantageous** that the two diversity leader roles are positioned in upper management line roles with concrete and formal structural power/agency so that diversity action can be taken (and changes can be made) through institutional processes and operations. This is in contrast to a diversity leader who needs to continually deploy the influence of the president and upper leadership to execute needed actions.
- As another strength, the co-chief diversity officer roles are formalized and institutionalized at CSUSB, which sediments the organizational sustainability of its diversity infrastructure.
- While the areas of faculty and employees are covered through this diversity organizational structure, the area of students (their diversity needs and engagement) is not fully covered here. Is this because Student Affairs focuses on the student experience? We recommend that a diversity leader and or a potential co-chief diversity officer from Student Affairs is connected to the two co-chief diversity officers and made an integral part of CSUSB's diversity infrastructure. This could be a specific diversity leader and

## Diversity Infrastructure Focus Scale (the "Core")

Assessing CSUSB's Diversity Infrastructure



or representative through Student Affairs (but not likely the Vice President of Student Affairs who already possesses a huge portfolio of responsibilities).

- CSUSB's diversity infrastructure is NOT fully delineated in terms of its central diversity, equity, and inclusion functions. There is also no delineation of how the two co-chief diversity officers operate within their own specific purview and in cooperation with one another.
- A key concern that arises here is that with multiple diversity leadership roles spread across multiple divisions, the diversity infrastructure may not be focused enough to cover the necessary main diversity functions.
- Therefore, with a gain in concrete structural power/agency, there is a loss in infrastructural focus and organizational expediency. This could be alleviated through an explicit formalization and delineation of the diversity leadership roles and their duties and responsibilities and any teams or entities that constitute CSUSB's diversity infrastructure. Such an explicit formalization and delineation should be documented and revisited often to hone the diversity infrastructure's organizational structure.
- Thus, this mapping finds that the current co-chief diversity officer role configuration is a **positive and advantageous structure** with much to offer (and more so than a singular diversity leader) in terms of dedicated attention to diversity, equity, and inclusion, concrete structural power, and formal authority to fulfill the demands of diversity work. **At this juncture, what is needed to solidify and elevate this structure is an explicit formalization and delineation of the diversity leadership roles and their duties and responsibilities.**
- Institutions with higher scores on this scale aspect, would feature a focused diversity infrastructure and a detailed formalization and delineation of their diversity leadership configuration as well as an understanding of how roles interrelate.
- **Central Positioning of Diversity Infrastructure to the Institution: 2 out of 5 (40%). The score on this item is due to the following:**
  - Although CSUSB's diversity infrastructure is not centrally positioned at the highest level of the university leadership, it is, however, very much connected to the President, Provost (Academic Affairs), and Vice President of Administration & Finance. This is likely due to the positioning of the co-chief diversity officer roles in formal management line positions (Faculty Affairs & Development, Human Resources) with diversity aspects embedded in its portfolio of responsibilities. An explanation of the positioning of the diversity infrastructure should be detailed (and can be done so through a diversity, equity, and inclusion (DEI) strategic plan).

- While the co-chief diversity officers regularly meet with the President, Provost, and Vice President of Administration & Finance and the President's Cabinet, it is important for the diversity infrastructure to immediately reflect this and to communicate CSUSB's commitment to diversity, equity, and inclusion through such extant positioning. In order to avoid misperception of CSUSB's commitment to diversity, equity, and inclusion with the positioning of the diversity infrastructure one level below the university's senior leadership, there should be an explicit articulation of HOW CSUSB's diversity infrastructure operates centrally but through a different configuration. How the co-chief diversity officer roles work in conjunction with senior leadership, should be made explicit to solidify and underscore the diversity infrastructure. (This will need to be the case even more so with the potential addition of a diversity leader that represents the student focus.)
- Institutions with higher scores on this scale aspect, usually explain and justify its positioning of its diversity infrastructure in the institutional landscape and if such a positioning is not at the highest level of university leadership. Indeed, there are multiple ways in which to establish and position a diversity infrastructure and each campus benefits from different configurations. It is essential, though, for institutions to articulate the imperatives behind such configurations and their positioning in the institutional hierarchy.
- **Coverage of Key Aspects of Diversity Functions: 2 out of 5 (40%). The score on this item is due to the following:**
  - As delineated on pages 10-13 of this report, 1 (Recruitment & Retention) of the 7 main functions of a diversity infrastructure is fully covered and noteworthy.
  - 4 (Leadership & Strategy, Belonging, Education, and Community) of the 7 main functions are partially covered.
  - 1 (Impact) of the main functions is NOT covered with the current diversity infrastructure.
 

|                                       |                          |
|---------------------------------------|--------------------------|
| • <b>Leadership &amp; Strategy:</b>   | <b>Partially Covered</b> |
| • <b>Recruitment &amp; Retention:</b> | <b>Covered</b>           |
| • <b>Belonging:</b>                   | <b>Partially Covered</b> |
| • <b>Education:</b>                   | <b>Partially Covered</b> |
| • <b>Community:</b>                   | <b>Partially Covered</b> |
| • <b>Impact:</b>                      | <b>Not Covered</b>       |
- Coverage is a critically important issue with CSUSB's diversity infrastructure because the two diversity leaders are located in positions with their own portfolio of responsibilities that are not diversity-related. As such, the key question that arises here is: **What**

**is the ratio of diversity responsibilities to non-diversity responsibilities?**

- If there are too many non-diversity responsibilities assigned to each of the co-chief diversity officers, does that weaken and threaten the potency of CSUSB's diversity infrastructure? More specifically, does a disproportionate or lopsided ratio of diversity responsibilities to non-diversity responsibilities, prevent the diversity infrastructure from conducting its main and essential diversity functions?
- Moreover, it should be noted that there is evidence that the extant co-chief diversity officer roles do currently permeate their roles through a diversity, equity, and inclusion lens. Attention to this coverage aspect stands as a structural reminder to delineate how diversity responsibilities are covered, especially in the case of a configuration of multiple diversity leader roles. This will help navigate campus members to the appropriate diversity-related role and its scope of coverage.
- Another analytical layer that captures this concern is the “**Coverage, Capture, and Centrality of DEI Roles: Litmus Test**” (Halualani, 2020) (on the next page). This litmus test highlights four diversity-based scenario questions in terms of identifying which institutional role would take up the responsibility to address each scenario.
  - If a diversity role is identified as the one to take up the responsibility for that scenario, then that reflects proper coverage and capture by the diversity infrastructure.
  - If, however, a non-diversity role is identified as the one to best address that scenario, then the coverage, capture, and centrality of the diversity infrastructure and its diversity leader roles have not been fully achieved or aligned. It also means that the coverage of a diversity scenario is not connected back to an extant diversity role, which disconfirms the need for and value of a diversity infrastructure.
- **See the next page.**

### Coverage, Capture, & Centrality of DEI Roles: Litmus Test

| Litmus Test Question   | Met/Not Met?  |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Which Role Would Take Up/Assume Responsibility If a <i>Damaging Racial Campus Climate Event Happened At the Campus (Racial Slurs By Students or Faculty; Controversial Speaker)</i>?</b> <ul style="list-style-type: none"> <li>• <b>Who Would Take It Up? (Campus Climate);</b></li> <li>• <b>Or Would The Role Already Be Handled By A Non-Diversity Role (Which Would Make the Benefit Not Connected/Recognized Back To The Role)?</b></li> </ul> </li> </ul> | <p><b>NOT MET; Student Affairs; Cabinet? The Roles That Would Handle /ACT Would NOT Be Connected Back To the Diversity Role (Naming/Affirming/Recognizing Process is Needed)</b></p>  |
| <ul style="list-style-type: none"> <li>• <b>Which Role Would Take Up/Assume Responsibility If <i>Accreditation Standards Require Proof of Diversity Elements in Curricula? (Curricular Infusion of DEI) (Academics)</i>;</b> <ul style="list-style-type: none"> <li>• <b>Or Would The Role Already Be Handled By A Non-Diversity Role (Which Would Make the Benefit Not Connected/Recognized Back To The Role)?</b></li> </ul> </li> </ul>   | <p><b>NOT MET; Academic Affairs; Deans And Chairs; The Roles That Would Handle /ACT Would NOT Be Connected Back To the Diversity Role (Naming/Affirming/Recognizing Process is Needed)</b></p>  |
| <ul style="list-style-type: none"> <li>• <b>Which Role Would Take Up/Assume Responsibility If A <i>Hostile Campus Climate For Employees Is Issued Against The Institution? (Employees)</i>;</b> <ul style="list-style-type: none"> <li>• <b>Or Would The Role Already Be Handled By A Non-Diversity Role (Which Would Make the Benefit Not Connected/Recognized Back To The Role)?</b></li> </ul> </li> </ul>  | <p><b>MET; Co-Chief Diversity Officer; Associate Vice President of Human Resources; The Role(s) That Would Handle / ACT Would Be Connected Back To the Diversity Role (Naming/Affirming/Recognizing Process is Needed)</b></p>                              |
| <ul style="list-style-type: none"> <li>• <b>Which Role Would Take Up/Assume Responsibility If <i>Federal Affirmative Action Mandates Argue That The Institution Does Not Represent Good Faith Efforts To Diversify or Create an Inclusive Workforce? (All Employees; Recruitment)</i>;</b> <ul style="list-style-type: none"> <li>• <b>Or Would The Role Already Be Handled By A Non-Diversity Role (Which Would Make the Benefit Not Connected/Recognized Back To The Role)?</b></li> </ul> </li> </ul>     | <p><b>MET; Co-Chief Diversity Officer; Associate Provost of Faculty Affairs &amp; Development; Co-Chief Diversity Officer, Associate Vice President of Human Resources; The Roles That Handle Action Are Connected Back To The Main Diversity Roles</b></p> |

- Institutions with higher scores on this scale aspect, usually cover most to all of the main functions of a diversity infrastructure and detail such coverage through formalized configurations and explicit articulations of the roles, responsibilities, and committees that fulfill those functions.
- **Needed Focus of Diversity Infrastructure: 2 out of 5 (40%). The score on this item is due to the following:**
  - As raised throughout this report, there is not enough of an infrastructural focus across two major upper management co-chief diversity officer roles with large portfolios of duties and responsibilities (and much of which is non-diversity-related) in its current state. With such a configuration, more effort will need to be taken to formally articulate what that focus will look like and how it will be ensured.
  - Likewise, the diversity leadership's attention is spread out over two sets of responsibilities (especially with Faculty Recruitment and Hiring and Human Resources). This limited focus may hinder the development of the diversity infrastructure and lead to diversity leadership burnout. It is critical to have the diversity leadership build out their teams to help them engage in their diversity responsibilities and or on the other side, to help conduct their non-diversity responsibilities to free up their focus for their diversity functions. This will need to be the case even more so with the potential addition of a student-focused diversity leader to the extant diversity infrastructure.
  - As an advantage, the current diversity infrastructure does provide an important organizational focus on diverse faculty recruitment and retention. More specifically, the placement of a diversity leadership role in Faculty Affairs & Development "naturally" institutionalizes diverse faculty recruitment and retention as a long-term priority.
  - Though the current diversity leadership may employ a diversity, equity, and inclusion lens through which to carry out its work, the infrastructural focus across two diversity leader roles should be further detailed and formalized. **An integrated approach to the roles should be specified and communicated further to the campus so that there is clear information as to how diversity, equity, and inclusion issues can be addressed and by which role.**
  - Institutions with higher scores on this scale aspect, usually provide evidence and detailed information with regard to how its diversity infrastructure has a focused portfolio of responsibilities in which to be fully effective in its diversity work.

