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# PRESIDENT'S DIVERSITY, EQUITY & INCLUSION BOARD

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END OF YEAR REPORT, 2022-2023

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## BOARD STRUCTURE

Reflecting the rich diversity of the CSUSB community, President's DEI Board membership consists of students, faculty, staff, administrators, and alumni, representatives from the shared governance bodies including the Faculty Senate, Staff Council, and ASI, as well as representatives from the cultural centers, and affinity groups across campus.

The Board is co-chaired by the three co-chief diversity officers, Kelly Campbell, Interim Vice Provost for Academic Affairs, Daria Graham, Associate Vice President for Student Affairs, and Robin Phillips, the Vice President of Human Resources.

The President's DEI Board consists of a Steering Committee, an Executive Committee, and six Subcommittees as follows:

### **Steering Committee:**

Membership consists of the President, members of the President's Cabinet, and the three co-chief diversity officers. Through its oversight, this team ensures that the work of the President's DEI Board aligns with guiding university principles and documents including the CSUSB Strategic Plan, DEI Strategic Plan, and the University mission. All members are standing members of the Steering Committee.

### **Executive Committee:**

Membership consists of the Steering Committee and Subcommittee chairs. Through ongoing and strategic communication, the Executive Committee supports Subcommittees in their efforts to meet the stated mission of the President's DEI Board, the DEI Strategic Plan as well as the identified goals for each Subcommittee.

### **Subcommittees:**

**DEI in Student Recruitment, Retention, and Graduation:** Supports the University's efforts and practices to recruit, retain and graduate a diverse student body.

**DEI in Faculty Recruitment, Retention, and Development:** Supports the University in its commitment to recruit and retain a diverse faculty and ensure the availability of faculty development programs.

**DEI in Staff Recruitment, Retention, and Development:** Supports the University in its commitment to recruit and retain a diverse staff and ensure the availability of staff development programs.

**DEI in Alumni and Community Outreach:** Engages and, where possible, includes alumni and community partners in the University's DEI initiatives, events, and activities.

**DEI in Curriculum and Student Learning:** Studies and makes recommendations on enriching curricular and co-curricular offerings, creating inclusive classrooms, and embedding DEI in the curriculum and student learning.

**DEI in Programming:** Develops educational and celebratory DEI programming to realize DEI Strategic Plan goals and ensures that the campus community continues to learn about and celebrate the rich array of identities in our CSUSB community and beyond.

Members of the University community who are not members of the Board can support the efforts of the subcommittees through attendance and feedback.

## BOARD MEMBERSHIP TERMS

Members of the DEI Board will be appointed for an initial 2-year term with the option for a 2-year extension except for the Standing members who will provide continuity through the growth of DEI at CSUSB. Students appointed to the DEI Board will serve one-year terms. Subcommittee chairs will serve two-year renewable terms.

The following positions are standing members of the DEI Board:

- Director, Title IX & Gender Equity
- Diversity & Inclusion Manager
- Director, Teaching Resource Center
- Associate Vice President for Enrollment Management
- Director of Outreach
- Assistant Director for Diversity Initiatives
- Staff Council Representative
- Director, Leadership Development and Employee Enrichment
- Assistant Director of Diversity & Inclusion
- Director of Services to Students with Disabilities
- Associated Vice President & Dean of Undergraduate Studies
- Executive Director, Faculty Center of Excellence
- Vice President of Administration & Finance and CFO
- Associate Vice President for Student Affairs and Dean of Students and Co-Chief Diversity Officer
- Associate Vice President & Chief of Staff
- Provost and Vice President for Academic Affairs
- Associated Students, Incorporated Representative
- Faculty Senate Representative
- Associate Vice President for Human Resources & Co-Chief Diversity Officer
- Vice President for Advancement
- Vice President for Student Affairs
- Vice President for Information and Technology Services and CIO
- Associate Provost, Faculty Affairs and Development & Co-Chief Diversity Officer
- Latinx Center Representative
- Pan-African Center Representative
- First Peoples' Center Representative
- Asian Pacific Islander Center Representative