- **Infrastructural Capacity: 2 out of 5 (40%). The score on this item is due to the following:**
  - Indeed, in terms of resource and fiscal capacity, there are extant resources [funding for programs through CODIE, UDC, and for diversity programs and events] and several roles (diversity leadership roles, diversity managers] and sustained sizable capital invested in CSUSB's diversity infrastructure. This is especially commendable in that CSUSB has established a solid foundation in terms of resources.
  - But, there is not enough of a diversity team for each of the diversity leaders to perform the needed diversity responsibilities and main diversity functions. This prevents CSUSB's diversity infrastructure from fulfilling its work and in a sustainable manner. We encourage CSUSB to continue to build out the diversity teams for the diversity leaders. (We understand that this has been underway and we commend this direction.)
  - Institutions with higher scores on this scale aspect, feature a solid (and proportional) base of resources, capital, organizational leverage, and people to successfully perform essential/core duties.
- **Overall, CSUSB has established and invested in a solid Diversity Infrastructure. This is an important and excellent action that not all institutions make or invest in. Thus, CSUSB is already in an ideal position from which to continue the diversity work ahead. CSUSB is also uniquely focused on creating a diversity infrastructure that engages in the needed work around diverse recruitment, retention, development, and success. In looking to the future, this diversity infrastructure can be further developed and strengthened by way of the formal articulation of the diversity leadership roles, their interlinked cooperation, and its cooperation and connection with campus diversity-focused committees and entities.**
- **Leverage Points of CSUSB'S Diversity Infrastructure:**
  - Commitment Made By Leadership;
  - Historical Commitment and Actions on Diversity, Equity, and Inclusion Work By Campus Constituencies;
  - 2 Co-Chief Diversity Roles in Permanent Management Roles With Organizational/Structural Power/Agency;
  - Formalization and Institutionalization of Diversity Roles & Some Diversity Duties/Functions;
  - Action Taken on Key Priorities in the Areas of Diversifying Recruitment, Retention, and Success



- **Challenges With CSUSB'S Diversity Infrastructure:**
  - Portfolios of Responsibilities For Both Chief Diversity Roles May Be Too Large;
  - The Need for a Student Affairs Representative and or Student-Focused Diversity Leader in the Diversity Infrastructure
  - Diversity Focus May Be Difficult At Times To Sustain;
  - Decreased Focus & Organizational Expediency
  - The Need for a Formal Articulation of How the Dual Diversity Leadership Roles Operate and Function;
  - The Need to Formalize the Main Diversity Functions into the Diversity Infrastructure
- In addition, **the type of collaborative and or organizing relationship among CSUSB's multiple, specific diversity-related committees and units, should be further explored.** Without such an exploration, it may become exceedingly more difficult for the diversity leadership to carry out the work that it needs to do and especially so without institutionalized collaborations or a conducive organizing structure (and with the university's more decentralized structure). The question remains: **What are the most optimal conditions at the California State University San Bernardino for its diversity infrastructure to do the work that it needs to do?**
- It is also important also for the diversity leadership to sediment close relationships with CSUSB's academic schools and colleges. These relationships should be attentive to the nature of diversity and specific diversity needs in different disciplines and for specific academic schools and colleges.
- We especially encourage campus members to rally around and support the further refinements to CSUSB's diversity infrastructure as it pursues a meaningful diversity-focused future.

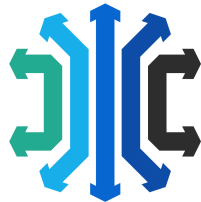
### C) Diversity Alignment

- Diversity alignment refers to the degree to which an institution's leadership, diversity infrastructure, divisions, and units are interlocked and moving in unison through a strategic direction on diversity, equity, and inclusion. Such alignment is key for an institution to gain traction on diversity, equity, and inclusion and achieve diversity-focused goals on access, recruitment, retention, and development, and campus engagement and belonging. At a diversity-aligned institution, university roles and entities work together and collaborate in tandem on strategic diversity priorities. Because there is currently no diversity strategic direction, there is a minimal level of alignment among the diversity leadership, diversity-focused committees, and university divisions and units.
- **According to Halualani's Diversity Alignment Scale, there is a lower level of alignment among the diversity infrastructure, diversity-focused teams, and the entire university.** Halualani's Diversity Alignment Scale represents an assessment tool to gauge the level of alignment across an institution's diversity infrastructure,

divisions, and units. This scale identifies four different types of diversity alignment positions:

## Diversity Alignment Scale

How Aligned Is The Institution Towards Diversity, Equity, & Inclusion?



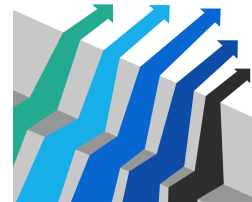
### ● No Alignment

Divisions & units moving in their own directions; no strategic purpose; using multiple budgets and not centrally tied or strategically focused



### ● Angling Toward DEI

Heading towards the same angle; no strategic purpose; using multiple budgets and not centrally tied or strategically focused



### ● Shared Direction

Heading in the same direction; still working as separate entities; using multiple budgets and not centrally tied or strategically focused



### ● Full Alignment

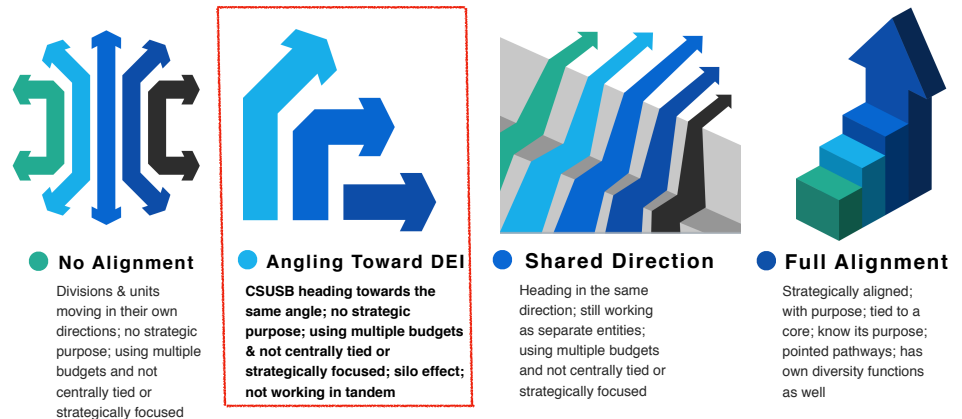
Strategically aligned; with purpose; tied to a core; know its purpose; pointed pathways; has own diversity functions as well

1. **No Alignment:** In this position, the diversity infrastructure, divisions, and units are moving in their own separate directions. There is no strategic purpose to such movement. Resources are not centrally and strategically focused.
  2. **Angling Toward DEI:** In this position, the diversity infrastructure, divisions, and units are veering towards the same angle (but not fully moving in the same direction). There is no strategic purpose to such movement. Resources are not centrally and strategically focused.
  3. **Shared Direction:** In this position, the diversity infrastructure, divisions, and units are heading in the same direction but still working as separate entities on diversity, equity, and inclusion matters. Resources are not centrally and strategically focused.
  4. **Full Alignment:** In this position, the diversity infrastructure, divisions, and units are strategically aligned with a shared strategic purpose and vision. The institutional movement on diversity, equity, and inclusion is guided and facilitated by a robust diversity infrastructure, specific strategic priorities, and delineated goals and pathways.
- **See the next page for the next section.**

- This focused diversity mapping places **CSUSB's diversity alignment on the beginning levels of this scale, namely the "Angling Toward DEI" position.** Most institutions that we have mapped, have scored in the "No Alignment" to "Angling Toward DEI" positions on this scale.

## Diversity Alignment Scale

How Aligned Is CSUSB Towards Diversity, Equity, & Inclusion?



- Angling Toward DEI Position. The placement of CSUSB on this scale position is due to the following:**

- While CSUSB's diversity infrastructure, CODIE, UDC, Academic Affairs, Student Affairs, and various campus entities are all angled (and headed) towards a diversity, equity, and inclusion focus with initiated actions, there is a minimal level of diversity alignment at the institution as guided by a diversity strategic vision.
- There are collaborations around diversity, equity, and inclusion across various units (for e.g., 22% of collaborations in the last 14 months of diversity-related events and programming). But, these collaborations are not all fully institutionalized, thereby raising a sustainability issue. The degree to which these extant collaborations are long-term and formalized or one-time and transactional is not fully clear.
- Units (even diversity-focused committees) are not working in collaboration or cooperation with one another. Thus, alignment and collaboration have not been formally established as a part of CSUSB's diversity environment.
- There is minimal alignment across key diversity entities such as the diversity leadership across two co-chief diversity officers, CODIE, UDC, affinity groups, and cultural centers. The connectivity across the entities is stronger in some combinations (diversity leadership and CODIE) than others (diversity leadership, CODIE, and UDC), which could be due to gaps in the extant diversity infrastructure as well as lingering historical issues and interpersonal conflicts. **It is**

**important for CSUSB to rally around, work together, and focus on the larger institutional diversity, equity, and inclusion imperative for the future.**

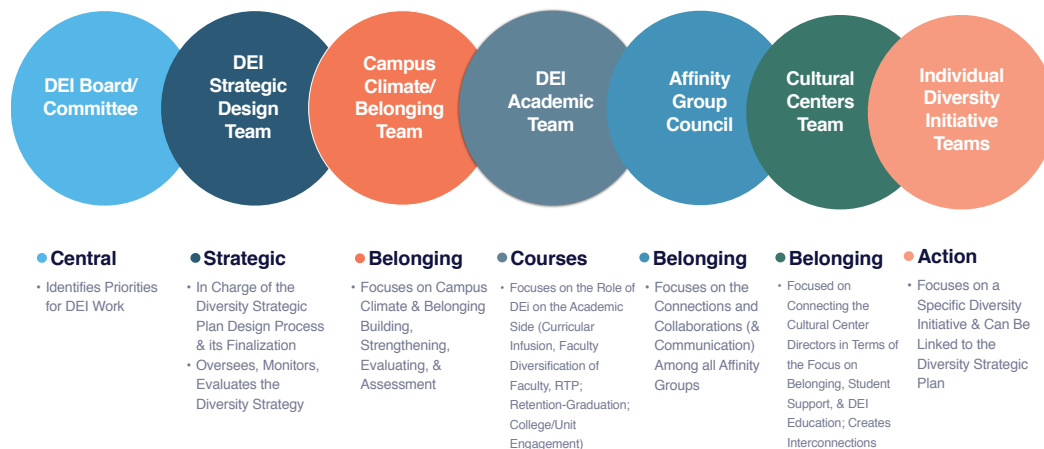
- Institutions with higher scores on this scale aspect, would reflect a strategic direction with respect to diversity, equity, and inclusion and one that stands as a unified focus for campus entities.