## BOARD MEMBERSHIP, 2022-2023

Steering Committee	Alumni and Community Outreach Sub-Committee	Curriculum and Student Learning Sub-Committee
Tomás Morales	Crystal Wymer-Lucero	Janelle Gilbert
Kelly Campbell	Dalia Hernandez	Mike Chao
Daria Graham	Robert Nava	Rafik Mohamed
Bryan Haddock	Pamela Moses	Carmen Beck
Katherine Hartley	Valentina Felix	Brittany Bloodhart
Rafik Mohamed	Bryan Haddock	Diana Camilo
Robert Nava	Tamara Holder	Nicole Dabbs
Paz Olivérez	Salome Kapella-Mshigeni	Christine Fundell
Robin Phillips	Pamela Medina Gutierrez	Carlos Gonzales
Sam Sudhakar	Rosemary Zometa	Dong Man Kim
		Claire Todd

Executive Committee	Faculty Recruitment, Retention and Development Sub-Committee	Programming Sub-Committee
Kelly Campbell	Sastry Pantula	Jesse Felix
Daria Graham	Taewon Yang	Lesley Davidson-Boyd
Robin Phillips	Kelly Campbell	Daria Graham
Tomás D. Morales	Lori Caruthers Collins	Jennifer Mersman
Bryan Haddock	Jane Chin Davidson	Jairo Leon
Katherine Hartley	Yasemin Dildar	Diana Minor
Rafik Mohamed	Kevin Grisham	Jose Munoz
Robert Nava	Angela Horner	Agustin Ramirez
Paz Olivérez	Robert Kryiakos Smith	Anthony Roberson
Sam Sudhakar	Conrad Shayo	Aurora Vilchis
Rachel Beech		Bibiana Diaz
Jesse Felix		
Janelle Gilbert		
Sastry Pantula		
Crystal Wymer-Lucero		
ASI President		

**Student Recruitment, Retention  
and Graduation Sub-Committee**

Rachel Beech  
Molly Springer  
Paz Olivérez  
Tiffany Bonner  
Rueyling Chuang  
Manpreet Dhillon Brar  
Shawn Farrell  
Christina Hassija  
Brandon Landrum  
HyunKyoung (HK) Oh  
Lee Stovall

**Staff Recruitment, Retention and  
Development Sub-Committee**

Rowena Casis-Woidyla  
LeSondra Jones  
Robin Phillips  
Sam Sudhakar  
Pamela Moses  
Julio Arevalo  
Tiffany Bookman  
Tania Pantoja

## DEI BOARD CHARGE

Building upon the foundation of previous campus DEI committees, UDC and CODIE, the DEI Board was formed to oversee initiatives and efforts aimed to ensure that CSUSB provides an inclusive and welcoming environment where all members of the CSUSB community can thrive.

The President's DEI Board is charged to:

- Identify and recommend priorities for diversity, equity, and inclusion work to the President.
- Contribute to the DEI Strategic Plan design process, its finalization and implementation.
- Evaluate and assess the efficacy of the University's diversity strategy and the DEI Strategic Plan and identify metrics for progress.
- Assess and promote the principles and goals identified in the DEI Strategic Plan to cultivate and sustain synergy and collaboration in diversity, equity, and inclusion efforts.
- Identify and support the Council leaders responsible for the implementation of assigned DEI Strategic Plan goals.
- Lead and coordinate activities to develop and maintain the desired campus climate.
- Assist in the development of accountability structures to evaluate and assess the campus climate activities for efficacy.
- Focus on DEI Educational Function, and foster learning around diversity, equity, and inclusion through coordinated events, co-curricular programming, workshops, and training.
- Focus on DEI Community Function and build a more engaged and aware community around diversity, equity, and inclusion at the institution, including with alumni and Inland Empire community.
- Focus on the role of diversity, equity, and inclusion in terms of the academic aspects of the institution, including incorporating DEI in the curriculum, inclusive pedagogy, retention and graduation rates, and college-level engagement with diversity, equity and inclusion.
- Focus on the role of diversity, equity and inclusion in terms of faculty and staff recruitment, retention and development, diversification of faculty and staff, retention tenure-promotion, safe space training, inclusion workshops, and diversity champion programs.



## DEI STRATEGIC PLAN FRAMEWORK, 2022-2023

There is an overarching emphasis across this entire DEI Strategic Plan to establish assessment outcomes and accountability markers for each of the objectives under each goal area to track demonstrable progress on the strategic plan.

### GOAL 1: Solidify CSUSB's Innovative DEI Infrastructure

**OBJECTIVE 1.1:** Identify key DEI concepts and competencies for CSUSB faculty and staff members.

- **Deliverables:** Evidence of a formal university-wide delineation of three DEI concepts and three DEI competencies for faculty and staff members.

**OBJECTIVE 1.2:** Train DEI consultants (or departmental consultants) to help academic departments better understand DEI goals in relation to their curricula.

- **Deliverables:** Evidence of a trained cohort of DEI consultants that is prepared to do the following with academic departments:
  - Bring awareness to DEI goals.
  - Connect those DEI goals to curricula.

### GOAL 2: Create a Campus of Belonging

**OBJECTIVE 2.1:** Implement DEI training requirements for all management, faculty, and staff search committee members.

- **Deliverables:** Evidence of:
  - A formal delineation of DEI training requirements for all management, faculty, and staff search committee members
  - A formal policy and or procedure that institutes the DEI training requirements for all management, faculty, and staff search committee members.

**OBJECTIVE 2.2:** Identify identity-informed best practices for student success (retention, graduation).

- **Deliverables:** Evidence of formal delineation of six to eight identity-informed best practices for student success, as demonstrated by retention and graduation.

### GOAL 3: Create a Closing the Equity Gap Plan for Underrepresented Minority Students

**OBJECTIVE 3.1:** Identify “closing the gap” efforts across CSUSB and possible partnerships to close equity gaps.

- **Deliverables:** Evidence of:
  - Multiple “closing the gap” strategies and interventions across CSUSB.
  - Partnerships to close equity gaps.

**OBJECTIVE 3.2:** Identify ways to make equity gaps more transparent and part of program decision-making.

- **Deliverables:** Disaggregate and analyze URM and socio-economic class data to develop appropriate interventions to close equity gaps.

## HISTORY & PROGRESS TO DATE

During the 2020-2021 academic year, CSUSB retained the services of Halualani & Associates consulting firm to conduct a focused diversity mapping of the California State University, San Bernardino through which the university examined the current state of its diversity, equity, and inclusion landscape. Diversity mapping represents an evidence-based methodology that rigorously examines an institution's record of action regarding diversity, equity, and inclusion. More specifically, the mapping analysis employs several key analytical taxonomies, scales, and layers 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.

Dr. Halualani met with several campus constituents including the University Diversity Committee (UDC), Council on Diversity, Inclusion, and Equity (CODIE), Faculty Senate, Staff Council, and Associated Students, Inc. The Halualani [Diversity Mapping Report](#) for California State University, San Bernardino was shared with the campus on August 20, 2020. In the report, Dr. Halualani applauded CSUSB's efforts CSUSB and recommended strategies for better alignment and focus through (1) the development and implementation of a diversity strategic plan and (2) the creation of one centralized unit both to implement that plan and more effectively coordinate our DEI activities to achieve maximum impact. Consequently, the President's Diversity, Equity and Inclusion Board (DEI Board) was created as the centralized unit to spearhead DEI initiatives at CSUSB.

In the two years that followed, the President's DEI Board sub-committees worked diligently to accomplish the three goals outlined in the DEI Strategic Plan. The sub-committees' progress to date is summarized below along with their recommendations for the work remaining to be done. The outstanding work will be carried forward as the university transitions into their [2023-2028 Strategic Plan](#), which contains a DEI goal pillar. The institution's new strategic plan not only outlines DEI strategies aligned with its respective goal pillar such as establishing a [Truth, Racial Healing and Transformation Center](#), but also infuses DEI throughout the entire plan. The DEI Strategic Plan lay the foundation for these new initiatives and the President's DEI Board will provide the infrastructure to ensure success in meeting our objectives.