## D) Diversity Committees (or Diversity-Focused Teams)

- Diversity-focused teams constitute the foundation of a diversity infrastructure. These teams illustrate how diversity, equity, and inclusion work is always collaborative and consultative. Teamwork (as guided by a strategic direction) propels an institution to achieving its diversity goals and vision. It is not work that can be done by just one individual or a few. There are several types of diversity-focused teams - each one with a different purpose - that best comprise a diversity infrastructure beyond (and yet is connected to) the diversity leadership.

### Diversity-Focused Team Classifications (DFTC)

Locating an Institution's Type of Diversity-Focused Teams



- **According to Halualani's Diversity-Focused Team Classifications (DFTC), CSUSB features some of the extant diversity committees at CSUSB but not all of the necessary ones and not in its current structure. There is a lower level of alignment across CSUSB's diversity committees.** Halualani's **Diversity-Focused Team Classifications (DFTC)**, represents a classification scheme to assess the nature, structure, and alignment across an institution's diversity-focused teams. This scale identifies seven (7) different types of diversity-focused teams for optimal diversity coverage and alignment:

- **DEI Board/Committee:** This team includes the following aspects:
  - Is connected to the institutional leadership (main conduit)
  - Is connected to the diversity infrastructure
  - Identifies priorities for diversity, equity, and inclusion work

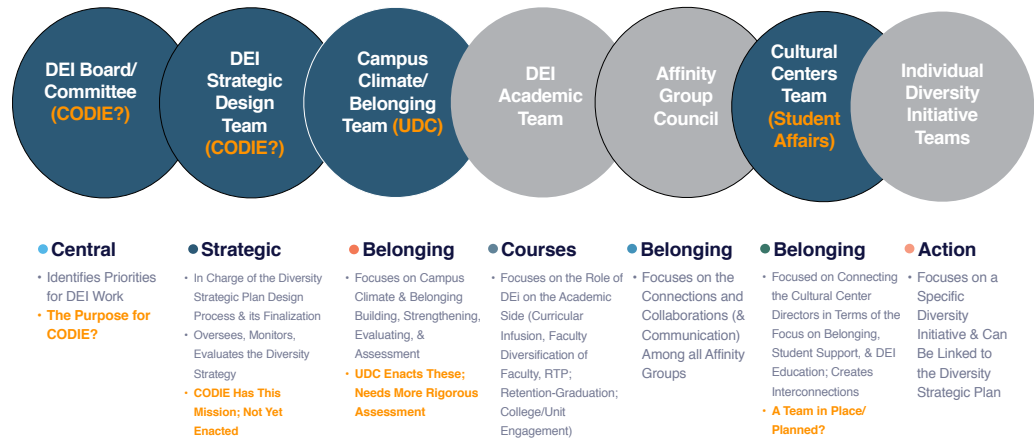
- Works on core commitments and key definitions for diversity, equity, and inclusion work
  - Is central to the campus
  - Is fully representative of the main campus constituencies (students, faculty, employees, administrators, alumni)
- **DEI (Diversity, Equity, Inclusion) Strategic Design Team:** This team includes the following aspects:
    - Is connected to the institutional leadership (main conduit)
    - Is connected to the diversity infrastructure
    - Is in charge of the diversity, equity, and inclusion (DEI) strategic plan design process and its finalization
    - Oversees, monitors, and evaluates the diversity strategy/strategic plan
    - Assesses the diversity strategy/strategic plan
    - Promotes the diversity strategy/strategic plan throughout the campus
    - Identifies and coordinates the owners of the diversity, equity, and inclusion (DEI) strategic plan goals in terms of implementation
- **Campus Climate/Belonging Team:** This team includes the following aspects:
    - Is connected to the institutional leadership (main conduit)
    - Is connected to the diversity infrastructure
    - Focuses on campus climate and belonging for the institution
    - Generates activities to build a positive and thriving campus climate
    - Should evaluate and assess the developed campus climate activities for impact
    - Should be focused on a DEI Educational Function: To foster learning around diversity, equity, and inclusion in events, co-curricular programming, workshops, and training
    - Should be focused on a DEI Community Function: To build a more engaged and aware community around diversity, equity, and inclusion at the institution
    - Is fully representative of the main campus constituencies (students, faculty, employees, administrators, alumni)
- **DEI (Diversity, Equity, Inclusion) Academic Team:** This team includes the following aspects:
    - Is composed of academic members in terms of faculty, curricular leaders, General Education leaders, and different colleges/units
    - Is connected to the diversity infrastructure
    - Focuses on the role of diversity, equity, and inclusion in terms of the academic aspects of the institution (for e.g., curricular infusion, diversification of faculty, retention-tenure-promotion in terms of diversity, equity, and inclusion aspects, retention-graduation; college/unit engagement with diversity, equity, and inclusion)
    - Is fully representative of the main academic constituencies [departments, colleges, academic support services, faculty (adjunct, tenure-track), Academic Senate representatives, Faculty Affairs, General Education and curricular leaders]]

- **Affinity Group Council:** This team includes the following aspects:
  - Is composed of the leadership of each affinity group
  - Is connected to the diversity infrastructure
  - Serves as a coordination and communication hub for all affinity groups to work together
  - Periodically connects with the diversity leadership and university leadership in order to address key issues and work together.
  - Stands as a mechanism to recognize and affirm affinity groups to the campus
  
- **Cultural Centers Team:** This team includes the following aspects:
  - Is composed of the directors/leaders of each cultural center at the institution
  - Is connected to the diversity infrastructure
  - Focuses on connecting the cultural center leadership in terms of the focus on diversity, equity, and inclusion education as well as belonging and student support
  - Helps to create interconnections among cultural centers for intercultural alliance building
  - Periodically communicates with the diversity leadership in order to identify any key issues
  
- **Individual Diversity Initiative Teams:** This team includes the following aspects:
  - Is connected to the DEI Strategic Design Team
  - Is connected to the diversity infrastructure
  - Each team can focus on a specific diversity initiative that is linked to a diversity, equity, and inclusion (DEI) strategic plan.
  - There can be several of these ad hoc diversity initiative teams.
  
- **See the next page for the next section.**

- In using Halualani's Diversity-Focused Team Classifications (DFTC), this focused diversity mapping identifies CSUSB as having four (4) of the seven (7) diversity-focused teams in some form. However, these extant

## Diversity-Focused Team Classifications (DFTC)

Locating CSUSB's Type of Diversity-Focused Teams



**diversity-focused teams need to be revised and strengthened in terms of its structure, functions, and alignment.** Most institutions that we have mapped usually have two (2) to three (3) of the seven (7) delineated diversity-focused teams. Thus, this is a noteworthy finding in that a majority of CSUSB's diversity-focused teams are positioned to build out (with some needed changes and refinements) its diversity infrastructure.

- DEI (Diversity, Equity, Inclusion) Board/Committee: PRESENT IN SOME FORM AS CODIE (The President's Council on Diversity, Inclusion, & Equity); COULD BE REMADE**
  - A central diversity board/committee exists through CODIE and is directly connected to the President and university leadership. The diversity leaders (two co-chief diversity officers) lead this group.
  - This team should continuously identify and engage the diversity priorities for the campus. As it stands now, CODIE appears to be in its initial stage of its work with some muddled functions (educational or strategic or both?). However, given that CSUSB has a unique diversity leadership structure (and the need for a student-focused diversity leader) and the need for stronger diversity alignment, I recommend that CODIE's main function in terms of providing an advisory role to the leadership and a diversity strategic function be absorbed into a potential new diversity group. Such a group could be established as a newly formed DEI (Diversity, Equity, Inclusion) Board/Committee in terms of the following functions (and as laid out on pages 28-29):
    - Identifies priorities for diversity, equity, and inclusion work
    - Works on core commitments and key definitions for diversity, equity, and inclusion work
    - Is central to the campus
    - Is fully representative of the main campus constituencies (students, faculty, employees, administrators, alumni)

- Thus, I recommend that CODIE be potentially replaced with a newly formed DEI (Diversity, Equity, Inclusion) Board/Committee but that CODIE's advisory and strategic functions be preserved and integrated into this new board.
- This group should be positioned as the center of the diversity infrastructure and an anchoring point from which to connect all diversity-focused teams.
- Note: It also appears that perhaps, the University Diversity Committee (UDC) historically served in this role but with a more explicit focus on campus belonging. Thus, I identify UDC as partially fulfilling a Campus Climate/Belonging team function, a function that may be better suited in the aforementioned potential (and newly formed) DEI (Diversity, Equity, Inclusion) Board/Committee.
- **DEI (Diversity, Equity, Inclusion) Strategic Design Team: PRESENT IN SOME FORM THROUGH CODIE; COULD BE REMADE**
  - There does not appear to be a diversity-focused team that completely fulfills the functions of a DEI Strategic Design Team. Thus, even though CODIE seems to be connected to the university strategic plan and thus, may possess a strategic function, it may be more opportune at this juncture for CSUSB to create a potential new diversity group (as identified above) in terms of a newly formed DEI (Diversity, Equity, Inclusion) Board/Committee. This DEI Board/Committee could better absorb the advisory and strategic function designated for CODIE and better resonate with CSUSB's unique diversity leadership structure (and the need for a student-focused diversity leader) and address the need for stronger diversity alignment. Given this, an integrated function-based (combining the functions of a central diversity board and a diversity strategic design team) DEI Board/Committee will better direct CSUSB into its next diversity phase.
  - I recommend that a potential newly formed DEI Board/Committee could perform the following functions as the DEI Strategic Design Team (and as delineated on page 29):
    - Is in charge of the diversity, equity, and inclusion (DEI) strategic plan design process and its finalization
    - Oversees, monitors, and evaluates the diversity strategy/strategic plan
    - Assesses the diversity strategy/strategic plan
    - Promotes the diversity strategy/strategic plan throughout the campus
    - Identifies and coordinates the owners of the diversity, equity, and inclusion (DEI) strategic plan goals in terms of implementation



- Having one new group (as a larger DEI Board/Committee) may actually be advantageous in that this board could perform its core, ongoing diversity work and such work can be guided by the strategic vision and priorities that are laid out in its work as the DEI Strategic Design Team.
- **Campus Climate/Belonging Team: PRESENT IN SOME FORM THROUGH UDC; COULD BE REMADE**
  - As an impressive note, the University Diversity Committee (UDC) has long addressed issues of belonging at CSUSB. UDC has historically served CSUSB by engaging key issues of belonging, providing excellent diversity education (Conversations on Diversity, YOTIE Talks), training (Diversity Awareness, Inclusion & Equity Training), and curricular redesign (Diversity, Equity and Inclusion (DEI) Institute Training Course ReDesign) projects (as resourced by the institution).
  - Such excellent work highlights that UDC has already been operating as a Campus Belonging Team. Such work has been and is incredibly important.
  - Similar to what is shared in the previous pages, given that CSUSB's diversity infrastructure is more layered with multiple diversity leaders and that there is a need for more diversity alignment across the institution, I recommend that like CODIE, UDC could be potentially replaced with a newly formed DEI (Diversity, Equity, Inclusion) Board/Committee. UDC's campus belonging and programmatic functions could be preserved and integrated into this new board. This potential new DEI Board/Committee addresses the need for connectivity to the diversity leadership, the need for stronger alignment across campus units, and the need for an integrated function and unified-focus team.
  - As a Campus Climate/Belonging Team, the DEI (Diversity, Equity, Inclusion) Board/Committee should solidify the institution's focus on the following functions for such a team (and as delineated on page 29):
    - Focuses on campus climate and belonging for the institution
    - Generates activities to build campus climate
    - Should evaluate and assess the developed campus climate activities for impact
    - Should be focused on a DEI Educational Function: To foster learning around diversity, equity, and inclusion in events, co-curricular programming, workshops, and training
    - Should be focused on a DEI Community Function: To build a more engaged and aware community around diversity, equity, and inclusion at the institution
  - It is noted that the UDC does not currently align and or interface with the diversity leadership and CODIE. There also appear to be possible historical issues that prevent these entities from working together — collective work that is needed for diversity gains at the institution. As such, I recommend the possible new formation of a DEI Board/

Committee as well as a possible realignment (and redesign where needed) of these diversity-focused teams through my findings here and the section on the “Possible Redesign of the DEI Landscape at CSUSB” (on pages 54-55). CSUSB will greatly benefit when all diversity-focused teams can work together and create synergy around key diversity priorities.

- The DEI Board/Committee with an absorbed Campus Climate/Belonging Team function, should also make sure to assess or identify the impact of the important campus climate (educational and community-building) work that it is doing for the institution through more rigorous goal and outcome markers (for e.g., level and nature of diversity engagement, resulting actions, “move it forward” markers, changes in conversations around diversity, an increase in complex question posing around diversity issues). While the UDC has indeed collected important information about the impact of its funded programs and projects, the DEI Board/Committee with an absorbed Campus Climate/Belonging Team function may also want to incorporate next-level types of impact determination/assessment in its future work.
- **DEI (Diversity, Equity, Inclusion) Academic Team: NOT PRESENT**
  - There does not appear to be a diversity-focused team such as this at CSUSB in the present moment. Such a team is critical to performing the necessary diversity, equity, and inclusion work (as delineated below) on the academic side of the institution.
    - Focuses on the role of diversity, equity, and inclusion in terms of the academic aspects of the institution (for e.g., curricular infusion, diversification of faculty, retention-tenure-promotion in terms of diversity, equity, and inclusion aspects, retention-graduation; college/unit engagement with diversity, equity, and inclusion)
- **Affinity Group Council: NOT PRESENT (PERHAPS EXISTS AS AN INFORMAL GROUP)**
  - While there may be an informal group in some form, there did not appear to be a formal diversity-focused team akin to an Affinity Group Council.
  - Because CSUSB’s affinity groups [for e.g., Asian Faculty, Staff, and Student Association (AFSS), Association of Latino Faculty, Staff, and Students (ALFSS), Black Faculty, Staff, and Student Association (BFSS), Lesbian, Gay, Bisexual, Transgender, Queer and Ally Faculty, Staff and Student Association (LGBTQA)] are so incredibly impressive in their long-established work for campus members and their scholarship support of students, an affinity group-focused team is needed.
  - An affinity group council will connect the affinity group leaders as a communication and coordination mechanism to work on campus

diversity issues. This council can also help formalize connections across affinity groups and from the affinity groups to the university and diversity leadership.

- A formal affinity group council also formally recognizes the importance of CSUSB's affinity groups and institutionalizes these valuable groups as part of the diversity infrastructure.
- **Cultural Centers Team: PRESENT IN SOME FORM THROUGH STUDENT AFFAIRS**
  - Indeed, at CSUSB, it is evident that cultural center directors/leaders connect, work together, and coordinate activities. A formalized Cultural Centers team made up of the cultural center leaders, is essential to institutionalize such coordination and align the cultural centers together.
  - Likewise, a formal Cultural Centers Team also affirms the importance of CSUSB's cultural centers and positions them as a part of the diversity infrastructure. The formal establishment of a Cultural Centers team will also streamline its organizational alignment to and linkage with the diversity leadership and key diversity-focused teams such as a DEI Board/Committee (possibly CODIE), DEI Strategic Design Team (possibly CODIE), and a Campus Climate/Belonging Team (possibly UDC), DEI Academic Team, and Affinity Group Council.
- **Individual Diversity Initiative Teams: NOT PRESENT**
  - Because there is no current diversity, equity, and inclusion (DEI) strategic plan, there are no individual diversity initiative teams. With a diversity, equity, and inclusion (DEI) strategic plan, these teams can help focus the energies of an institution on specific diversity goals.
- **These recommended diversity-focused teams should constitute the larger diversity infrastructure for CSUSB.**

## E) Affinity Groups

- **Affinity groups** represent a major campus belonging resource for historically and sociopolitically represented groups based on gender, race/ethnicity, indigeneity, sexual orientation, and in relation to key identity aspects. These affinity groups stand as welcoming campus groups dedicated to specific identities so that campus members can feel connected to the institution through the fellowship of identity-specific or similar members. Affinity groups lean both internally and externally, in linking campus members and members of surrounding communities.
- **According to Halualani's Affinity+: Affinity Groups' Key Elements Schemata, CSUSB's affinity groups shine as vibrant community building mechanisms for various cultural communities.** Halualani's Affinity+: Affinity Groups' Key Elements Schemata represents a set of categories to gauge the nature, structure, and reach of affinity groups. The schemata identify four (4) essential features of

affinity groups for optimal impact as a diversity resource.

## Affinity+: Affinity Groups' Key Elements Schemata

Assessing an Institution's Affinity Groups

### Scope (5 Points)

- Covers all specific historically & sociopolitically underrepresented groups
- Covers all essential communities of belonging for campus

### Leadership (5 Points)

- Leaders of affinity groups should be represented on diversity committees at the institution



### Connectivity (5 Points)

- Connects to the surrounding communities
- Includes faculty, employees, & students
- Connects with institutional leadership and diversity leadership

### Significance (5 Points)

- Highlighted as an essential structure of belonging, identity recognition, community connections to specific historically marginalized & sociopolitically vital groups
- Represent a multiconstituency base of identity
- Represent the main arteries of diversity & community to the institution's leadership & student base.

- **Scope (5 Points):**

This aspect highlights:

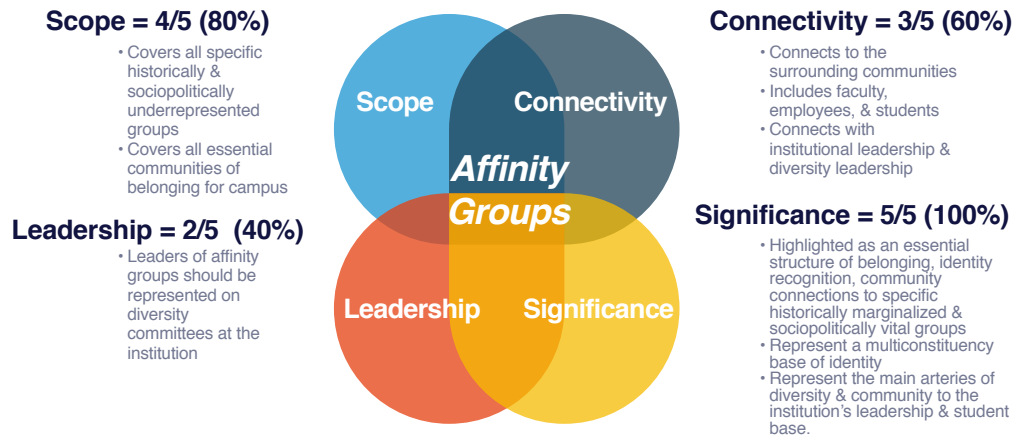
- the extent to which the affinity groups cover all specific historical and sociopolitical underrepresented groups
  - the degree to which the affinity groups cover all essential communities of belonging for the campus
- **Leadership (5 Points):** This aspect highlights:
    - the extent to which the leaders of affinity groups are represented on diversity committees at the institution
  - **Connectivity (5 Points):** This aspect highlights:
    - the degree to which the affinity groups connect to the surrounding communities
    - the extent to which the affinity groups include faculty, employees, and students
    - the level of connection to institutional leadership and diversity leadership
  - **Significance (5 Points):** This aspect highlights:
    - the degree to which the affinity groups are highlighted as essential structures of belonging, identity recognition, and community connections to specific historically marginalized and sociopolitically vital groups
    - the extent to which the affinity groups represent a multi constituency base of identity
    - the degree to which the affinity groups represent the main arteries of diversity and community to the institution's leadership and student base

- The affinity groups at CSUSB scored high marks (70%, 14/20) on this schemata in terms of the following:

**HIGH MARKS = 70%**

## Affinity+: Affinity Groups' Key Elements Schemata

Assessing CSUSB's Affinity Groups



- Scope: 4 out of 5 (80%).** The score on this item is due to the following:

- There is impressive coverage of several key historically and sociopolitically underrepresented and important communities [for e.g., Asian Faculty, Staff, and Student Association (AFSS), Association of Latino Faculty, Staff, and Students (ALFSS), Black Faculty, Staff, and Student Association (BFSS), Lesbian, Gay, Bisexual, Transgender, Queer and Ally Faculty, Staff and Student Association (LGBTQA)].
- As a consideration, there is also room for affinity groups for First Peoples, Pacific Islanders, and Intersectionalities.

- Leadership: 2 out of 5 (40%).** The score on this item is due to the following:

- These affinity groups are helmed by strong and dedicated leaders.
- However, the affinity group leadership is not fully represented on CSUSB's diversity-focused teams.

- Connectivity: 3 out of 5 (60%).** The score on this item is due to the following:

- There needs to be more formal connections made among the affinity groups and the diversity leadership and diversity-focused teams (like a refashioned CODIE as a DEI Board/Committee and DEI Strategic Design Team, UDC as a Campus Climate/Belonging Team, and a Cultural Centers Team).