## ALUMNI AND COMMUNITY OUTREACH

### Goal #1: Solidify CSUSBs Innovative DEI Infrastructure

The subcommittee reviewed current campus practices for weaving DEI into the infrastructure of CSUSB and discovered that while the campus was eager to engage with DEI, time and resources were being spent on outside consultants. The subcommittee has begun a roster of faculty, staff, and alumni DEI experts that will serve as a resource for the campus to utilize as speakers and workshop facilitators. Additionally, this will support feelings of safety for students by naming on-campus allies. The committee has also been intentional about hosting meetings in the community to enhance the reach of CSUSB and reaffirm our commitment to raising the profile of the region.

Recommendations moving forward would be continuing to develop the DEI Roster of Experts. CSUSB should maintain an updated and relevant DEI message in all syllabi, following the model the USSC Advisory Board created for undocu-friendly spaces.

### Goal #2: Create a Campus of Belonging

To help complete this goal, the DEI Alumni and Community subcommittee hosted two impactful events this academic year. The first, a brown bag Zoom session, introduced CSUSB's commitment to DEI to the campus and surrounding community. This was bookended by an in-person event that highlighted the work of the affinity centers and gave the community a chance to see their work first-hand. Nearly 100 alumni, faculty, staff, students, and community members toured the centers, met engaged students, and learned about the impactful work CSUSB does to support a diverse, equitable, and inclusive learning environment. In addition, DEI training is being added for the Alumni Association Board of Directors, Alumni Chapter boards, and the President's Philanthropic Board. The chapters are inviting student liaisons to sit on their boards to hear directly what support they need. Most importantly, the committee has begun a roster of DEI experts that will serve as a resource for the campus and will support feelings of safety for students by naming allies. The committee has also been intentional to host meetings in the community to enhance the reach of CSUSB and reaffirm our commitment to raising the profile of the region.

Recommendations moving forward include the development of mandatory DEI training during the OnBoarding process, which includes Alumni Relations and a representative to speak on behalf of the SMSU affinity centers about available resources. The subcommittee recommends scheduling this training for six months post-hiring, which will eliminate contributing to the overwhelming amount of information new hires receive and allow the DEI message to resonate more fully. CSUSB must create a cohesive DEI message to ensure consistency with our outreach, which may be accomplished by starting a newsletter for the local community that promotes all DEI activities happening on campus.

### Goal #3: Create a Closing the Equity Gap Plan for Underrepresented Minority Students

In line with the subcommittee's other goals, current campus practices were explored to determine what institutional practices are in place that support underrepresented minority students. The Coyote Network, the alumni-to-student mentoring program, was identified as a priority focus area with its proven success rate that supports Graduation Initiative 2025. A matched sample analysis demonstrated that overall, program participants persisted at a higher rate and attempted and earned more units than non-participants. In particular, those who participated in the Coyote Network program as lower-division students appeared to benefit most. Post-Baccalaureate and Graduate students attempted and earned more units on average during the year they participated in the Coyote Network. The overwhelming majority of students surveyed would recommend the Coyote Network to fellow students, cementing the Coyote Network as a valuable resource.

The subcommittee recommends that continued institutional support be invested in this program. Additionally, since students appear to benefit most when they participate early in their academic careers, Alumni Relations has begun a pilot partnership with freshman seminar courses to make connecting with alumni mentors and creating a profile part of the course assignments. To further reduce equity gaps for underrepresented minority students, partnerships beyond academic programs are being developed with the resource centers of the Santos Manuel Student Union.

## **CURRICULUM AND STUDENT LEARNING**

### Goal #1: Solidify CSUSBs Innovative DEI Infrastructure

This subcommittee reviewed current practices in ensuring DEI in the curriculum and concluded that there are not enough formal mechanisms to reinforce the inclusion of DEI concepts throughout the curriculum. This awareness led to the decision that program-level rather than course-level mechanisms were appropriate across disciplines and departments. After exploring program approval policies using the CIM system, it was decided that this approach may meet resistance and that the better place to build infrastructure was in the Program Review process. The sub-committee worked with the Vice Provost's office to establish DEI guidelines that will inform revisions to the FAM guiding program review. These suggestions were modeled after Monica Wang's antiracist policy review that was completed for the DEI Board in 2021-2022. In short, this sub-committee is partnering with the Program Review Committee to improve guidance and guidelines in DEI curriculum assessment and development.

Recommendations moving forward include continued work with the Program Review Committee to provide clarity and resources to build on the DEI commitment. Also, the committee recommends providing support for DEI changes in curriculum and program review and professional development. This committee will advocate for funding to the Faculty Center for Excellence or DEI workshops run by campus DEI representatives to prepare faculty for improved DEI practices. Note that efforts to increase DEI content in classrooms also need to be supported in the RPT process.

### Goal #2: Create a Campus of Belonging

The curriculum sub-committee recommended developing opportunities to co-create curriculum and build in co-curricular components focused on campus inclusion. The GE program has partnered with ASUA to include social belonging material in the first-year curriculum and build partnerships for programming and student activities regarding student inclusion and DEI. Peer mentors have been provided for all first-year seminars to connect students with inclusion activities.

In terms of recommendations moving forward, ongoing support needs to be provided to instructors to ensure the content on social belongingness continues to be included in the first-year curriculum and is adopted by new instructors. The committee also recommends we continue seeking additional opportunities for collaboration between FCE/TRC & Student Affairs/Affinity Centers. Consider "community consultants," "community scholar resident," "professors of practice" - to engage the community into the classroom, in addition to a more project-based model.

### Goal #3: Create a Closing the Equity Gap Plan for Underrepresented Minority Students

The sub-committed complete work with Anthology to create modules in Campus Labs that disaggregate assessment data in GE to review equity gaps. Upon completion of the first pilot, this module could be expanded for all program assessment practices.

Future actions can include partnering with the assessment coordinator to further promote easily accessible data practices related to equity gap data. The committee is currently collecting best practices from other universities to create reading resources regarding assessment and DEI to guide CSUSB faculty. The sub-committee also recommends implementing college basics courses for all incoming first year and transfer students. Finally, they recommend scaling up all current programming that is benefiting students in terms of peer mentoring, supplemental instruction, supportive pathways throughout GE, and conducting regular and meaningful assessment of student learning outcomes to ensure they are culturally relevant.

## **FACULTY RECRUITMENT, RETENTION AND DEVELOPMENT**

### Goal #1: Solidify CSUSBs Innovative DEI Infrastructure

In AY 2022/23, several initiatives were undertaken to solidify the infrastructure regarding faculty recruitment, retention, and development. In terms of faculty recruitment, deliberate actions were taken to ensure diverse applicant pools (e.g., conferences attended, outreach efforts on diverse listservs). These results were successful in ensuring our candidate pools were diverse and based on the data that are currently available, in ensuring that approximately half of all new faculty hires were from historically underrepresented groups. Also, DEI Fellows were established in Academic Programs, the Assessment Office, Faculty Affairs and Development, and in each academic college. DEI Fellows have specific deliverables and are supported with a reassigned time for these activities.

To continuously support solidifying innovative CSUSB's DEI infrastructure, the subcommittee initiated a Certificate in DEI and suggested modifications to Classroom Visitations and the RPT FAM and process reflecting DEI activities. A new Faculty Handbook incorporating DEI values and expectations is being developed by FAD. These initiatives were shared with the Faculty Senate. The sub-committee recommends continuing with efforts to diversify applicant pools and that initiatives are undertaken to retain our diverse faculty (e.g., mentorship programs, spousal hires).