- A recommended Affinity Council also allows for the affinity group leaders to work together and coordinate their actions on diversity priorities.
  - These affinity groups have a tremendous presence in the community.
  - More connections made to alumni could also be explored further through these affinity groups.
  - Retired employees and faculty members also represent an untapped constituency through which to create further connections for campus members and potential career and academic mentors for historically underrepresented students.
- **Significance: 5 out of 5 (100%). The score on this item is due to the following:**
    - CSUSB's affinity groups stands out as one of CSUSB's most invaluable resources for campus members and the community.
    - CSUSB should highlight and showcase these affinity groups and the incredible work they engage in for students (financial and social support), the campus, and the larger community.
    - CSUSB should also explore the powerful link between affinity groups and student retention-graduation-excellence and design specific action steps in this area.
  - **It should be noted that CSUSB's scoring on this Affinity Groups' Key Elements Schemata is high and reflects its excellence in this area.**

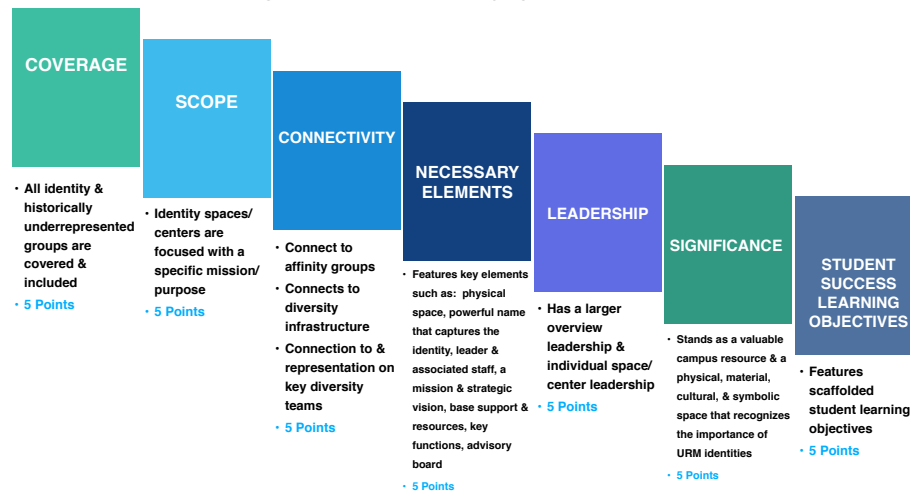
## **F) Identity Spaces & Cultural Centers**

- **Identity spaces and cultural centers** represent powerful structures of belonging for historically and sociopolitically underrepresented students. I use the terms "identity spaces" and "cultural centers" interchangeably to refer to the formal sites that support and serve students of various identity backgrounds that have been societally (historically, sociopolitically) marginalized. These identity spaces and cultural centers also serve as powerful access points to the university for first-generation students. The tremendous impact of identity spaces or cultural centers cannot be overstated.
- **According to Halualani's Identity Spaces & Cultural Centers: Key Elements Schemata, CSUSB's identity spaces and cultural centers stand as solid anchor points for historically and sociopolitically underrepresented students to feel a part of the campus and to personally, socially, and academically thrive.** With a new student union and revamped organizational structure on the horizon, these cultural centers carry great potential to become robust structures of belonging for

diverse, first-generation students. These cultural centers also reflect the institution's commitment to structures of belonging for historically underrepresented students. Halualani's Identity Spaces & Cultural Centers: Key Elements Schemata, represent a set of categories to gauge the nature, structure, and reach of identity spaces and cultural centers. The schemata identify seven (7) essential features of identity spaces and cultural centers for optimal impact as a diversity resource.

## Identity Spaces & Cultural Centers: Key Elements Schemata

Assessing an Institution's Identity Spaces & Cultural Centers



- **Coverage (5 Points):** This aspect highlights:
  - the extent to which all identity and historically underrepresented groups are covered and included
- **Scope (5 Points):** This aspect highlights:
  - the extent to which the identity spaces/centers are focused with a specific mission/purpose
- **Connectivity (5 Points):** This aspect highlights:
  - the degree to which the identity spaces/cultural centers connect to the affinity groups
  - the extent to which the identity spaces/cultural centers connect to the diversity infrastructure
  - the level of connection to and representation on diversity-focused teams
- **Necessary Elements (5 Points):** This aspect highlights:
  - the degree to which the identity spaces/cultural centers feature key elements such as:
    - physical space
    - powerful name/title that captures the identity
    - leadership and associated staff
    - mission and strategic vision
    - base support and resources

- key functions
- advisory board
- **Leadership (5 Points):** This aspect highlights:
  - the extent to which the identity spaces/cultural centers have a larger overview leadership and individual space/center leadership
- **Significance (5 Points):** This aspect highlights:
  - the level to which the identity spaces/cultural centers stand as a valuable campus resource and a physical, material, cultural, and symbolic space that recognizes the importance of historically underrepresented identities
- **Student Success Learning Objectives (5 Points):** This aspect highlights:
  - the degree to which the identity spaces/cultural centers feature scaffolded student learning objectives.

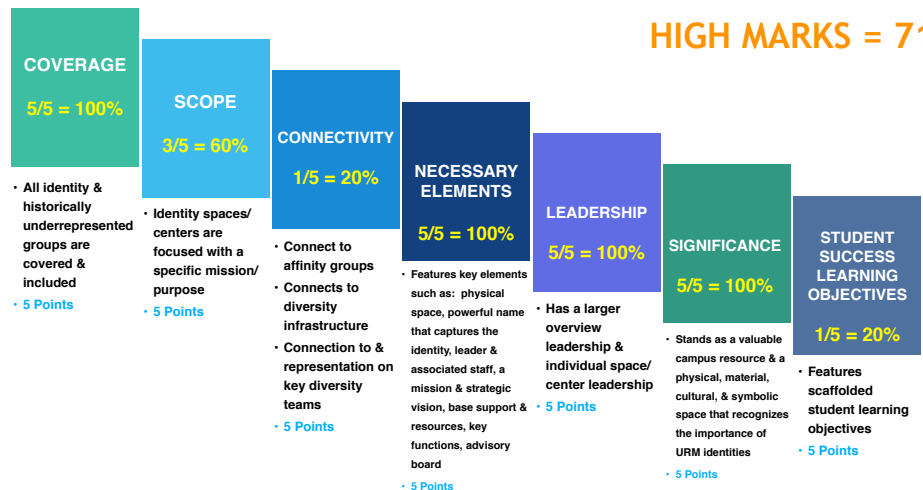
- **The identity spaces and cultural centers at CSUSB scored high marks (71%, 25/35) on this schemata in terms of the following:**

- **Coverage: 4 out of 5 (80%). The score on this item is due to the following:**

### Identity Spaces & Cultural Centers: Key Elements Schemata

Assessing CSUSB's Identity Spaces & Cultural Centers

**HIGH MARKS = 71%**



- It is commendable that there is a comprehensive range of identity spaces/cultural centers such as the:
  - Cross Cultural Center
  - Latinx Resource Center (in Cross Cultural Center)
  - Pan-African Resource Center (in Cross Cultural Center)
  - First Peoples' Center (in Cross Cultural Center)
  - Queer & Transgender Resource Center
  - Women's Resource Center
  - Veterans Success Center
  - Undocumented Student Success (Dreamers) Center
  - Osher Adult Re-Entry Center
  - Interfaith Center
  - Asian and Pacific Islander Center








- It is rare to see as many identities across gender, sexual orientation, race/ethnicity, faith, and age represented in the form of identity spaces/cultural centers.
- **Scope: 2 out of 5 (40%). The score on this item is due to the following:**
  - While there are some specific missions delineated for the cultural centers, the identity spaces and cultural centers should elaborate more on their specific missions and objectives in relation to diversity, equity, and inclusion.
- **Connectivity: 3 out of 5 (60%). The score on this item is due to the following:**
  - With some connections built across units, CSUSB's identity spaces and cultural centers should be more formally connected to the diversity leadership as well as the diversity-focused teams. These cultural centers represent an important part of the institution's diversity infrastructure.
- **Necessary Elements: 5 out of 5 (100%). The score on this item is due to the following:**
  - CSUSB's identity spaces and cultural centers possess the necessary elements, such as designated physical space (a difficult commodity in any university environment), powerful names, specified missions, base support, and resources.
  - In the future, the identity spaces and cultural centers can flesh out more of their strategic visions and continue to build out their advisory boards.
  - These identity spaces and cultural centers will need more base support and resources to fully realize their potential as structures of belonging.
- **Leadership: 3 out of 5 (60%). The score on this item is due to the following:**
  - There is overarching leadership (a directorship) that is helping to coordinate the identity spaces/cultural centers. This is an excellent and important move for the campus. Most of the identity spaces/cultural centers have a lead representative.
  - As stated above, the identity spaces and cultural center leadership (the overarching director and individual center lead) should be represented on the recommended diversity-focused teams at CSUSB.

- **Significance: 5 out of 5 (100%). The score on this item is due to the following:**
  - The significance of CSUSB's identity spaces and cultural centers (even in its still developing form) is immense and profound.
  - Identity spaces and cultural centers represent sites that recognize the importance of historically underrepresented and sociopolitically vital identities for students. These sites exist on a societal plane that has not historically, economically, and sociopolitically recognized, valued, and positively treated specific racial/ethnic, indigenous, gender, socioeconomic, generational, and specific faith-based groups. As such, cultural centers or identity based spaces disrupt that societal plane or hierarchy of differences by fully recognizing and engaging these identities as a means to speak to students (and campus members) of those identity backgrounds at the institution. Educational institutions do NOT exist outside of that societal plane; in fact, historically, many educational institutions have often mirrored this societal plane or hierarchy of differences and or failed to acknowledge how the effects of societal marginalization have disadvantaged students of specific backgrounds (and or prevented them access to campuses). These systemic disadvantages then require bold, proactive interventions like cultural centers with specific organizing structures and visions to support, prepare, and build up students of specific identity backgrounds.
  - **Thus, given this, as a note of commendable distinction, CSUSB is moving against the grain of society and institutionally disrupting the larger dominant social hierarchy of differences through its identity spaces and cultural centers.**
- **See the next page for the next section.**

- **Student Success Learning Objectives: 3 out of 5 (60%). The score on this item is due to the following:**
  - While there are some broad student engagement goals in practice, the identity spaces and cultural centers could benefit from specific student learning objectives that stand as learning and engagement goals around diversity. These student success learning objectives traverse the personal, social, and academic construction of student's identity. The learning objectives are scaffolded and reflect a developmental model for students. These learning objectives can help to guide cultural center events, programming, training, and initiatives.
  - Below represents some examples of possible student success learning objectives