### Goal #2: Create a Campus of Belonging

To create a culture of belonging, the subcommittee members, DEI Fellows, Faculty Affairs and Development, and the Office of Academic Equity offered workshops, seminars, and initiatives on how to embed diversity and equity, and inclusion into teaching, pedagogy, assessment, research, and service activities. DEI seminars hosted by the USC Race and Equity Center were shared and many of our committee and campus members attended and benefitted from the debriefing discussions that occurred after those webinars.

In terms of moving forward, the sub-committee recommends colleges and departments develop recognition and/or activities to enhance faculty members' sense of belonging. We also recommend that the university establish an annual award to be given out to a faculty member who exemplifies excellence in DEI teaching, research, and service. Finally, we recommend that as the new strategic plan is implemented, sense of belonging be assessed bi-annually with regard to faculty members' perceptions at the department, college, and university levels. If gaps are evident, interventions can be targeted for the appropriate levels and/or groups to enhance sense of belonging.

### Goal #3: Create a Closing the Equity Gap Plan for Underrepresented Minority Students

To reduce equity gaps, the subcommittee members and academic departments were encouraged to use IR dashboards. College leadership held meetings with faculty members regarding courses with equity gaps and persistently high DWFI rates and discussed approaches for decreasing them and augmenting student success. The subcommittee worked with the Student Perception of Teaching Pilot committee to incorporate DEI related feedback into the assessment tool. ASUA and the departments reviewed roadmaps to enhance timely graduation, and the CSUSB Tutoring Center started offering online tutoring on Saturdays. Additional tutoring opportunities are being explored that will provide on-demand 24/7 tutoring support to students. Several grants were secured to provide funding for key initiatives such as targeting gateway courses with persistently high DFW rates and enhancing early supportive pathways for incoming students. These initiatives are currently underway.

To further reduce our equity gaps for underrepresented students, the subcommittee recommends developing and continuing culturally responsive pedagogy and training programs for faculty. We also recommend that academic departments (faculty members) work with ASUA advisors to discuss and encourage student participation in High Impact Practices, peer-tutoring, and peer-advising. Finally, we recommend that Department Chairs be provided an orientation to relevant IR Dashboards and training on how to use them. This latter initiative will help meet GI 2025 goals (e.g., by better understanding waitlists and scheduling appropriately, students can make timely progress toward graduation).



## PROGRAMMING

### Goal #1: Solidify CSUSBs Innovative DEI Infrastructure

In alignment with Goal 1 of solidifying CSUSB's Innovative DEI Infrastructure, the committee actively engaged staff members and addressed the needs of marginalized communities. This included initiatives such as drop-in academic advising within Affinity Centers and providing personalized support to marginalized students. Disaggregating student-employee assessment data was another step taken to understand diverse experiences and tailor services accordingly. Members of the sub-committee also established equity-focused professional development and onboarding for student employees, empowering them to integrate DEI principles into their work. These efforts contribute to achieving Objectives 1.1 and 1.2 by implementing DEI concepts and competencies and training DEI consultants.

Moving into the future, CSUSB is inviting distinguished scholars Tara Yosso, Daniel Solórzano, and Victoria Reyes to campus to deepen the understanding of DEI and promote inclusivity. Through presentations and workshops, they will provide valuable insights and strategies to foster an inclusive campus environment. This initiative aligns with Objectives 1.1 and 1.2 by exposing the community to cutting-edge research and integrating DEI goals into academic departments. The engagement of these scholars demonstrates the university's commitment to DEI knowledge and practices, reinforcing a supportive and diverse campus community.

### Goal #2: Create a Campus of Belonging

CSUSB has undertaken various initiatives and events to achieve Goal 2, which is to create a campus of belonging. Efforts include hosting events such as a philosophical discussion on fighting racism, a Kwanzaa Celebration for cultural awareness, and movie screenings that promote diverse narratives. The Pan African Student Success Center organized events focused on intersecting identities, professional development workshops for men of color, and partnered with academic and career centers to provide support services. Collaborations with local organizations and the disaggregation of student employee data further emphasize CSUSB's commitment to equity and inclusivity. Through workshops, cultural celebrations, and community-building activities, CSUSB fosters student belongingness and ensures support for underrepresented students.