## Cultural Center: Potential Student Success Learning Objectives

For Student Engagement Around Diversity, Equity, & Inclusion

|  |   |
|--|---|
|  <p><b>Student Success Learning Objective #1</b><br/>To understand my personal and social identity in relation to my academic identity at my institution (Validating Whole Identity).</p>   |  <p><b>Student Success Learning Objective #4</b><br/>To understand the historical and social formation of this cultural center's focused identity (Social Location of Identity).</p>  |
|  <p><b>Student Success Learning Objective #2</b><br/>To identify and engage what I need as a scholar in terms of the academic and social support resources at this institution (Scholarly Actualization; Locating Resources).</p> |  <p><b>Student Success Learning Objective #5</b><br/>To articulate the connection between this cultural center's focused identity and other social identities at this institution and in society (Intercultural Relations &amp; Alliances).</p> |
|  <p><b>Student Success Learning Objective #3</b><br/>To identify the importance of this cultural center's focused identity in society (Social Location of Identity).</p>  |  <p><b>Student Success Learning Objective #6</b><br/>To understand my role as an identity member and contributor to the well being of this institution and to society (Role as Identity Member).</p>  |

- **Similar to the affinity groups, it should be noted that CSUSB's scoring on this Identity Spaces & Cultural Centers: Key Elements Schemata is high and reflects its excellence in this area.**

### G) Diversity-Related Events & Programming (From January 1, 2019 through April 20, 2020)

- Indeed, **CSUSB has produced an ample record of diversity-related events in the present time frame of 14 months (from January 1, 2019 through April 20, 2020). CSUSB should be commended for regularly putting on and investing in a robust collection of diversity-related events. These diversity-related events provide transformative “windows” into complex diversity, intercultural, and power issues, and can powerfully impact students in terms of developing their selfhoods, solidifying connections to their communities, and shaping their understanding of the societies around them.**
- More specifically, in the last 14 months, **CSUSB has produced 518 diversity-related events and or programs.** For the purpose of this focused diversity mapping, a **“diversity-related event or program”** is defined “any event or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, transgender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disabilities, regional origin, nationality, occupation, veteran status, and language, among other important aspects, as well as any activity or program that brings together any of these aspects.”
- This amount falls in line with the amount that we typically see for campuses with approximately 19,000 students. Thus, CSUSB has completed a solid record of diversity-related programming. But, **quantity is NOT the only important measure with regard to diversity efforts.** Instead, the **quality** of these diversity efforts must be gauged in terms of the extent to which diversity plays a primary role in these efforts. 82% (426) of CSUSB’s diversity-related events were primarily focused on and centrally designed to achieve an aspect of diversity (i.e., exposure to diverse perspectives, social support events for diverse groups, dialogues and conversations on diversity). Meaning, that when CSUSB sets out to engage in diversity, equity, and inclusion-related programming, it does so with a concentrated focus. **A significant portion of these efforts represent high quality diversity-related events and initiatives that have become permanent and institutionalized.**
- **CSUSB’s diversity-related events demonstrate that CSUSB approaches diversity, equity, and inclusion through a larger “team” or campus wide approach.** Meaning, all six of the main campus divisions (Student Affairs, Academic Affairs, Office of the President, Administration & Finance, University Advancement, and Information Technology Services) have contributed to the diversity-related programming in the last year (the present moment), with Student Affairs (54%, 281), Academic Affairs (32%, 165), and Office of the President (9%, 45), as leading the diversity-related events.
- **CSUSB’s diversity-related events also reveal that there is a level of collaboration among divisions and units around those efforts.** Specifically, 22% (116) of CSUSB’s diversity-related events represented collaborations among divisions/units. There were 65 collaborators and an average of 1-2 collaborators for every diversity-related event. Student Affairs and Academic Affairs had the most

collaborations on diversity, equity, and inclusion efforts. Such information reflects positively on the teamwork potential at CSUSB around diversity, equity, and inclusion events and programming. Some of these collaborations occurred around one-time event offerings, which raises the notion that the type of collaborations that occur may therefore be more transactional and routinized as opposed to being more meaningful, continuous, and purposeful. The extent to which the California State University San Bernardino strategically designs and executes meaningful collaborations around diversity areas, should be explored further. **To what extent can the still emerging diversity infrastructure at CSUSB help to formalize such collaborative partnerships and relationships across the institution and in what ways?**

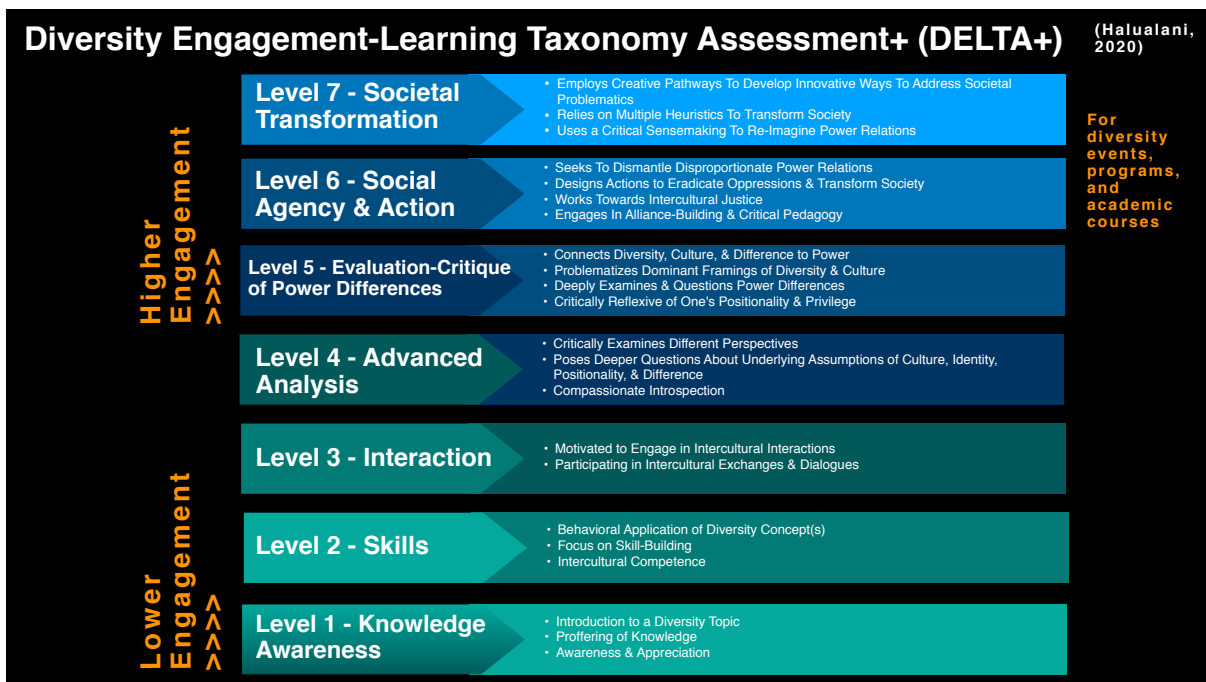
- **It is important to examine the level of institutionalization of diversity-related events in order to see the extent to which an institution possesses a strategic vision for diversity-related programming for its campus members.** Though we only examined a proscripted 14-month span of diversity-related programming in this focused diversity mapping, there were still indications that emerged.
  - **A large majority of CSUSB's diversity-related events have recurred over the last 14 months.** For example, 87% (449) of diversity-related events took place in 2019 and 2020 while 13% (69) of CSUSB's diversity-related events represented one-shot or fleeting activities. It is not fully clear if the high percentage (87%) of recurring diversity-related events indicates a level of institutionalization for such diversity-related programming and if these recurring events have recurred beyond two years (note: diversity-related events and or efforts that recur over five years indicate a higher level of institutionalization).
  - **The one-shot or fleeting diversity-related events should be examined more closely.** In looking closer at the 13% (69) of CSUSB's diversity-related events as representing one-shot or fleeting activities, it is important to consider if there is a pattern of an initiative/event/program being introduced and implemented for one to two years and then stopping only to be re-introduced two years later. This sporadic pattern could be due to funding, particular personnel involved (for e.g., when an effort is firmly attached to a person and that person leaves for a sabbatical or exits the university), and or indecisiveness about the diversity effort. We reaffirm the need for CSUSB to put a diversity strategic framework in place in order to guide the design and implementation of efforts for multiple years (or in line with the time frame of a diversity, equity, and inclusion (DEI) strategic plan).
  - We also found that the majority (76%, 391) of the diversity-related events are activated by sub-division and program level units while only 3% (18) are initiated by the main divisions.
  - Such a finding is not uncommon in higher education, especially at an institution that operates in a largely de-centralized manner (which is what we noticed about the California State University San Bernardino, despite its size). However, it is ideal if the main divisions' efforts represent diversity

strategic frameworks or goals that the next-level units can take up and enact. We did not see this as being the case at CSUSB. The de-centralization nature of California State University San Bernardino's diversity infrastructure makes a central diversity strategic framework essential to serve as the main anchor point for all diversity, equity, and inclusion efforts — a framework that can then be inhabited in different ways across and within divisions, programs, and units.

- This again underscores the need for a strategic direction when it comes to diversity, equity, and inclusion work at CSUSB. So while diversity-related events and diversity activity have occurred at CSUSB in the last 14 months, the question remains: What is CSUSB moving towards? What does CSUSB want to achieve by way of diversity, equity, inclusion, and inclusive excellence? Who does it want to serve and in what ways? What kinds of diversity events does CSUSB want to focus on? Universities cannot do everything with limited fiscal resources and external pressures (tuition driven dependency, community and workforce needs). Thus, CSUSB needs to make decisions about the kinds of diversity events and diversity efforts it wants to prioritize in the next few years and ideally, have those efforts align with a strategic framework.
- **CSUSB's diversity-related events are predominantly specific group-focused as opposed to a mainstream/generalized target audience.** For example, 82% (426) of the diversity efforts hone in on and target specific diverse groups while 18% (92) engage an amorphous diverse audience. The efforts that target specific diverse groups mostly focus on the following: historically underrepresented campus members (39%, 203), Hispanic/Latino campus members (12%, 63), international campus members (12%, 63), female campus members (8%, 41), African American campus members (6%, 29), LGBTQ+ campus members (3%, 18), and veteran/military campus members (3%, 16). This finding indicates that a more targeted (and thus culturally responsive) approach to diversity, equity, and inclusion may be at work at CSUSB and most importantly, for historically underrepresented students and campus members. With a sizable percentage of Latino/a students at CSUSB, it is important for the university to speak to and serve Latino/a students as well as historically underrepresented and sociopolitically marginalized groups such as African Americans, First Peoples and Native Americans, Pacific Islanders, and Asian Americans.
- **CSUSB's diversity-related events frame "diversity" in terms of important, highly relevant, and complex constructions of culture.** For instance, CSUSB's diversity-related events mostly define diversity in terms of Race/Ethnicity (28%, 489), Gender (24%, 426), Socioeconomic Status (13%, 226), International/Global Formations (10%, 174), Broad Culture/Diversity (6%, 108), Nationality (5%, 92), and Language (5%, 82). Taken together, these framings of diversity represent important points of learning about diversity and difference at the university. More, however, can be done with regard to Disabilities, Sexual Orientation, Active Duty/Veterans, Region, Political Ideology, Age/Generation, Religion, and Intersectionalities as these are important diversity positionalities. In terms of the time series analysis, there has been a steady stream of diversity-related

programming that focuses on Race/Ethnicity, Broad Culture/Diversity, and International/Global Cultures in the last 14 months.