CSUSB's collaborations with regional organizations, career development programs, and emphasis on financial literacy and psychological safety contribute to closing equity gaps and should be continued. CSUSB's efforts aim to provide a campus environment where all students feel valued, supported, and included. By implementing DEI training, promoting cultural awareness, and forming partnerships, CSUSB actively works towards creating a campus of belonging and ensuring the success of minoritized students.

### Goal #3: Create a Closing the Equity Gap Plan for Underrepresented Minority Students

CSUSB has made notable strides in promoting equity and inclusivity for underrepresented minority students. One such initiative was the event titled "A Case for Rage," featuring Myisha Cherry, a Professor of Philosophy from UCR. This event stimulated discussions on the role of rage in combating racism and raised awareness about the experiences and challenges faced by underrepresented minority students. By fostering dialogue and encouraging critical thinking, CSUSB created a more inclusive and equitable campus environment. Furthermore, the Pan African Student Success Center's programs, including the Kwanzaa Celebration and movie screenings of "The Women King" and "Wakanda Forever," enhanced cultural awareness and emphasized the significance of representation. These events facilitated dialogue, appreciation of black culture, and a sense of belonging, thereby supporting the academic success of historically underrepresented students.

CSUSB's partnerships with Academic Success and Undergraduate Advising, the Career Center, and various organizations in San Bernardino County and Riverside County have been instrumental in addressing equity gaps. These collaborations have allowed for the provision of tailored resources, academic advising, professional development opportunities, and community support to meet the specific needs of underrepresented minority students. By leveraging these partnerships, CSUSB has created a supportive and inclusive campus environment, working towards closing the equity gap and ensuring the success of underrepresented minority students. The university's commitment to promoting dialogue, understanding, and empowerment through philosophical discussions, cultural celebrations, and strategic collaborations demonstrates its dedication to fostering a more equitable educational landscape where all students feel valued and supported.

## STAFF RECRUITMENT, RETENTION AND DEVELOPMENT

### Goal #1: Solidify CSUSBs Innovative DEI Infrastructure

The Division of Human Resources partnered with the team in the Staff Development Center to develop and facilitate a diversity and inclusion module in the Administrator/Management Academy (required training for individuals in the Management Personnel Plan). They also Co-Chaired the 2023 Womxn's History Month and coordinated the arrival and book signing for Dr. Angela Davis at CSUSB.

Steps for the future include recruiting and hiring a new Diversity & Inclusion Manager due to a vacancy. Also, it will be important to increase staff membership in the subcommittee, including a student assistant, and consider having a staff member serve as Chair or Co-Chair of the subcommittee. We also recommend that initiatives be established to recognize staff who excel and participate in DEI efforts.

### Goal #2: Create a Campus of Belonging

The sub-committee collaborated with the D&I Manager to develop 1:1 training/counseling sessions on microaggressions and sensitivity training for administrators and staff. The Division of Human Resources collaborated with the Staff Development Center (SDC) to coordinate and promote learning and development opportunities for the entire campus community:

- December 7, 2022: Partnered with Cal Poly San Luis Obispo/Cross-Campus Collaboration to promote a session on Exposing Hidden Bias as part of 12 Days of Learning programming
- December 14, 2022: Promoted LEAP (Leadership Education for Asian Pacifics) event Building Radical Trust with Shannon Lee (virtual session in the SDC Conference Room)
- December 14, 2022: Promoted online learning of Inclusive Mindset available on LinkedIn Learning as part of 12 Days of Learning programming
- January 17, 2023: Promoted National Day of Racial Healing in the Staff Development Center (virtual session in the SDC Conference Room)
- February 21, 2023: Co-promoted Black History Month event, Don't Get it Twisted, with Dr. Afiya Mbilishaka
- February 24, 2023: Co-promoted Black History Month event, The Voice with African American Men, with Dr. Francesca Beer and the JHBC Office of Academic Equity
- March 22, 2023: Co-promoted Womxn's Leadership Conference
- April 17, 2023: Co-promoted A Conversation with Dr. Angela Davis
- May 22, 2023: Promoted free virtual conference offered through Academic Impressions, A Focus on Women's Leadership in Higher Ed, August 7-8 and October 19-20, 2023
- June 6, 2023: LEARN Conference – Invited Robert Levi to help kick off the conference with a Land Acknowledgement; invited affinity groups to participate in an Exhibition/Resource Fair; coordinated a breakout session on, Respect in a Diverse Workplace.

Future work should focus on developing and implementing a program geared towards a sense of belonging for staff (in progress). We should also design and launch a new career pathway (in progress), identify resources and learning development opportunities for staff and student workers, and increase engagement programming and activities for staff and student assistants.

Goal #3: Create a Closing the Equity Gap Plan for Underrepresented Minority Students

The sub-committee has been coordinating with Cabinet to review the annual Affirmative Action Report to identify staff and faculty areas of underutilization and assess adverse impacts for employees of color, women, veterans, and disabled employees. Also, the pay philosophy for student assistants, including an evaluation of current wages and development of wage schedule and wage increase guidelines is being conducted.

## STUDENT RECRUITMENT, RETENTION AND GRADUATION

### Goal #1: Solidify CSUSBs Innovative DEI Infrastructure

The Student Recruitment, Retention & Graduation subcommittee helped identify a better way to incorporate the student's lived experience into the trainings provided to faculty and staff. After reviewing the plethora of information available via dashboards and survey tools from Institutional Research, the subcommittee recommended that myth-busting presentations be created in order for campus constituents to have a better understanding of how students, particularly those from marginalized communities, experience CSUSB. In addition to these efforts, work remaining to be done include finding ways to bolster the population of underrepresented groups at CSUSB, including Black and Indigenous students.

### Goal #2: Create a Campus of Belonging

To create a sense of belonging, it is critical to understand whether the programs and services already available for students are best serving their needs, and then work with them to enhance offerings. This year, the sub-committee reviewed various data points and surveys connected to the student experience to uncover trends. Additionally, the team worked with IR to find ways to disaggregate the data for race and ethnicity, Pell status, and first-generation status where possible to better understand the impacts across and between these groups. The data reviewed were both at the institutional and program level. This review led the group to determine that a pilot qualitative study was necessary to dive deeper into the experience of individual and small groups of students. The pilot study ran during the late part of the spring 2023 semester.

As the subcommittee reconvenes in the fall it is our intention to broaden this qualitative study. The intention for the expansion is to be able to dive deeper into the experiences of particular groups of students, identifying those who fall into our focus groups for engagement and success. In reviewing their lived experiences, we hope to identify the programs, places, and people who help them to feel most connected to the institution and find strategies that broader quantitative studies may not be able to identify that could be scaled up to support sense of belonging.

### Goal #3: Create a Closing the Equity Gap Plan for Underrepresented Minority Students

The sub-committee was able to work with Institutional Research over the course of the 2022-2023 academic year to identify studies with large enough response rates that could be disaggregated. In doing so, the committee was able to provide a data set that better reflected the student experience both at the broadest and deepest levels. The responses provided additional context that can be used to inform decisions made at the unit, department, college, division, and institutional level to support the closing of the equity gap plans.

Over the next year, it will be critical to continue incentivizing students to participate in studies, both quantitative and qualitative so that the data can continue to be disaggregated. This step will allow the university to have a broad enough sample of students to make comparisons between and amongst populations and determine which students are impacted by which interventions. It will also be critical to find ways to share the importance of the survey and data-gathering work with faculty so that they can encourage students to participate in the various opportunities to share their voice. The university must continue to refine its programs and offerings based on the data, growing what is successful and sunseting that which is not having the intended impact.