- In terms of the larger approach to diversity, CSUSB's diversity efforts engage diversity in terms of both highlighting social justice and fostering an active appreciation of cultural groups and perspectives.** For example, approximately 41% (213) of diversity-related events highlight social justice or those that identify power differences and inequalities and works to dismantle such disproportionate power relations. 40% (206) of CSUSB's diversity-related events represent active diversity, or efforts that develop, build, support, and promote diversity in general and of specific cultural groups. 19% (99) of the diversity-related events focus on creating conditions and structures (especially in the areas of recruitment, hiring, retention) to help include historically underrepresented and marginalized groups (in terms of gender, religion, sexual orientation, and race/ethnicity) in higher education. These inclusion-focused events mostly focus on Race/Ethnicity, and Gender. Within these diversity-related events, Race/Ethnicity, Gender, Sexual Orientation, and International/Global Cultures are engaged the most through a social justice approach. We commend CSUSB for these diversity-related event types.
- In terms of how diversity is "talked about" and articulated, CSUSB's diversity-related events employ language that mostly highlights power inequalities, pluralism, and historical underrepresentation.** As a significant finding, there were 213 (41%) diversity-related events that used the language of a "critical approach" or a perspective that examines culture and identity as intricately linked to power, structures, and societal inequalities; this is a significant number of events that feature critical power-based language or discursive framing. 40% (207) of diversity-related events used language and terms when referring to diversity in terms of the acceptance and appreciation of various cultural groups and their unique identities in its overall campus community. 19% (98) of CSUSB's diversity diversity-related events employed language related to historical underrepresentation and the importance of ensuring that specific racial/ethnic and gender (namely women) groups are provided the fullest access to a quality education.
- As an impressive finding, CSUSB's diversity-related events and programming primarily expose campus members to power differences and advanced cultural analysis. Halualani's Diversity Engagement-Learning Taxonomy Assessment+ (DELTA+) (a framework similar to Bloom's Taxonomy of Learning but geared for diversity learning and engagement) was used to gauge the targeted diversity engagement level of the diversity-related events and programming. As such, these diversity-related events mostly feature DELTA Level 5 - Evaluation-Critique of Power Differences (48%, 251) followed by DELTA Level 4 - Advanced Analysis (22%, 116), and DELTA Level 3 - Interaction (15%, 80). Thus, diversity-related events are mostly exposing campus members to power-based issues related to culture and diversity and advanced analysis of diverse topics and subjects. **This insight reveals that CSUSB's events serve a critical function in exposing their students and campus members to the complexities of culture, identity, and society in terms of power differences, structured inequalities, privilege, historical formations, and agency to make change.****



- As a positive finding, it should be noted that 48% (251) of CSUSB's diversity-related events focus on engaging campus members into topics and discussions about diversity in terms of power relations, social structures, and contexts of inequalities. The events that specifically engaged DELTA Level 5 - Evaluation-Critique of Power Differences mostly focused on Race/Ethnicity (72%, 175), Gender (17%, 42), and Sexual Orientation (6%, 14). (Broad Culture/Diversity and International/Global Cultures were also engaged in this DELTA layer but to a lesser extent).
- 13% (69) of these events recur each year. As such, the diversity-related events that recur, provide exposure to Race/Ethnicity, Broad Culture/Diversity, International and Global Cultures, and Gender. We urge CSUSB to continue to create events and programs that engage the higher DELTA levels more (for e.g., Level 5 - Evaluation-Critique of Power Differences, Level 6 - Social Agency & Action, Level 7 - Innovative Problem Solving) and to gauge the extent to which campus members are experiencing such engagement.
- We also recommend linking these events to CSUSB courses and specifically course assignments and units in terms of shared student learning objectives about diversity/diverse perspectives and demonstrated performance on these student learning objectives through participation in a CSUSB diversity event (this can all be done through a diversity, equity, and inclusion (DEI) strategic plan; our firm has examples to review if needed). A passport program that links diversity-related events to courses, is also recommended. This type of passport program could directly tie into a type of co-curricular transcript, which is an excellent way for all students to



document their diversity learning development. A specific “diversity, equity, and inclusion” area could be identified on such a co-curricular transcript.

- **CSUSB’s diversity efforts have mostly framed “diversity” as a topic/issue or in terms of a specific diverse group/community.** Specifically, the campus’ diversity-related events have predominantly framed diversity as a topic/issue.
- **Campuses should also explore the extent to which it engages the minds (the cognitive dimension), hearts (the affective-emotional dimension), and habits (behaviors) (the behavioral dimension and the social-interactive dimension) of its campus members with regard to diversity.** In this vein, CSUSB’s diversity-related events mostly tap into the affective-emotional dimension (50%, 518) of diversity engagement for targeted populations, which gets at the feelings, internal reflections, and self-introspections of individuals with regard to a diversity focus. Such a layer is an often-neglected focus at colleges and universities, and thus, CSUSB should feel heartened by this finding. The second pronounced dimension for campus members was the cognitive dimension (gaining new knowledges and information about diversity issues) (42%, 435). 8% (63) of the diversity-related events engaged the social-interactive dimension (how to connect with culturally different peers, how to create social support networks with identity groups and diverse groups, how to be a part of a shared community) and the behavioral dimension (how to be more inclusive, interculturally competent, and how to engage in allyship and social praxis). There is movement and activity on the part of CSUSB for all of these dimensions, and a more strategic approach may help to increase the work done on the social-interactive and behavioral dimensions.
- **A smaller percentage of CSUSB’s diversity-related events contribute to improving campus climate or building up the structures of belonging for diverse students.** 19% (98) of the diversity-related events represent attempts to create mechanisms, programs, and structures to increase diverse student belonging. These diversity-related events focused on addressing the adjustment and acclimation needs of diverse students and targeted the individual level. In terms of the individual level of campus climate, these diversity-related events primarily focused on the psychological aspects of the student experience (or the ways in which students feel as if they belong in college and in their higher educational environment and see themselves as valued and capable students/scholars).
  - CSUSB’s attempts to strengthen campus climate for its members and increase diverse student belonging, will need to be aligned with the results of a conducted university-wide campus climate survey (every two to three years) through which all campus members can report on how they are experiencing CSUSB and their peers in their respective roles (students, staff, faculty, administrators).
- **The California State University San Bernardino’s diversity-related events reflect its institutional capacity to engage diversity mostly in terms of campus learning, education, dialogue, and awareness of diversity, equity, and inclusion topics.**

- When analyzing diversity efforts enacted by a higher educational institution, it is important to examine the **diversity capacity** of that institution. By “diversity capacity,” we mean the institution’s ability to fulfill and carry out its mission and values, and goals with regard to diversity, equity, and inclusion work for all of its campus members. Such an institutional diversity capacity could include specific resources (fiscal, non-fiscal) allocated for diversity purposes, skill sets of its members that relate to diversity, equity, and inclusion, and processes established to help achieve diversity goals.
- In this area, we found that all of CSUSB’s diversity-related events reflect a robust and productive **educational resource type of capacity** when it comes to diversity, equity, and inclusion. By this, we mean that all of CSUSB’s diversity-related events (that related to capacity areas) focused on educating its campus members on key topics, needs, and contexts that are related to diversity. As confirmed by DELTA Level 3 - Interaction, 15% (80) of these diversity-related events also constituted a **social capital resource type of capacity**, or activities that created social networking opportunities and “intercultural relations” channels among culturally diverse campus members and for specific historically underrepresented groups.
- **Such a finding indicates solid diversity, equity, and inclusion work on the part of the California State University San Bernardino in terms of diversity-related events and programming. However, with the creation of a diversity strategic vision, focus, and plan for achieving specific diversity goals in the future (and addressing long-held diversity challenges from the past to the present) and the build out of the current diversity infrastructure, CSUSB’s institutional diversity capacity should grow and reflect a rich and varied range of resources and capacity types.**
- **See the next page for the next section.**

## H) Diversity Change Order

- Halualani's Diversity Change Order assesses the stage of diversity, equity, and inclusion that an institution is positioned in. Halualani and Associates has developed a unique numbering (change

order) sequence that delineates the degree of evolution of an institution's diversity activity (from 1st order to 4th order).

- A **1st order stage position** reflects one in which an institution with public declarations and intentions of a commitment to diversity, equity, and inclusion but with no action. A **2nd order stage position** is one in which an institution has demonstrated its commitment to diversity, equity, and inclusion through actions, events, and or initiatives. An institution in a **3rd order stage position** would have a record of continuous diversity, equity, and inclusion action that is anchored by a diversity strategic framework. This 3rd order stage position also features a campus that is engaging in impact assessment of those diversity actions. Lastly, a **4th order stage position** represents one in which a campus has a record of sustained and strategic diversity action that is fully resourced and institutionalized. In addition, impact assessment of such action reveals deep cultural change on diversity priorities across the institution.
- The vast majority of institutions that we have mapped have been located in a 2nd Order - Diversity Action Stage.
- See the next page for the next section.**



- In terms of Halualani's Diversity Change Order and this focused diversity mapping, CSUSB is clearly located in a 2nd Order - Diversity Action Stage, or the stage through which the institution has

## DIVERSITY CHANGE ORDER FOR CSUSB

Assessing the Evolution of Diversity Activity: The goal is to have a sequential, "building," and intentional enactment of diversity efforts across all change orders (Halualani, 2020).



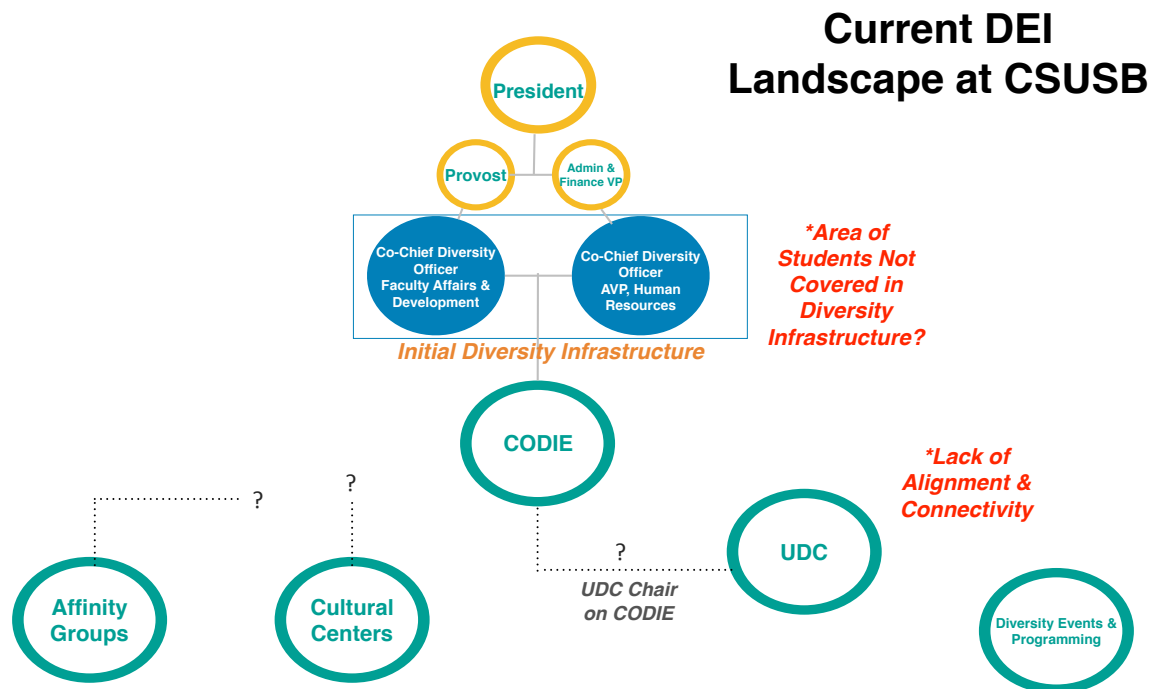
demonstrated its commitment to diversity, equity, and inclusion by embarking on and completing diversity actions, efforts, programs, and activities.

- In order to make it to a 3rd Order Stage (through which a strategic framework anchors and organizes the diversity activities and there is impact determination of such efforts), CSUSB needs to actually craft a diversity strategic framework through which to steer itself in the desired direction with regard to diversity, equity, and inclusion. In addition, CSUSB should create more robust mechanisms to assess or identify the impact of its diversity efforts. By doing so, it will be able to determine if it is moving in the desired strategic direction and or if it needs to be more intentional and purposeful about its diversity efforts. Such a plan should include evaluative frameworks in order to determine the diversity progress and achievements made. Thus, there is a record of diversity activity at CSUSB but not a clear sense of the extent to which these efforts are bringing about its desired strategic vision.
- In the future, CSUSB should be focused on transforming their diversity efforts into fourth-order items (sustained, institutionalized, positive impact, culture-changing, reaching all campus members and beyond, and linked to a diversity strategic framework).
- See the next page for the next section.

## I) Structure of the Diversity, Equity, & Inclusion (DEI) Landscape at CSUSB

- Throughout this report, in particular, I have identified leverage points and challenges having to do with your current diversity infrastructure, diversity leadership, diversity alignment, and your diversity-focused teams.
- I highlight these aspects again in order to identify and recommend a possible redesign of your diversity landscape in terms of your diversity infrastructure, diversity leadership, diversity alignment, and your diversity-focused teams.

- Current DEI Landscape at CSUSB**

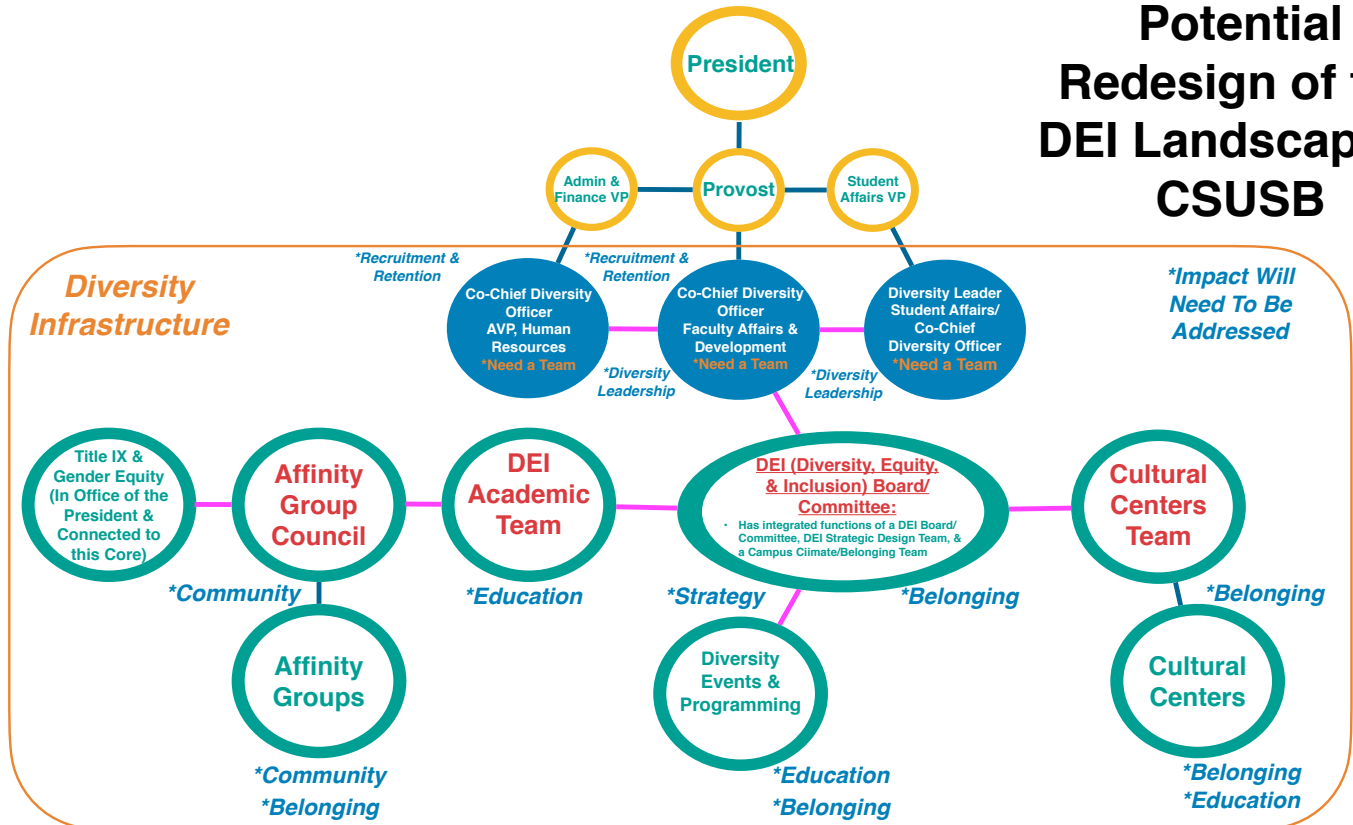


- There is a lack of needed elaboration and detail about the specific purviews, overlap, and collaborative arrangement of diversity work across the two co-chief diversity officer roles.
- There is currently no diversity leadership role (with the two co-chief diversity officers) that focuses on the diversity needs and experiences of students.

- There is unclear information about the specific function and purview of CODIE and UDC and the lines of overlap or distinction for each of these committees.
- There is a lack of alignment and connectivity across the extant diversity-focused teams (CODIE, UDC), which could limit the focus and coordinated action needed for a strategic and unified diversity future.
- There is uneven representation (or in some cases, none at all) of key diversity roles (co-chief diversity officers) and constituencies (affinity groups, cultural centers, faculty, employees, students) across the extant diversity teams (CODIE, UDC, affinity groups, cultural centers).
- It is unclear how the affinity groups and cultural centers are linked to the diversity leadership.
- CSUSB's diversity infrastructure is not tightly organized or structured and has little function clarity, role clarity, or team clarity.
- **See the next page for the continued section.**

- Recommendations for a Possible Redesign of the DEI Landscape at CSUSB:** Below are some possible redesign recommendations for a stronger diversity infrastructure with tighter diversity alignment and connectivity across units.

## Potential Redesign of the DEI Landscape at CSUSB



- 1) There needs to be a formalization of the functional purviews, overlap, and shared cooperation of the co-chief diversity officer roles.
- 2) A Student Affairs diversity lead representative should be added to and connected with the current two co-chief diversity officer in order to speak to student diversity needs. Another option here is to add a potential third co-chief diversity officer with a focus on student needs and experiences.
- 3) A newly formed team — a DEI (Diversity, Equity, & Inclusion) Board/Committee — should be created in order to absorb and integrate the main functions of CODIE (advisory, diversity-focused, diversity strategy) and UDC (campus belonging and programmatic) into a focused and unified group. Such a board could replace the

current bifurcated two-diversity committee structure (CODIE and UDC) with a united focus and better diversity alignment and connectivity for the future. This DEI Board/Committee would integrate the functions of the DEI Board/Committee, DEI Strategic Design Team, and the Campus Climate/Belonging Team from Halualani's Diversity-Focused Teams Classifications. This team should be convened and led by diversity leaders.

- 4) There should be the creation of an Affinity Council, DEI Academic Team, Cultural Centers Team, and Individual Diversity Initiative Teams (as needed with an active diversity, equity, and inclusion (DEI) strategic plan) from Halualani's Diversity-Focused Teams Classifications.
- 5) A newly formed DEI Board/Committee (as a combined DEI Board/Committee Team, the DEI Strategic Design Team, and the Campus Climate/Belonging Team), an Affinity Council, a DEI Academic Team, and a Cultural Centers Team should all be connected and aligned (with shared representatives and ongoing meetings/interactions). Together, all of these teams with the diversity leadership (3 diversity leads) could constitute a strengthened diversity infrastructure.
- 6) In this redesigned diversity infrastructure, the diversity leadership and diversity-focused teams are connected, aligned, and in communication with one another for the most optimal pursuit of achieving the institution's diversity goals.
- 7) Note that an ideal diversity infrastructure's main diversity functions from Halualani's Diversity Infrastructure (on pages 11-12) (Leadership & Strategy, Recruitment & Retention, Belonging, Education, Community, and Impact) are covered through this redesigned team structure and revised diversity infrastructure.

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- **Overall, Halualani & Associates affirms and acknowledges CSUSB's historical commitment to diversity, equity, and inclusion and the solid foundation that it has built over the years with meaningful and impactful diversity work. This institution has established a strong, dedicated base from which to further its diversity work as it moves forward.**
- We have provided a list of recommended action steps for CSUSB's continued diversity future to the CSUSB leadership. Some of these key action steps include (but are not limited to the following):
  - the creation of a university-wide diversity, equity, and inclusion (DEI) strategic plan;
  - a thoughtful campus articulation of what a diversity, equity, and inclusion-minded California State University San Bernardino looks, feels, and acts like;
  - a potential redesign and realignment of its diversity infrastructure;
  - the continued building out of its diversity infrastructure;
  - the formal coordination and connection of diversity-related committees



- the creation of a diversity-impact culture.
- **It has been an honor to witness the established diversity foundation of California State University San Bernardino, an institution that is perfectly poised to lead public higher education into diversity excellence.**